



# Minchinbury Public School

26 March 2024

202 McFarlane Drive  
Minchinbury, 2770

Principal: Miss Webster

<https://www.facebook.com/minchinburyps>

[www.minchinbur-p.schools.nsw.edu.au/](http://www.minchinbur-p.schools.nsw.edu.au/)

**Thursday 28 March: K-2 Easter Hat Parade gates open @ 11:45am for a 12pm start**

**Public Holidays: 29 March & 1 April**

**Tuesday 2 April: Year 6 Fundraiser – Jersey Day**

**Thursday 4 April: School Photo Day**

## Minchinbury Mentions

### *Huge Newsletter*

Ok, so we've done a lot, played a lot and been involved in a lot. Our students have been wonderful and participated with gusto in events. Our teachers have continued to provide amazing opportunities and support for our students. Thank you, to you wherever you may be reading this. The reason our students are like they are and the reason our teachers do what they do for the students is because you have created wonderful human beings and been so supportive of the school.

I'll stop there as this newsletter is big enough without me adding more words. Just know that there is no other school that I'd rather be a part of. Thank you!

### *Students Coming to School Sick*

If your child is sick, they should not be coming to school. We have limited facilities for taking care of sick students throughout the school day.

Please consider the impact on other students and staff when deciding if your child is well enough to attend school. It is very easy for sick students to accidentally pass on germs and illnesses to others.

*Miss Rebecca Webster & Mrs Kristy Troy*  
*Principals*

### **Upcoming events for the next two weeks**

- 26 March: Leadership Day with neighbouring schools
- 28 March: K-2 Easter Hat Parade gates open @ 11:45am for a 12pm start
- 29 March: Public Holiday – Good Friday
- 1 April: Public Holiday – Easter Monday
- 2 April: Year 6 Fundraiser – Jersey Day
- 3 April: Stage 2 Assembly @ 2:15pm
- 4 April: School Photo Day
- 5 April: Kindergarten Assembly @ 2:15pm

Thank you to a number of incredibly generous families who have not only paid the voluntary contribution, but also gave the school an amount that was well beyond what was suggested!  
This is why Minchinbury is such a great place to be.

## Notes home

Date	Grade	Title of note
14 March 2024	K-2 Students	Easter Hat Parade
21 March 2024	All Students	Sports Jersey Mufti Day

Notes sent home will have a deadline for payments and for notes to be returned to the school. No payments or notes will be accepted after the deadline has passed. If you will not be able to meet the deadline and wish your child to be involved in the 'note activity' you must contact the office **BEFORE** the deadline has passed.

NSW Department of Education

# Why attendance matters



When your child misses school they miss important opportunities to:



Learn



Make friends



Build skills through fun

## Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...

they miss weeks per year

and years over their school life

**1** day per **fortnight**  
 = **4** weeks  = Over **1** year missed

**1** day per **week**  
 = **8** weeks  = Over **2.5** years missed



# P&C News

President: Fiona Walker

Secretary: Sonya Ramke

Fundraising Coordinator: Laura O'Neill

Vice President: Nazli Goker

Treasurer: Tanie Diputado

On Monday morning we held our annual P&C Easter raffle. The following community members were lucky enough to win an amazing chocolate prize!

Thank you to our P&C. This raffle was huge.

1	Hudson 1B
2	Lorelye 5/6L
3	Jasmine 6P
4	Topui 1B
5	Izaiah 1/2S
6	Lina KB
7	Aleksa 5/6L
8	Delta 3N
9	Baran 4T
10	Messiah 3N
11	Hendrix 3G
12	Ryder 4T
13	Isaac 3G
14	Owen 3G
15	Dylan 6Z
16	Klevis KB
17	Kai 4E
18	Justice 3G
19	Luca 3N
20	Dylan 6Z
21	Tiahna 5W
22	Chaise KO
23	Izaiah 1/2S
24	Bianca 1B
25	Dilara 6P
26	Meeran 1/2S
27	Kaelyn 5W
28	Chaise KO
29	Justice 3G
30	Miranda 5H
31	Madeleine KO
32	Chaise KO
33	Izaiah 1/2S

34	Lachlan 4T
35	Patrick 2W
36	Jasmine 6P
37	Ashley 6Z
38	Mahir 1P
39	Ayva 4E
40	Klare 5/6L
41	Baran 4T
42	Ayden 1/2S
43	Bella KL
44	Ava 4T
45	Diana 5W
46	Wilzmart 5H
47	Samuel 3N
48	Kai 4E
49	Rhythm KO
50	William 2W
51	Hudson 1B
52	Justice 3G
53	Madison 4T
54	Craig KL
55	Hessions
56	Baran 4T
57	Hugo 1B
58	Jackson 1W
59	Omer 1P
60	Alara KL
61	Jackson 1W
62	Izaiah 1/2S
63	Jackson 1W
64	William 6P
65	Ayden 1/2S
66	Maddie 3G



Congratulations and thank you to all of our Easter raffle winners.



## Positive Behaviour for Learning Incursion For ALL K-6 students

On 23 July (Term 3) all K-2 will attend a Brainstorm Productions performance entitled 'Zanna and the Lost Code'.



**Thanks to the combined generosity of the P&C and the school, all MPS students will attend this incursion for free.**

The cost for each student is \$7.00. The P&C will use some of the funds raised in the past from our community and from their upcoming fundraising activities to cover the cost of half of the invoice and the school will cover the other half of the invoice. The total cost of the invoice is \$3542.

**Next meeting:**

**Term 2 - Thursday 9 May @ 5.30pm in the school library.**



# Minchinbury Public School Pride Moments

## Bunji Recognition Awards

The students below received Bunji Recognition Awards at the Monday morning assembly.

These rewards are presented to students for performing well in an area of the curriculum.





# Minchinbury Public School Pride Moments

## Playground Pals

Our Playground Pals program is up and running again this year. Our 2024 Playground Pals have participated in training so that they understand their role and can be helpful when needed.

This gives our older students an opportunity to step up and assist our younger students. If students have a problem in the playground, they can go up and speak to a Playground Pal. The Playground Pal will either help them solve the problem or will point them in the right direction.

All of these Playground Pals are volunteers and have given up some of their lunch times so that they can help others.

Thank you to Mrs Lieb for coordinating this program.



# Minchinbury Public School Pride Moments

## MPS Zone Representatives

Congratulations to the following students who have qualified to compete in the following zone level sports.

Sydney West Swimming
Madeleine Davis
Baran Goker
Siena Delic
Ethan Phan
Lachlan O'Neill
Holly Bugeja
Elspeth Gray
Jad Alaisa
Mackenzie Heslop
Diesel Thompson
Isha Alcantara
Nevaeh Vella
Aija Hook

Sydney West Sport Team	
Daniella Maestrale	Rugby League Under 12s
Noah Little	Rugby League Under 11s
Malala Matatia	Rugby League Under 11s
Noah Little	Touch Football
Malala Matatia	Touch Football
Micah Haumono	Touch Football
Daniella Maestrale	Touch Football
Julia Merana	Touch Football
Ava Pale-Eli	Touch Football
Ethan Phan	Soccer
Haadi Muhammad	Soccer
Hayden Walker	Soccer
Dylan Kesten	Soccer
Isabelle Abassi	Soccer
Indy Pittman	Soccer
Aleksa Kesten	Basketball
Adi Alisi Tikotikoca	Netball

## PSSA – Week 7 & 8

Below are the scores from 15 March's games.

Newcombe Ball:	Played Lethbridge Park PS	Juniors won 15-13
Newcombe Ball:	Played Lethbridge Park PS	Seniors won 13-9
Girls League Tag:	Played Hebersham PS	Juniors lost 4-8
Girls League Tag:	Played Hebersham PS	Seniors won 5-3
Boys League Tag:	Played Hebersham PS	Juniors lost 2-5
Boys League Tag:	Played Hebersham PS	Seniors won 5-1
Cricket:	Played Blackett PS	Juniors won 77-66
Cricket:	Played Blackett PS	Seniors won 109-103

Below are the scores from 22 March's games.

Newcombe Ball:	Played Tregear PS	Juniors lost 7-27
Newcombe Ball:	Played Tregear PS	Seniors lost 10-27
Girls League Tag:	Played Tregear PS	Juniors won 5-2
Girls League Tag:	Played Tregear PS	Seniors won 6-0
Boys League Tag:	Played Hebersham PS	Juniors lost 3-5
Boys League Tag:	Played Hebersham PS	Seniors won 5-1
Cricket:	Played Hassall Grove PS	Juniors lost 66-75
Cricket:	Played Hassall Grove PS	Seniors lost 55-68



# Minchinbury Public School Pride Moments

## Dress Up as a Musician Day

A huge thank you goes to all of our community for participating in our fundraiser for our Creative and Performing Arts groups. This helped us reduce the cost to the parents/carers of these students. It is often the cost of the buses that impacts us the most. We raised \$336.80 from the donations that came in. And, we had a ball dressing up as musicians.



## Harmony Day

Thank you to our community for supporting Harmony Day. The school was a lovely mixture of orange and cultural dress.





# Minchinbury Public School Pride Moments

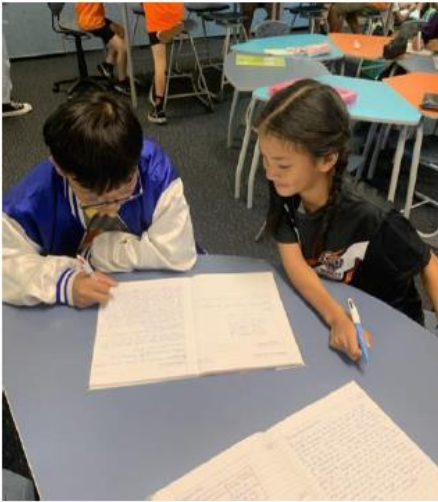
## MPS Cross Country

Our annual cross country was a great day for our students and brought our school together. Thank you to Miss Terrazzolo for coordinating the event and giving our community a wonderful day. Congratulations to Hargrave for winning the 2024 MPS Cross Country Carnival.





# Minchinbury Public School Pride Moments



**TOGETHER WE CAN  
ACHIEVE SUCCESS**  
in 6P



# Meet Yarning Boy!

In 6P we have been reading the awesome story, Storm Boy by Colin Thiele. Whilst reading we have been learning about the structure of a narrative, creating rich characters and descriptive settings.

To apply what we have learnt, we have worked together to create a character just like in Storm Boy called Yarning Boy. He loves to be at the Yarning Circle and creates bracelets from cicada shells. Unfortunately our main character runs into some complications throughout the story. Check out all our ideas and work below.

### READING Learning Targets


To understand the Structure of Narrative.

Language: Subjective Secretly Innocently	Language: Temporal Connectives next lastly firstly after before after that
Language: Modals Should Must definitely	Language: New Words

#### Character Fingerbone Bill

- Loves dogfish man.
- Knows enough about the food area to write his hand-drawn books.
- In Storm Boys notebook.

#### Character STORM BOY




- Loves hanging out on the beach in the storm.
- Mother passed away.
- Living with Father's name is false identity.
- Fingerbone Bill is his mentor.
- Moved to Coorong when he was 11.

#### Character Hideaway

- In Storm Boys' dad.
- His name is Hideaway because he keeps it himself in an isolated shack in Coorong.
- Moved after his wife passed away.

#### Setting Coorong Beach

- Quiet beach area.
- Lots of rain and stormy weather.
- Sea of cypripediums and other sea life.
- Living with dogfish man.
- Not a beach.



#### Story Complication

- When the storm comes, he has to find a way to get to the safe place and get his dogfish man.
- He has to find a way to get to the safe place.

#### Character Pelicans Mr. Erard


- Leader of the three yarning gullies.
- Shouting and shouting.
- Will always try to be the first to get the fish.

Dr. Rankin

- Always takes notes.
- Always with.

Mr. Pricard

- Member of the three.
- Always takes notes of what Storm Boy says.
- Will always try to be the first to get the fish.



#### Subverted Ending Yarning Boy Ideas

- Yarning Boy gets the last laugh and makes a name for himself.
- Yarning Boy becomes a great teacher.
- Yarning Boy gets together to a school that has a story writer that helps out at a writing club and they become friends. Yarning Boy becomes a great teacher and a great friend of his new school.
- Yarning Boy gets together to a school that has a story writer that helps out at a writing club and they become friends. Yarning Boy becomes a great teacher and a great friend of his new school.

#### Character (Bully)

- Mean & nasty to Yarning Boy.
- Targets Yarning Boy.
- Defensive and proud by the Yarning Circle.
- Wanted to make a cowardly person.
- Scolding.

#### Character Yarning Boy

- Loves to hang out at the yarning circle.
- Gets along well with animals.
- Makes things from nature such as cicada shells.
- Loves being outside and adventure.
- Very loyal.
- Loves.

#### Story Complication

- Character who makes the yarning circle when Yarning Boy is trying to go.
- Yarning Boy continues to get his best friend and then he wants to go to his school and make a name.
- He gets into a lot of trouble and he doesn't want to go to school.

#### Dialogue Yarning Boy Examples

- "I want to go to the yarning circle, please."
- "You talking the teacher's way? Or you going to the yarning circle?"
- "I'm not going to go to school, I want to stay at the yarning circle."

#### Setting Yarning Circle

This is the place where Yarning Boy hangs out. It is a place where he can go to talk to his friends and the gullies to connect to his friends. The yarning circle is full of gullies, and the gullies connect to his friends. It has the sounds of talking to his friends with the sounds of birds and gullies. This is the place where Yarning Boy hangs out.

#### Dialogue Word Bank

Yarning	Yarning
Circle	Circle
Yarning	Yarning
Circle	Circle
Yarning	Yarning
Circle	Circle

# News from 6Z

**Wow! What a busy start to the year. We have really enjoyed getting to know each other.**

**In English, we have been enjoying learning about narratives and genre with the text Storm Boy and a website about Vincent Lingiari.**

**In Maths, we have been learning about the relationship between place value and decimals; the perimeter of rectangles; and elapsed time with timetables.**

**In Science, we have been learning about the states of matter and enjoying investigating and experimenting with solids, liquids and gases.**

**For our Cultural Program, we have been learning about the Wedged-Tail Eagle. We made beautiful collages using coloured paper for the feathers.**





# Minchinbury Public School Pride Moments

## Reading Club

We love reading at MPS. Each year students are invited to participate in the MPS Reading Club. Students read for at least 10 minutes each day.

Students should read to an adult if possible – mum, dad, older siblings or grandparents. This person then signs the Reading Club sheet to verify that the student has read for 10 minutes.

Once they have read for 10 minutes on 25 different occasions, they then return the card to their class teacher who signs it and passes it on to the Reading Club Coordinator in each stage. The coordinator will keep a record of where each student is at with their progress towards becoming a member of the 25 Club, 50 Club, 75 Club, 100 Club, 125 Club, 150 Club, 175 Club, 200 Club, 225 Club, 250 Club and ultimately the 275 Club.

Students will receive bookmarks or certificates for reaching each club level. Just to point out a few Reading Club role models, here are some of our Stage 3 participants so far.

Please don't let them be on their own! Join Reading Club now!

Ariel Evans	5/6B
Holly Bugeja	5/6B
Ananya Dillikar	5/6B
Gurfarteh Singh Bamrah	5/6L
Klare Partridge	5/6L
Larissa Seyfarth	5/6L
Mya Bilgic	5W
Indy Pittman	6Z
Jessica Viemero	6Z
Zahra Sirac	6Z
Aija Hook	6P
Isha Alcantara	6P



# Merit Awards

The following students received a merit award during the last two weeks. Congratulations!

## Respectful Merit Awards

Oliver	KB	Aurora	3G
Klevis	KB	Agnes	3G
Eleanor	KB	Lexcie	3N
Keerththana	KL	Rocco	3N
Luna	KL	Meliani	4E
David	KL	Momina	4E
Bentley	KO	Levi	4E
Madeline	KO	Jericho	4T
Asher	1/2S	Nevaeh	4T
Harrison	1/2S	Charlie	4T
Ayanna	1/2S	Georgie	5/6B
Arman	1B	Chanelle	5/6B
Hugo	1B	Ananya	5/6B
Lina	1B	Jayda	5/6B
Mikhaila	1P	Lorelye	5/6L
Hami	1P	Larissa	5/6L
Isla	1P	Miranda	5H
Ky	1P	Cooper	5H
Tutku	1W	Kendrick	5H
Said	1W	Logan	5W
Arvin	1W	Adam	5W
Kushal	1W	Nial	5W
Iosefa	2W	Raphael	5W
Umar	2W	Izaeah	5W
Noor	2W	Christopher	6P
Siena	3/4M	William	6P
Xav	3/4M	Daniella	6P
Mariam	3/4M	Leihana	6P
Alara	3/4M	Leihana	6P
Henry	3/4M	Kobe	6P
Oliver	3G	Haris	6Z
Samuel	3G	Samara	6Z
Gurman	3G	Jessica	6Z

## Learner Merit Awards

Mobena	KB	Kai	4E
Wren	KB	Michael	4E
Lina	KB	Ahmad	4E
Bella	KL	Sami	4E
Alara	KL	Cooper	4E
Kenneth	KL	Elijah	4E
Chaise	KO	Mira	4T
Falah	KO	Baran	4T
Zoey	KO	Elspeth	4T
Shivani	1/2S	Ava	4T
Noa	1/2S	Lachlan	4T
Amiah	1/2S	Tahlia	4T
Ellie	1B	Sara	4T
Alia	1B	Ryder	4T
Fletcher	1B	Cadyn	5/6B
Aaminah	1B	Eric	5/6B
Hudson	1B	Gabriel	5/6B
Kiarlee	1P	Keanu	5/6B
Mahir	1P	Deklen	5/6B
Chase	1P	Jackson	5/6B
Sterling	1W	Gurfateh	5/6L
Cara	1W	Dylan	5/6L
Isla	2B	Mackenzie	5/6L
Olivia	2B	Aleksa	5/6L
Nate	2W	Klare	5/6L
Marchael	2W	Rose	5/6L
Levi	2W	Chloe	5H
Corey	2W	Yusuf	5H
Chloe	3/4M	Charles	5H
Hayden	3/4M	Lauren	5W
Sarah	3/4M	Himesh	5W
Aedriel	3/4M	Isha	6P
Stella	3/4M	Malala	6P
Zara	3G	Hayden	6P
Melek	3G	Oliver	6P
John	3G	Jai	6P
Emily	3G	Hennarose	6Z
Delta	3N	Natalie	6Z
Luca	3N	Robert	6Z
Scarlett	3N	Indy	6Z
Hevani	3N	Micah	6Z

## Safe Merit Awards

David	KB	Isla	2B
Larkyn	KB	Amaan	2B
Rose	KB	Patrick	2W
William	KL	William	2W
Riley	KL	Corey	2W
Zaynab	KO	Liana	3/4M
Aaron	KO	Evie	3G
Mia	KO	Isaac	3G
Erroll	1/2S	Mia	3N
Lincoln	1/2S	Samuel	3N
Audvik	1/2S	Myra	3N
Liesl	1B	Miran	3N
Jaydie	1P	Mehreen	4E
Omer	1P	Maisie	4E
Shevone	1W	Madison	4T
Justin	1W	Hedyah	4T
Yusuf	1W	Aryan	5/6B
Olivia	2B	Christopher	5/6L
Srihaan	2B	Ethan	5/6L
Joshua	2B	Malachi	5/6L
Chloe	2B	Clyde	5H
Ayden	2B	Precious	5H
Masayan	2B	Mya	5W
		Saleh	5W
		Noah	5W
		Gina	5W
		Tanya	6P
		Kuzey	6P
		Alaa	6Z
		Micah	6Z
		Axton	6Z
		Zahra	6Z

## Positive Behaviour for Learning (PBL) focus

This fortnight's PBL focus is:

# *Staying in Sight of a Teacher and in Bounds*

## Smiling Mind at MPS

This fortnight, students have been focusing on their sensory awareness.

Students have been learning how sensory awareness brings them into the present moment and helps them focus on their learning.

Sensory awareness supports students to develop their mindfulness meditation practice and guides them in their ability to identify and regulate their emotions.



Enrol now

**TERM  
ART  
CLASSES**

Mon, Tue, Wed:  
5:30 to 6:30 pm

  
**Art Studio**  
Gasmata Crescent, Whalan



**FIRST CLASS IS FREE TRIAL CLASS**

### About The Classes

Classes will cover drawing, shading, watercolors and acrylic painting. All materials provided. Creative Kids vouchers accepted. Students can take home a finished painting after each class. Sibling discounts available.

*for more info*

[www.peppermintsmiles.com.au/art-school](http://www.peppermintsmiles.com.au/art-school)

[www.facebook.com/peppermintsmilesart](https://www.facebook.com/peppermintsmilesart)

for any query

0419666379, [connect2nita@gmail.com](mailto:connect2nita@gmail.com)

Ages: 5 and above

**Cost \$250**

per TERM of 10 classes  
or pro rata.



Parliament of  
New South Wales



SPEAK

FREE  
EVENT



MAKE

# FESTIVAL OF DEMOCRACY

at the Parliament of NSW

Friday 19 April  
9.30am – 3.30pm

Celebrate democracy at Australia's oldest Parliament with free, fun activities for children from four to twelve years, and their families.

- Give a speech in the Parliamentary chambers
  - Make craft animals and objects
  - Learn how to vote
  - Visit our heritage rooms
  - Participate in a committee role play
- and more...*



VOTE



SHARE



DRAW



**FREE ENTRY**  
Activities 9.30am to 3.30pm

**LOCATION**  
Parliament of New South Wales,  
6 Macquarie Street  
Opposite Martin Place

**The public café will be open.**

**BOOKINGS  
ESSENTIAL**



P: (02) 9230 2047 or  
E: [communityengagement@parliament.nsw.gov.au](mailto:communityengagement@parliament.nsw.gov.au)





## Family Connect and Support

Monday to Friday 8.30am to 5.30pm

**P:** 1800 066 757

**E:** familyconnectandsupport@barnardos.org.au

[www.familyconnectsupport.dcj.nsw.gov.au](http://www.familyconnectsupport.dcj.nsw.gov.au)

### Locations

- Northern Sydney
- Nepean Blue Mountains
- Sydney and South Eastern Sydney
- Western Sydney

### About Barnardos Australia

Barnardos Australia is a leading non-government, non-denominational child protection charity in Australia.

Barnardos Australia believes all children and young people deserve caring families in which they can grow safely and fulfil their potential. We work together with children, young people and families to break the cycle of disadvantage, creating safe, nurturing and stable homes, connected to family and community.

Our intensive family support programs combat family and domestic violence, drug and alcohol abuse, mental health, poverty and homelessness, to strengthen families and keep children safe at home. When this is not possible, we also provide safe homes for children through foster care and kinship care to give children a safe place to grow up and reach their potential.

## Family Connect and Support



[barnardos.org.au](http://barnardos.org.au)



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Proudly funded by



## Family Connect and Support helps children, young people and families in NSW with:

- Parenting challenges
- Financial stress
- Substance use
- Family breakdown
- Housing issues
- Mental health
- Domestic and family violence
- and more.

Through an initial consultation, we get to know you and your individual circumstances.

Understanding your needs and building on your strengths, we identify the support your family needs to make positive change in your lives.

We'll give you information and advice and help you connect to the services in your area so you don't have to retell your story.

We stay connected with you until you're matched with the right services or support.

**We welcome families from all cultures and backgrounds, lands and communities.**

### Who can refer?

**Referrals to the Family Connect and Support can be made by:**

- Young people
- Families with children
- Carers of children
- Concerned relative or friend
- Government, Non-government, doctors and health professionals

**Family Connect and Support is a free service for children, young people and families of any cultural background. Women who are pregnant, and their partners/family, can also receive support to help prepare for the birth of their baby.**



Free and voluntary for children and families.



Build on your strengths to make positive change.



Right supports at the right time.



# Excerpts from

## Supporting your K-2 child at NSW schools

<https://curriculum.nsw.edu.au/resources/teaching-resources>

### Helping your Kindergarten child at home with Mathematics

This guide can help parents support your Kindergarten children at home with the learning area of mathematics.


#### Number and algebra

##### Representing whole numbers

*Representing whole numbers* focuses on:

- how whole numbers show quantity
- reading and representing numerals to at least 20.

You can help your Kindergarten child at home by:

- helping them represent numbers from 0 to 10 with words, numerals and finger patterns. For example, the number 5 would be represented as 'five', 5 and 
- using household items to represent numbers 0 to 20. For example, counting out 15 pegs, 9 pencils, 11 marbles or 5 lollies
- counting objects you see while you are out walking. For example, you might count how many dogs you see, fence palings or flowers on a plant
- counting backwards by ones when your child is confident counting forwards. Practise the 'Rocket ship countdown 10–1 Blast-off'
- using dice in board games to identify the number pattern
- playing a game of Bingo with the numbers 1 to 20
- playing Snap with a deck of cards
- identifying numbers on coins or letterboxes.

##### Combining and separating quantities

*Combining and separating quantities* focuses on:

- addition and subtraction
- number pairs which make 10.

You can help your Kindergarten child at home by:

- playing adding and subtracting board games such as Snakes and Ladders
- using a deck of playing cards to add two number cards together from the same suit. For example, 4 hearts added to 3 hearts is 7 hearts. Count all the hearts by ones, from one, to begin. Alternatively, start the count from the largest number, as in 4 – 5, 6, 7
- using Lego pieces to model addition and subtraction. For example, start with 5 blue Lego pieces connected. Now connect 4 more red Lego pieces. How many are there altogether? Now take 2 red Lego pieces away. How many are left?

- playing Ten Pin Bowling with toilet rolls and a tennis ball for a subtraction game. Count how many pins have fallen down and how many are left standing
- getting to know number bonds, or 'friends of 10', which are number pairs which add together to make 10. These number pairs are *1 and 9, 2 and 8, 3 and 7, 4 and 6, 5 and 5*.

## Forming groups

*Forming groups* focuses on:

- forming groups through sharing and counting objects
- making and continuing patterns which repeat.

You can help your Kindergarten child at home by:

- teaching them to share cutlery for each place when setting the table
- sharing a packet of lollies equally between siblings or family members by repeatedly giving each person one in the same order until the packet is empty. Discuss what it would be fair to do if there are leftover lollies
- identifying and discussing patterns in and around your home such as lounge or curtain material colours or shapes. For example, *blue square – yellow circle, blue square – yellow circle, blue square – yellow circle*
- singing songs, making dances and readings books with repeating, rhyming or rhythmic numbers
- making patterns from objects in nature. Start with a repeating pattern of 2, then 3 and then 4. For example, *leaf – rock – leaf – rock – leaf – rock* (repeating pattern of 2). Also, *flower – stick – rock – flower – stick – rock – flower – stick – rock* (repeating pattern of 3).

## Measurement and space

### Geometric measure

*Geometric measure* focuses on:

- position and direction
- measuring length.

You can help your Kindergarten child at home by:

- reading *Going on a bear Hunt* by Michael Rosen. Act out the positional language or sing the song using the actions
- playing time-measured or distance-measured races using toy cars, marbles or paper aeroplanes. Use the language of *1st, 2nd* and *3rd* to describe their positions at the end of the race
- singing, dancing and playing left and right games and songs. For example, singing and dancing The Hokey Pokey
- comparing lengths of socks from toe to top while matching pairs from the washing pile.

### Two-dimensional spatial structure

*2D spatial structure* focuses on:

- recognising, representing and describing common 2D shapes



- describing and comparing area.

You can help your Kindergarten child at home by:

- identifying shapes such as circles, triangles, rectangles and squares around your home
- using digital technology and word-processing applications to make a variety of 2D shapes on the computer
- using pop sticks to make a variety of 2D shapes on flat surfaces
- using flattened playdough with cookie cutters in a variety of 2D shapes
- designing 2D shape picture collages
- collecting a variety of leaves and comparing their area by placing one on top of the other to see which takes up the more/less surface space
- investigating a collection of different coins to see which uses the greatest/smallest area by stacking them.

### **Three-dimensional spatial structure**

*3D spatial structure* focuses on:

- recognising, representing and describing common 3D shapes
- describing and comparing volume.

You can help your Kindergarten child at home by:

- using and discussing different measuring containers when cooking, gardening or filling baths, buckets or cups. Refer to containers as being *full*, *empty* or *half full*.
- comparing the capacity of 2 different containers by pouring their contents, such as sand, water or rice, into 2 containers that are identical
- stacking blocks or other items into different spaces to compare capacity
- comparing and discussing the capacity of tall/narrow with short/wide containers and how their appearance might be misleading when estimating how much they can hold.

### **Non-spatial measures**

*Non-spatial measures* focuses on:

- describing and comparing the masses of objects
- sequencing events and reading the hour time on clocks.

You can help your Kindergarten child at home by:

- comparing masses of objects around the house by hefting one in each hand (hefting means to hold or lift something to estimate its weight)
- naming the days of the week and months of the year. Contextualise times of the year using special celebrations such as birthdays or cultural events
- looking at the phases of the moon and the position of the sun

- involving them with weekly routines for school and home life. For example, Library day at school is Thursday, it's PE uniform day on Monday and our family goes to Nanna's house for lunch every Sunday
- referring to an analog wall clock in your house for hour time events. For example: The long hand is on the 12 and the short hand is on the 5. It must be five o'clock: time to watch our favourite show on TV.

## Statistics and probability

### Data

Data focuses on:

- collecting data and making meaning from a data display.

You can help your Kindergarten child at home by:

- collecting data together about something that you both find interesting. For example, what kinds of pets are most popular with your extended family or friends?
- designing a simple data display from blocks, pegs or counters to represent the data gathered. For example, 5 blocks mean there are 5 dogs, 3 blocks for 3 cats, 1 block for a rabbit and 6 blocks for 6 birds
- asking questions to understand and make meaning from your data display. For example, *What pet was the most popular?* and *What pet was the least popular?*

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# SCHOOL ZONE OFFENCES

## WHAT ARE YOU RISKING? \*



Children are small, harder to see, behave unpredictably and are extremely vulnerable. They need **YOU** to take extra care when driving and parking around school zones.



### NO PARKING

**No waiting.** You have **2 minutes** to drop-off or pick-up.

You must stay within **3 metres** of your vehicle.



### PEDESTRIAN CROSSING

1. In a queue of traffic, **no part of your vehicle can stop** on a pedestrian crossing.
2. Do not let **your child in or out of a vehicle** at a pedestrian crossing as this is a No Stopping zone.



### NO STOPPING

You must **not stop** on a length of road with a **no stopping** sign.

The first **10 metres** from an **intersection** is a no stopping zone.

**Yellow kerb lines** are also a No Stopping zone.



### DRIVE WAYS & FOOTPATHS

Do not park on or across a driveway or footpath.



### BUS ZONE

Only a public bus can stop in a bus zone.



### U TURNS

U turns are **illegal** on or near a **pedestrian crossing** and across a **double white line**.



### MOBILE PHONES

Extra fines apply for using a mobile phone in a school zone.



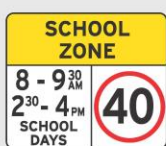
May be subject to Double Demerits

### DOUBLE PARKING

Double parking is illegal and is very dangerous in a school zone.



### SPEEDING OFFENCES



40km/h is the limit.

Children are vulnerable, so slow down in school zones.



May be subject to Double Demerits

\*Fines current as of 25 November 2019.

Fines and demerit points are subject to change. For more information check out the NSW Centre for Road Safety website.





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## GKR KARATE



Karate is an excellent way to improve strength and fitness with many students reporting significant weight loss.



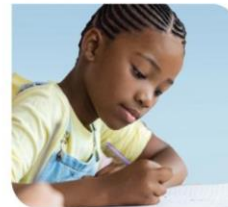
Karate kicking engages all muscle groups in the upper and lower abdominal areas & strengthens the lower back.



Enhanced flexibility from karate training can greatly increase posture & vitality.



Children who train in karate are much less likely to be bullied as they develop greater self-confidence & respect.



Children's school work & class behaviour can be greatly improved through karate's disciplined training environment.