Calendar of Upcoming Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 16th June</td>
<td>Bandfest</td>
</tr>
<tr>
<td></td>
<td>Year 5 and 6V to IMAX</td>
</tr>
<tr>
<td>Wednesday, 17th June</td>
<td>SRC Mufti Day fundraiser</td>
</tr>
<tr>
<td>Thursday, 18th June</td>
<td>Year 6 and Band students to IMAX</td>
</tr>
<tr>
<td>Friday, 19th June</td>
<td>Year 4 &amp; Support Unit Swimming</td>
</tr>
<tr>
<td>Tuesday, 23rd June</td>
<td>Athletics Carnival</td>
</tr>
<tr>
<td></td>
<td>Year 2 excursion to Powerhouse Museum</td>
</tr>
<tr>
<td>Thursday, 25th June</td>
<td>Year 2 excursion to Powerhouse Museum</td>
</tr>
<tr>
<td></td>
<td>Dance Showcase in Hall (9 – 11am)</td>
</tr>
<tr>
<td>Friday, 26th June</td>
<td>Last day of Term 2</td>
</tr>
<tr>
<td>Tuesday, 14th July</td>
<td>Term 3 starts - First day back for students</td>
</tr>
</tbody>
</table>

Principal’s Message

Reports

On Thursday 25 June, students will receive their Semester 1 reports. As a parent, I know that this is something that we await with great interest: our children, perhaps not so much!

One of our obligations as educators is to provide you with accurate, informed and reliable information about your child’s progress in areas of academic, social and personal development. Under the state-wide reporting system, this information is presented in a format that rates children’s performance in Years 1 to 6 from Outstanding to Limited. Effort is rated on a five point scale. This year, there is a slight change to the report format. Because the new English syllabus is organised differently to the old syllabus, the strands that were in the report template previously – Talking and Listening, Reading and Writing – are no longer current and have been removed. The new Department of Education report template has just an overall English achievement rating. Other Learning Areas remain as previously.

For Kindergarten students, our reports rate student achievement in English and Mathematics as Above, At or Below Expectation. No rating is applied to the other Learning Areas; a comment is provided. Effort is scaled from 5 to 1, for most to least effort. For students in our Support Unit, levels of achievement are rated as Competent, Developing or Needs Assistance. Effort is scaled from 5 to 1, for most to least effort.

Parents should be aware that “Sound” (or “At Expectation” or “Competent”) equates to meeting the expectation for achievement in that grade. “Sound” is where the majority of students will be in each LA. Please read the front cover of the report which explains the ratings applied.
Our teachers have worked hard to present you with information that gives you an honest and realistic picture, based on their professional judgement, of how your child has performed in the first half of this year. They have based their judgements on a range of information gathered from formal assessment tasks, performance in class, observation, discussion and participation.

They have then worked collaboratively to arrive at consistent interpretation of their data across the grade, not just within their classes. The reports provide a detailed examination of content covered and student performance across the Learning Areas. They are the second source of information provided this year, following on from the Parent-Teacher Interviews held at the end of Term 1.

For some children, their reports will be a “wake up” call that reinforces what their teachers have been telling them in class. Work habits, attitudes to learning, focus and self-control make an enormous difference to student performance. They are what largely determine whether a child’s potential is fully realised. If your child’s performance has room for improvement, look closely at the teacher’s comments to see whether it is attitude, concentration or work habits that are letting them down.

One of the factors that can have a significant impact on performance is stress. Fear of failure; excessive anxiety about pleasing parents; perfectionism; critically comparing self to others and setting unrealistic goals are all ways that children can experience stress. Stress at these high levels can be very negative and prevent students from working to their potential.

Children of all abilities can be affected by stress; however, high achieving students are especially prone to perfectionism where they feel that nothing they do is ever good enough. Parents need to watch carefully for this and not add to the stress that the child is already experiencing. Stress that is unrelenting can lead to issues that affect a child’s wellbeing. Our School Counsellors can provide advice about this.

My advice is to maintain a sense of perspective when reading your child’s report, so that you can assist your child to understand where they have done well, and where there is room to do better. Learning to set goals, and then develop a plan to achieve them, are vital skills for life and learning.

Encourage your child to set three goals for areas they would like to improve next semester (for example, reading comprehension; finishing work on time; ignoring distractions in class). Then, the most important part, develop strategies for how they will achieve these goals! In the examples above, for instance, reading comprehension might be improved by using a dictionary or thesaurus to get the meaning of unfamiliar words; retelling the story in their own words to check that they are understanding the text; and rereading sentences a few times if they are not sure what they mean. These goals and strategies can be written up and displayed in their bedroom or work area, as a reminder. You can then touch base to check how they are using them and whether the strategies are working.

This approach will help your child to take responsibility for improving his or her learning and work habits and show them that they have the power to make a difference to their results.

Mrs Anne Hewson – Principal
Deputy Principals’ Messages

Before–School Supervision

Supervision of our students within the school grounds starts at 8.40am until 9.00am each morning. A bell signals the time when teachers are on the playground as supervisors to ensure the safety and well-being of our students until 9.00am.

Before 8.40am there is NO SUPERVISION on the playground. We ask all parents to consider the safety and well-being of their children by ensuring that they do not arrive at school unsupervised before 8.40am. It is particularly concerning at this time of the year when the weather is so cold in the mornings.

If a parent or carer arrives before 8.40am, they are responsible only for the child in their care. No parent or carer should be supervising children who are not in their care.

All students who arrive before 8.40am unsupervised are expected to SIT under the COLA outside the hall until the bell. This is to ensure they are in a safe area when there is no supervision.

The exceptions to arriving before 8.40am are dance group members, students in a PSSA team on Fridays, students attending training, band tutorials or band rehearsals, or an excursion leaving earlier than 9.00am. In all these circumstances, the students are supervised by the relevant teacher.

There are a significant number of students arriving unsupervised before 8.40am. Please consider your child’s safety and well-being by ensuring they do not arrive before 8.40am.

If you are seeking care for your child before 8.40am, Kingsgrove Community Aid provides a facility on our school site from 7am. They can be contacted on 9588 3960 or 0418 481 358.

Mrs Jenny Cooper- Relieving Deputy Principal

Community Language/Cultural Studies Classes

Classes for Community Language (Mandarin) and Cultural Studies (Spanish) were formed in Term 1 based on the preferences parents nominated for their child on the notes that were returned to school.

It is a school expectation that all students with a Chinese background attend Chinese Community Language classes. Students in K-4 who do not have a Chinese background can either nominate to do Chinese at a beginner’s level, or attend a Cultural Studies class. The Chinese Community Language teachers spent many hours placing students in the appropriate Mandarin class according to their language levels.

It is disruptive to teachers and students when parents request that their child changes class during the year. It was clearly stated on the note that parents signed, that the choice of class would be for the entire year. Community Language and Cultural Studies are part of our school’s curriculum, in the same way that all other subjects are.

Children learn perseverance when they commit to something. Please do not request that your child is changed to another Community Language class as this is not the practice.

I encourage all parents to talk to the Community Language teachers or the Cultural Studies teacher if they are concerned about their child attending the class. All enquiries regarding this should be
directed to the Community Language / Cultural Studies teacher rather than the child's class teacher as they are in a position to provide the best information to help your child enjoy and succeed in this subject.

*Ms Jennifer Birch – Deputy Principal*

**Extracurricular Activities**

Extracurricular activities are activities in which students participate, in addition to the normal curriculum. There are many forms of extracurricular activities offered at Hurstville Public School, such as sports, debating, band, dance and choir.

There are many benefits for students who participate in extracurricular activities, including:
- Learning time management and prioritising,
- Exploring interests,
- Honouring long term commitments,
- Making a contribution to the school,
- Working as part of a team,
- Developing social skills, and,
- Raising self-esteem.

Extracurricular activities are voluntary so students choose to participate if they have the time and interest. With this choice, comes a commitment to the group to which they belong.

It is expected that a child accepted into an extracurricular group will make a commitment to be a member for the entire year. It is detrimental to extracurricular programs if students decide to withdraw; therefore, careful consideration should be made before joining.

As students get older, honouring a commitment becomes an important lesson for life. Although they may get busy or lose interest at certain times during the year, it is an opportunity for students to learn about perseverance and acting in the best interest of the group. At the end of the year, they will be proud of their efforts if they stick with it.

*Miss Danielle Scott – Deputy Principal*

**In The Classroom**

**Early Stage 1 (Kindergarten)**

KL and 5T created posters about what it means to be a good friend. The classes have enjoyed getting to know each other during eating time and over the term during 'buddy' sessions. KL always looks forward to seeing their buddies.

*Miss Sandra Lawrence - Class Teacher*
**Stage 1**

**Year 1 Centennial Parklands**
On Thursday 4th June 2015, 1R, 1D, 1M and 1S went on an excursion to Centennial Parklands. This exciting fieldtrip enabled the students to study and explore the terrestrial and aquatic environments in the Parklands. The activities included dipnetting, mini habitat construction, descriptive creature naming games and a swamp walk, where the students were able to learn about the different characteristics and adaptations of the Parklands plants and animals.

*Ms Nikki Roebuck - Class Teacher*

**Year 2**

Year 2 children have enjoyed observing the construction of the new playground. Much excited discussion has happened as they have realised the importance of such a wonderful playground. Our students would love to see similar improvements made to Areas 2 and 3. Here is an example of a written exposition which expresses how they feel.

*Our School Playground*

‘Areas 2 and 3 are important playgrounds for all of us. We definitely believe that we need a better playground right now! It is a blank canvas, so playground equipment and other fun structures need to be added.

First of all, our playground is really boring as there is absolutely nothing to do. Children have to make up their own games or just sit around. Some children are just so bored that they even cause trouble by fighting.
Secondly, a very nice playground, with fun structures helps us to learn. The children learn to play together, take turns and cooperate with others. They also learn to share and be responsible by looking after the school property.

Last, a better playground with equipment is fun for all children. Children can play on equipment such as slides, swings and monkey bars. They can also play games such as handball, netball and cricket.

Therefore, we believe that we really need a new playground too.’

By Salam

Mrs Zaga Marinkovic - Year 2 Class Teacher

Stage 2

Year 4

Last Thursday Year 4 went on an excursion to Botany Bay National Park at Kurnell. We learnt that the site is significant for Indigenous and non-Indigenous Australians as the point of first contact between Captain James Cook and the crew of the Endeavour and Aboriginal people of the Dharawal nation.

While on the excursion we got to take part in many exciting activities. We went on a beach and bush walk, re-enacted the meeting between James Cook’s crew and the local Aboriginal people and took a tour of a museum, where we discovered more about the traditional owners of the land and the journey undertaken by James Cook on the Endeavour. This excursion really helped us gain more knowledge for our study of British Colonisation in HSIE this term. We hope Year 3 and Support Unit Green and Red enjoy the excursion as much as we did!

Mrs Hannah McCarthy - Year 4 Class Teacher
Next Tuesday, all Band members will be going to Bandfest. We look forward to them performing and receiving quality feedback on their performance. We wish them the best of luck. This year, Bandfest will be held at Caringbah North Public School. Parents are welcome to attend. The anticipated timetable for each band is listed below:

**Venue:** Caringbah North Public School – 125 Cawarra Road, Caringbah

<table>
<thead>
<tr>
<th>Ensemble Name</th>
<th>Required Arrival Time</th>
<th>Performance Time</th>
<th>Audience Time</th>
<th>Adjudication Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hurstville Public</td>
<td>12.10pm</td>
<td>12.40pm</td>
<td>1.00pm</td>
<td>1.20pm</td>
</tr>
<tr>
<td>School Wind Concert</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conductor</td>
<td>Adam Robinson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date and Day</td>
<td>Tuesday 16/6/2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Musicians</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hurstville Public</td>
<td>1.00pm</td>
<td>1.40pm</td>
<td>2.00pm</td>
<td>2.20pm</td>
</tr>
<tr>
<td>School Wind</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conductor</td>
<td>Andy Yule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date and Day</td>
<td>Tuesday 16/6/2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Musicians</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hurstville Public</td>
<td>2.00pm</td>
<td>2.40pm</td>
<td>N/A</td>
<td>3.00pm</td>
</tr>
<tr>
<td>School Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conductor</td>
<td>Joanne Holloway</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date and Day</td>
<td>Tuesday 16/6/2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Musicians</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As all bands will be travelling together, students will not return to Hurstville Public School until approximately 4.00pm. Please make arrangements for your child to be picked up at this time. For parents who are attending Bandfest, you may take your child with you after the band’s adjudication time and after you have signed an Early Leavers Form with one of the Band coordinators.

**Miss Danielle Scott**

Deputy Principal
**From the Library**

'Turn off the TV and read a book. It’s called thinking outside the box’
-Unknown

**Overdue / Misplaced Books**

Some students have been given notes requesting that overdue Library books be returned. Please try to get them back to the Library as soon as possible.

If you cannot find books, contact me in the Library so that I can ensure that your child may continue to borrow. If items are still missing at the end of the year, you will be asked to pay replacement cost.

**Book Club**

Thank you to everyone who has taken advantage of the new online LOOP system for ordering from Book Club. This has enabled us to take advantage of a quicker turnaround between ordering and delivery of books. The latest orders will be delivered to students at the beginning of next week (Week 9).

**Ms Leslie Hyde – Teacher Librarian**

**Student Representative Council News**

The SRC students are eagerly counting down the days till our next fundraising event. Get ready everyone for our sports hero day on next Wednesday 17th June.

The SRC students have worked tirelessly creating and making colourful posters promoting this wonderful event. There are a wide variety of wonderful posters adorning the classrooms around the school. We strongly encourage everyone to embrace the theme of our fundraising day.

All money raised is being donated to Stewart House. If you would like to know/learn more about the wonderful initiatives Stewart House provides for students please follow the link: [https://www.stewarhouse.org.au](https://www.stewarhouse.org.au).

We look forward to being able to report back to you in the next newsletter with the total amount of funds raised for this very deserving charity as well as showing you some great pictures of the students from Hurstville all dressed up for our fundraiser.

**Mrs Kate Carey, Ms Erin Piper, Ms Vanessa Hoskin, Mrs Anna Kakakios and all of the SRC students**
Values in Action Awards

5 Values in Action Awards = 1 Bronze Award
5 Bronze Awards = 1 Silver Award
2 Silver Awards = 1 Gold Award
2 Gold Awards = 1 Medal

The students listed below will receive their GOLD award on Monday 15th June at the whole school assembly in the morning. Parents are most welcome to see the students get their awards.

Jodie H. 5/6K
Ali M. 5/6K
Andrew H. 3A
Bethany H. 4M
Grace S. 3K
Ella B. 3K
Erica L. 4G
Preston Z. 3/4C

Mrs Jessica Maakaroun-Assistant Principal

St. George Performing Arts Festival - known as SPAF!

Tickets for the St George Performing Arts Festival, held at the Marana Auditorium Hurstville, will be on sale on June 15th. Our school will be performing at all three concerts. This year we have about 140 students performing across the three concerts. They have worked hard all year for this special event and are very excited to show their performance to their families and friends.

Tickets for these concerts can now be purchased online. To book, simply go to: www.trybooking.com.au/128411. The online booking will close on July, 31st 2015

<table>
<thead>
<tr>
<th>Concert A- Tuesday 4th August 2015- 12.15pm Matinee &amp; 7.00pm Evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students performing:</td>
</tr>
<tr>
<td>• Stage 2 Choir</td>
</tr>
<tr>
<td>• Year 5 Girls’ Dance Group</td>
</tr>
<tr>
<td>• Year 4, 5, &amp; 6 Boys’ Dance Group</td>
</tr>
<tr>
<td>• Chinese Dance Group</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Concert B- Wednesday 5th August 2015- 12.15pm Matinee &amp; 7.00pm Evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students performing:</td>
</tr>
<tr>
<td>• Stage 1 (Year 2) Choir</td>
</tr>
<tr>
<td>• Year 6 Girls’ Dance Group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concert C- Thursday 6th August 2015- 12.15pm Matinee &amp; 7.00pm Evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students performing:</td>
</tr>
<tr>
<td>• Stage 3 Choir</td>
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</tbody>
</table>

Mrs Zaga Marinkovic & Mrs Jane Muir -St. George Performing Arts Festival School Co-ordinators
Road Safety Posters

CARS STOP! WE WALK!

KL says; “Keep your eyes on the road when you drive!”

Here is a road

Please hold my hand.
Our First Playground Upgrade

Before 😞

After 😊
We have big plans for more areas!
For this edition of the 21st Century Learning Corner I have included a document from the Department of Education & Communities called: 21st Century Skills for Australian Students. Happy Reading!

Mrs Amy Mortimer – Teacher
Education in the 21st century is a high stakes enterprise.

Our students compete on a global stage and they need new skills to prepare them for further study and jobs – many of which have not yet been created. They need skills we call the 4Cs: creativity, communication, collaboration and critical thinking.

The rate of change in technology and in society is so rapid that to prepare young people to live, work and be successful in the 21st century, they will need the ability to think both creatively and critically, problem-solve and work collaboratively.

Students are always at the centre of every decision we make about their education. Our challenge, as educators, will be to constantly adapt teaching and learning to new technologies and the demands of a global environment where knowledge and skills are the new global currency.

Quality teaching matters

Technology on its own will not deliver an improved learning experience for students. Across the world it is well recognised that quality teaching is the single most influential factor on student learning.

As technology advances further in the future let’s not forget that it is the teacher who makes the greatest difference.

Digital education in Australia

In December 2008 Australia’s education ministers signed “The Melbourne Declaration” that set the educational goals for young Australians.

It said in part: “Rapid and continuing advances in information and communication technologies (ICT) are changing the way people share, use and process information and technology. In this digital age, young people need to be highly skilled in the use of ICT. While schools already employ these technologies in learning, there is a need to increase their effectiveness significantly over the next decade.”

The Digital Education Revolution is a national partnership between the Commonwealth Government and the states and territories to support the effective integration of ICT in Australian schools.

In NSW we have provided a laptop computer for every student in Years 9 to 12 (upper secondary school), wireless networks, school technology support officers and professional learning and curriculum support for teachers under this program.

The Connected Classrooms Program

Our NSW Connected Classrooms Program has funded interactive classrooms and upgraded network infrastructure in all public schools. Each school has interactive whiteboards, data projector, control computer, network device and video-conferencing tools to support teaching and learning.

Benefits for students

Technology has opened up new forms of learning and creative expression for students. It has allowed them to take greater control of their learning.

Students can have a real-time lesson with NASA astronauts, take a virtual tour of the world’s great museums and galleries, contact students in other countries and other parts of Australia and rehearse for performances via video-conference.

Technology is breaking down barriers of geography and time zones. Students in regional and remote parts of New South Wales can access curriculum experts online or by video-conference.

There are student groups that may be better served in their learning styles through technology in the classroom, such as students with disabilities.

Research suggests that one-to-one computing programs like the Digital Education Revolution increase students’ motivation and engagement in learning and support students to see connections to what they are learning and the wider world.

Pedagogy and curriculum

There are many innovations that combine ICT, curriculum and pedagogy in NSW to ensure that our teachers are well equipped now and into the future.

The Australian Curriculum is Australia’s first national curriculum and one of the world’s first online curricula. In NSW the Board of Studies has integrated the Australian Curriculum into new online curriculum documents, allowing teachers to find, search and manipulate content to suit their own teaching purposes.

Australia participates in The Assessment and Teaching of 21st Century Skills project in collaboration with Cisco, Innal and Microsoft and a number of other member countries. This project has developed and tested innovative assessment tasks on collaborative problem-solving and using ICT. NSW has recently joined the International Centre for Curriculum Restesign to look at how we can create a curriculum for the 21st Century.

NSW is working with the Australian Government and other states to build national digital repositories of curriculum and professional learning resources that all teachers can access, and online assessment tools and diagnostic information to enable teachers to personalise learning options for students.

Effective integration of technology into learning requires strong school leadership, stimulating learning resources and reliable infrastructure.

Teachers need to adapt to new technology, but quality teaching is still the key.

Dr Michele Bruniges AM
Michele Bruniges is Director-General of the NSW Department of Education and Communities. The Department educates 1.5 million students in early childhood centres, schools and vocational education and training colleges.
Seasons for Growth

This is an eight-week program for children aged 6 to 12 years that have experienced grief and loss in their lives due to a significant change such as death, separation of parents or a natural disaster.

Children will learn:

- to understand and talk about the normal range of emotions experienced during major change, grief and loss
- how to build positive relationships with family and friends
- how they can participate in a caring and confidential network of peers and adults
- about resiliency
- how to plan for a realistic and hope-filled future

Monday afternoons, 4:00pm to 5:00pm
20 July – 14 September 2015
(includes party week)

Venue: Interrelate, Shop 1C
383-385 Port Hacking Road, Caringbah NSW

Cost: $50 per child

Bookings essential - Phone 8522 4450

interrelate
relationship experts since 1926
PENSHURST GIRLS UNION
(an association of ex-students and ex-staff of
Penshurst Girls High School) and
GEORGES RIVER COLLEGE
PENSHURST GIRLS CAMPUS
take pleasure in inviting
past students and past staff to our
60th Anniversary

Friday 11 September 2015
SCHOOL OPEN DAY
at 2 Austral Street, Penshurst from 10am to 2pm
and/or
Saturday 12 September 2015
ANNIVERSARY DINNER
at Revesby Worker’s Club - Whitlam Theatre
28 Brett Street, Revesby
from 6.30pm for a 7pm start

RSVP via trybooking www.trybooking.com/GKRP
before 28 August 2015
Contact: Elaine Bricknell (02) 9580 3141

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EVERY DAY COUNTS...
A day here or there doesn't seem like much, but...

<table>
<thead>
<tr>
<th>When your child misses just...</th>
<th>that equals...</th>
<th>which is...</th>
<th>and therefore, from Kindy to Year 12, that is...</th>
<th>This means that the best your child can achieve is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day each fortnight</td>
<td>20 days per year</td>
<td>4 weeks per year</td>
<td>Nearly 1 ½ years of school</td>
<td>Equal to finishing Year 11</td>
</tr>
<tr>
<td>1 day a week</td>
<td>40 days per year</td>
<td>8 weeks per year</td>
<td>Over 2 ½ years of school</td>
<td>Equal to finishing Year 10</td>
</tr>
<tr>
<td>2 days a week</td>
<td>80 days per year</td>
<td>16 weeks per year</td>
<td>Over 5 years of learning</td>
<td>Equal to finishing Year 7</td>
</tr>
<tr>
<td>3 days a week</td>
<td>120 days per year</td>
<td>24 weeks per year</td>
<td>Nearly 8 years of learning</td>
<td>Equal to finishing Year 4</td>
</tr>
</tbody>
</table>

Give your child every chance to succeed... Every day counts!