



MKPS NEWSLETTER

VOL. 6, 26TH JUNE, 2020

TERM CALENDAR

JULY:

1st - Jersey Day Fundraiser

2nd - Reports sent home

3rd - Last day of Term 2

4th-19th - School Holidays

TERM THREE

JULY:

20th - Staff Development Day
(no students)

21st - Students return

PRINCIPAL'S MESSAGE

We've almost made it through...

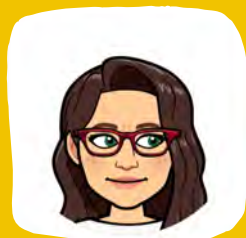


We can see an end in sight. We've almost made it half-way through the year. It has felt like the last 4 months have lasted about 18 months, and we're still standing. What a great achievement of which we should all be proud.

Half-yearly reports will be sent home at the end of the term. I remind everyone that these reports are a modified version and are a little more generic than we would normally hope, but given the circumstances, I am again, so impressed with our teachers for their determination and commitment to still produce reports that are of a high standard. We were given permission to completely strip back our reports, but as you will see, they are not that far from the comprehensive reports we usually produce. Thank you to the parents who contributed their comments to include in the report. I loved including your assessment as a permanent record of this time.

I wanted to clarify a few terms you will see in these reports (and I encourage you to carefully read the front cover of the reports which also explains the terms used). In regards to online period, teachers have reported on what they observed in response to the work that was set. We know that some students worked hard on other projects, so if they receive 'insufficient'/'minimal' regarding the Submission of Work - don't worry. We are identifying the work submitted that was set by the teachers and which is useful to be assessed for learning, and not the other work which has not been assessed.

Mrs Hughes!



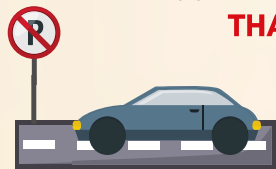
Please enjoy
a safe and
restful holiday

I need to remind some of you of the importance of following safe driving behaviour.

Unfortunately some of you are parking illegally and even doing U-Turns right in front of the school. Obviously, as a school zone, you will receive harsher penalties if booked. But we need to remember WHY the penalties are harsher in school zones and times – **FOR THE SAFETY OF OUR STUDENTS!** I apologise for my forceful tone, but when we have seen our students being forced to cross the road unsafely and almost being hit due to some people choosing to park in the crossing zone or double parking, I hope you will understand my urgency.

I don't want to see any of our students being hit by a car, nor make the phone call to inform a parent of it happening. Imagine how you would feel if you were responsible just to save a few minutes?

THANK YOU to the vast majority who do the right thing every day and look out for the safety of our students.



Please take note of the traffic information later in this newsletter.



Next Term will see further easing of our restrictions and another step towards returning to 'normal'.

Some activities will be allowed – others not. All camps are currently restricted and the Department will not revisit this until next term. Like most schools, we have been forced to cancel our Stage 3 Canberra camp. We have already booked an alternative date for the Year 6 Leadership camp at Gibberagong to be held in Term 4, so it is great that Year 6 will still have the opportunity to share this time before leaving MKPS. Thanks to Mrs Todd who has been focused on PSSA and the Athletics Carnival for us. The Zone and Cross Country carnivals have been canceled for 2020. We are hoping that Summer PSSA will go ahead in Term 4. More information will follow soon regarding a modified season for SENIORS for soccer and netball.



Our Beautiful Sydney Red Gum



We have received the results of a recent tree assessment which showed our beautiful Sydney Red Gum tree near the K/1E classroom has extensive decay at its base which extends down into its roots. Sadly, there is nothing that can be done to save the tree and it **will need to be removed**. As a precaution, we have relocated the classes which are in the 'drop zone' until the tree can be removed.

You are reminded that students should not walk through the car park, and need to enter and exit the school via Leeming St anyway, but it is even more important at this time.



Positive Education

Since returning to face-to-face learning we wanted to bring our classes and school back together and continue building on our strong sense of community and belonging. Over the last few weeks we have been implementing our Positive Education lessons and participating in a range of activities to boost wellbeing. Students K-6 have been learning about the Golden Rule: "Do unto others as you would have them do unto you" and they have been encouraged to apply this each day. Some classes have been participating in Kindness Challenges where they are challenged with a new act of kindness each day. Classes will be learning about getting along with their peers, forgiveness, optimistic and pessimistic thinking and how we can recognise and control our thoughts and feelings when faced with adversity. We will continue embedding these ideals at school, and teaching our students about the importance of high levels of wellbeing, kindness, empathy and getting along.

Miss Amelia Wargen



Following the Golden Rule....

- ▶ The Golden Rule is about **KINDNESS**.
- ▶ We can follow the Golden Rule by always being **KIND** to others.
- ▶ The Golden Rule is "simple but not easy"
 - When is the Golden Rule easy to follow?
 - When is the Golden Rule hard to follow?



sharing
kindness
generosity
forgiveness
altruism
sustainable
compassion
harm-none
harm none
benevolence
radical acceptance
ahimsa
empathy
open-hearted
open-minded
giving good deeds
metta loving-kindness
helping hands
compassion
charity
beneficial
conscientious
mercy
caring
love

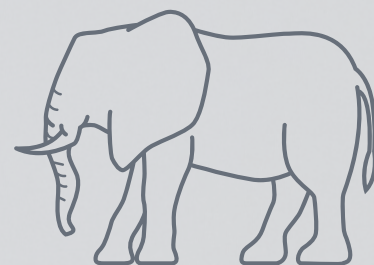
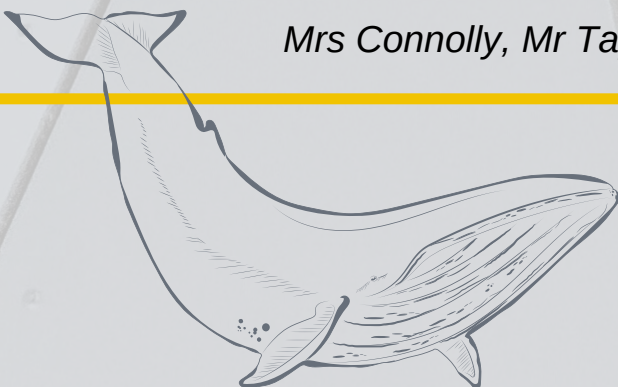
Stage Two LEARNING

It has been a long and trying time for all students at Mount Kuring-gai Public School and they have all done so well with a transition back into the classroom. Stage Two teachers decided to run a series of themed days to consolidate student learning. We began with a debating activity where all students in 3/4C and 3/4T would debate on a series of topics. Some of the more passionate debates included the topics; 'screen time should be limited to 1 hour per week', 'rules and laws should never be broken' and 'children should obey their parents'. All students got involved and spoke with confidence to express their point of view and support these views with relevant and thoughtful arguments.

In Week 8, on Wednesday the 17th of June, we held our 'Maths' day' where students were presented with a number of challenges designed to consolidate their learning on topics we investigated throughout Semester One. We had a highly-engaged group of learners, which made for a fun and productive day! The day began with introducing the students to the book 'Counting on Frank'; a book about the size and scope of things, such as, the growth rate of a gum tree or the volume of the shopping trolley. It's a humorous look at measurement and comparison.

We created a 1:1 scale elephant puzzle and drew our own life size Humpback Whales; estimated the height of our favourite trees in the playground and discussed how we could test this; designed, built and tested bridges using rigid shapes, paddle pop sticks and straws; and finally, a guessing competition where students had to estimate the number of Jelly beans in a jar. *Our winners were Fiona and Oliver, Jessi and Emma, and Finn.* Olivia took home the major prize with an estimation of 398 only 5 away from the total of 403. Congratulations to all Stage Two students, for making the first of our themed days a success, you have made us some very proud teachers!

Mrs Connolly, Mr Tapping, Mrs Maksoud, Mrs Steele and Ms Ryan.

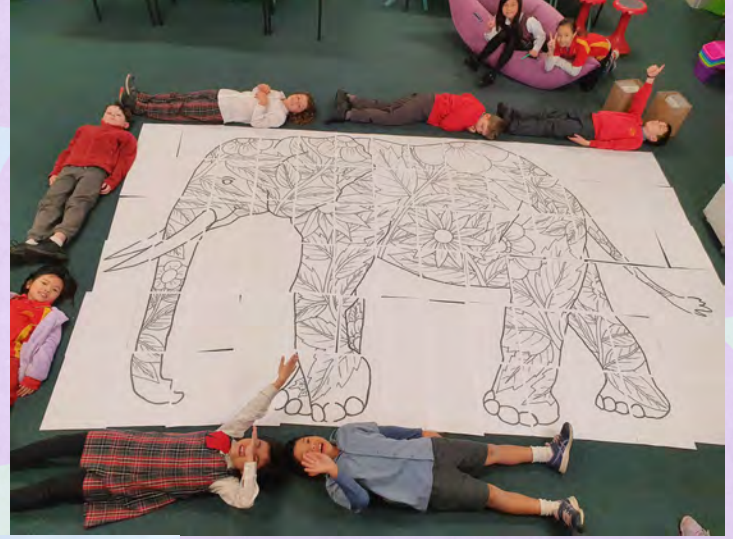




3/4C



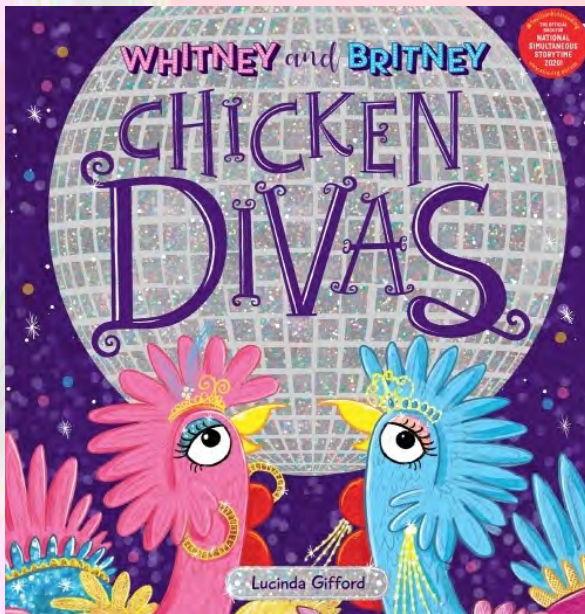
3/4T



NATIONAL SIMULTANEOUS STORYTIME

On Wednesday 27 May 2020 MKPS participated in National Simultaneous Storytime. This initiative is to get 1 million kids across Australia and New Zealand reading at the same time. Many of the K-6 classes joined in to watch the story at 11 am. Due to COVID this year, students stayed in their classrooms to listen to the story, instead of combining in the hall to watch together. Many creative activities were completed afterwards and K-2 students received a beautiful certificate, thanking them for taking part.

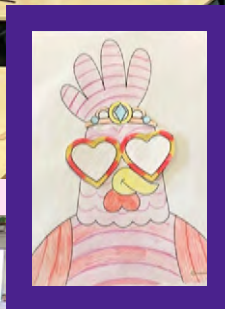
Mrs Bianca Els

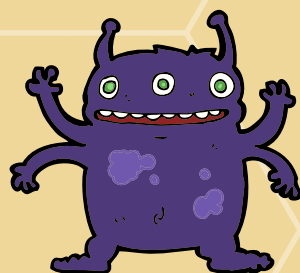


WHITNEY AND BRITNEY CHICKEN DIVAS

"Whitney and Britney are two gorgeous chooks who live alongside Dora von Dooze. But Dora is perplexed - why do her dear chickens seem to sleep all day long? Dora decides to snoop. She follows the chooks out at night to the local jazz club where she discovers, to her amazement, that they are Whitney and Britney: Chicken Divas!"

Written and Illustrated By: Lucinda Gifford





Look what's been happening in

1/2S

1/2S has transitioned back into classroom learning with enthusiasm and ease.

We love our daily literacy groups and enjoy reading to Ms Slade. We have been writing about "Octopuses stuck in a sink" and "Aliens fishing"! It is always fun learning at Mt Kuring-gai Public School.

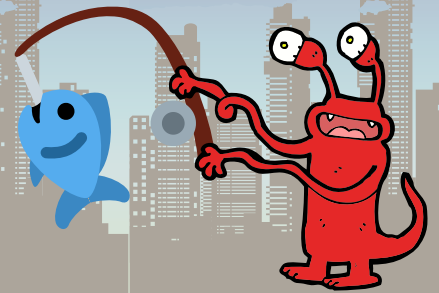


Check out the writing from 1/2S

The Creep by Lilly 1/2S

One night a creepy boy got a creepy mask! The boy was fishing at a river late at night because he was doing something. He looked mysterious. He was doing something wild, but what was he doing? It was very, very, cold and dark. There were a few lights from the city. He was lonely, but why? He walked on the road, closer and closer to the city.

Was he an alien?

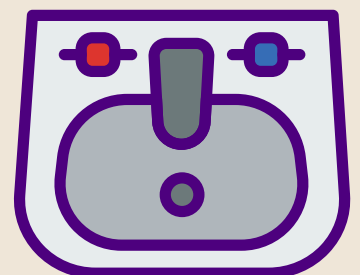


The Lost Octopus by Elki 1/2S

Once upon a time an octopus was swimming in the ocean. Then the octopus went into a pipe! The next day, the octopus found himself in a sink. He did not know how he got into the sink! Then the octopus was looking for his friends to ask to get him out. Now he was crying. He thought he would be there for the rest of his life! He did not want to live there for the rest of his life! He thought it was the end! But then, the door opened. Someone came in! The person saw him in the sink. The person carried him, and took him back to the ocean. He saw his family and friends.

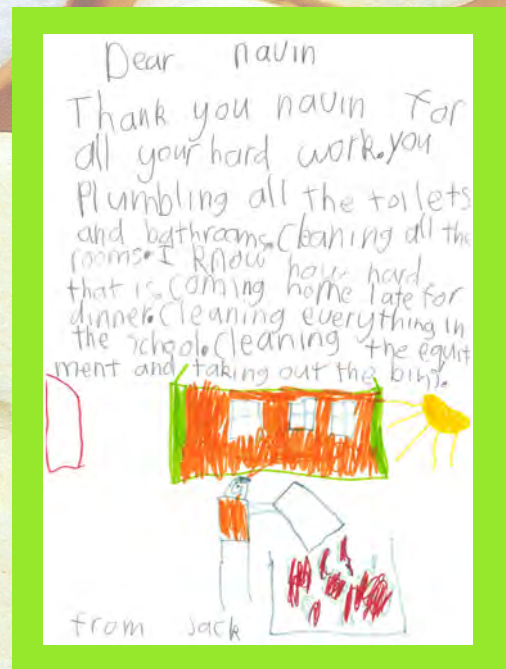
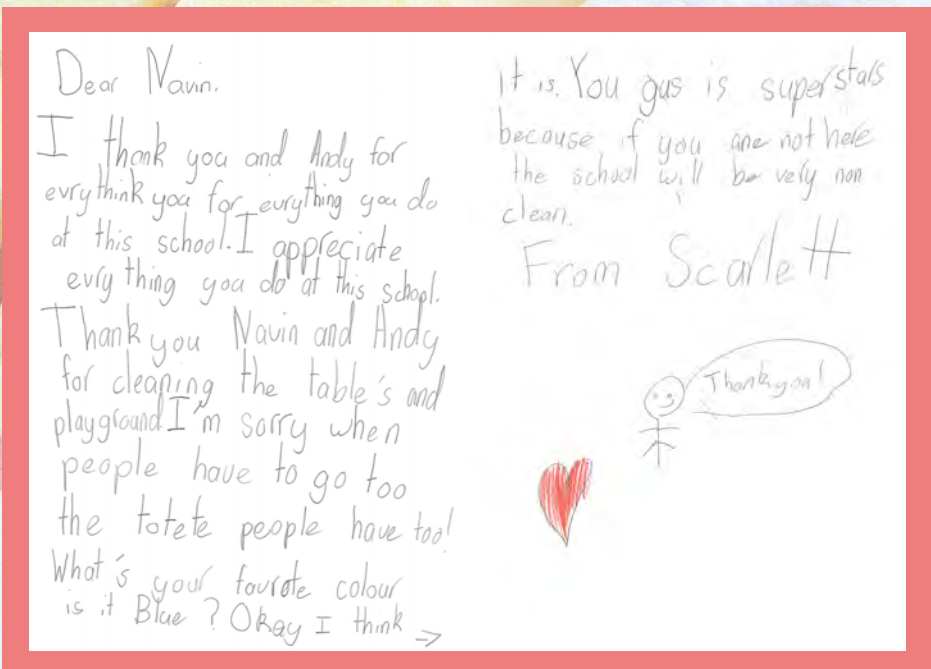
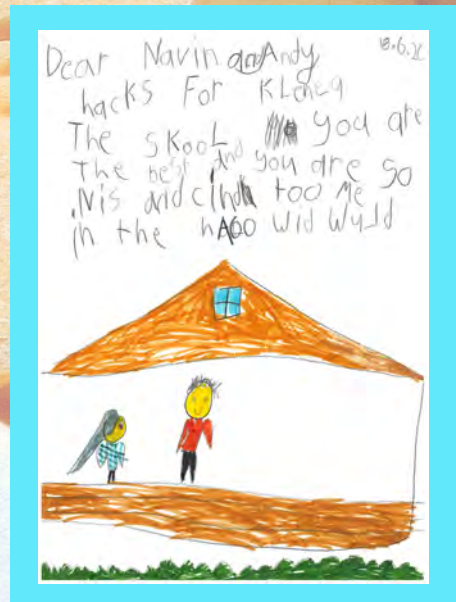
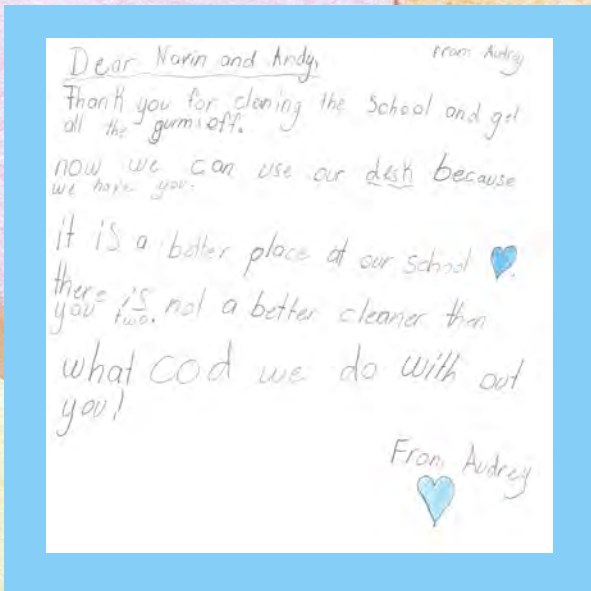
He was so happy to see them and told them what had happened.

His mum and dad said to him; "You are so brave".



1/2W's Gratitude Project

We are grateful for our cleaners, Navin & Andy



Visits with Mrs Hughes: Sometimes I get to visit the classes and sometimes the students visit me. Either way, I love it when I get to see some of the great work going on in our school!



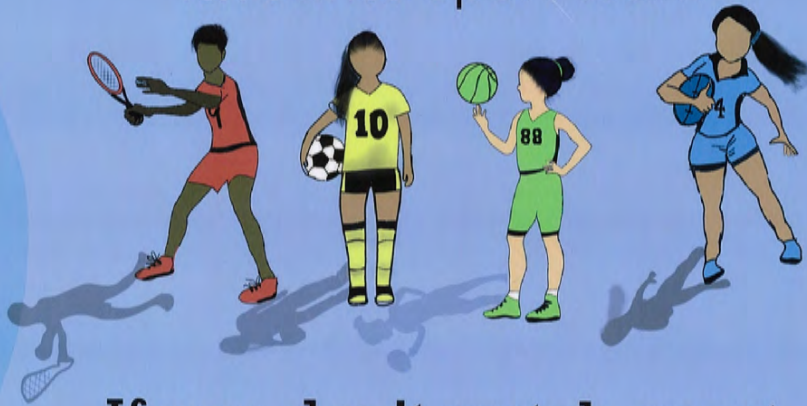
Year 6 Fundraiser – Jersey Day – Wed 1st July

Wear your favourite sport or team colours and bring a gold coin donation to help Year 6 raise funds to give a gift to the school.

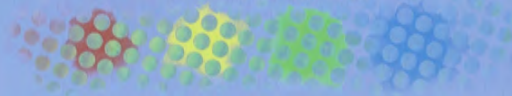


Jersey day

Wear the jersey from your favourite sport team



If you don't watch sport wear your house colours



1st of July

Bring a gold coin donation

Design by Jess Bl.





RESILIENCE CALENDAR: JUMP BACK JULY 2020



SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

**We can't control what happens to us,
but we can choose how we respond**



5 Avoid saying "must" or "should" to yourself today

6 Put a problem in perspective and see the bigger picture

7 Shift your mood by doing something you really enjoy

8 Get the basics right: eat well, exercise and go to bed on time

9 Help someone in need and notice how that gives you a boost too

10 Don't be so hard on yourself. It's ok not to be ok

11 Reach out to someone you trust and share your feelings with them

12 When things go wrong, be compassionate to yourself

13 Challenge negative thoughts. Find an alternative interpretation

14 Set yourself an achievable goal and make it happen

15 Go for a walk to clear your head when you feel overwhelmed

16 When things get tough, say to yourself "this too shall pass"

17 Write your worries down and save them for a specific 'worry time'

18 Let go of the small stuff and focus on the things that matter

19 Notice something positive to come out of a difficult situation

20 Ask yourself: What's the best thing that can happen?

21 If you can't change it, change the way you think about it

22 Make a list of 3 things that you can feel hopeful about

23 Remember that all feelings and situations pass in time

24 Choose to see something good about what has gone wrong

25 Notice when you are feeling judgemental and be kind instead

26 Get back in touch with a supportive friend and have a chat

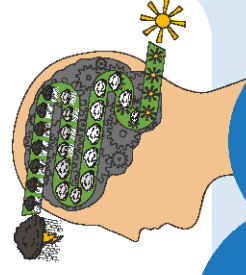
27 Write down 3 things you're grateful for (even if today was hard)

28 Catch yourself over-reacting and take a deep breath

29 Think about what you can learn from a recent challenge

30 Ask for help from a loved one or colleague. Be specific

31 Remember that you are not alone. we all struggle at times



ACTION FOR HAPPINESS

actionforhappiness.org

Daily actions to look after ourselves and each other as we face this global crisis together

Keep Calm · Stay Wise · Be Kind

Other MKPS News

Thanks, Paul!

Waitara PS have had a new school rebuild, so we were able to get their old kitchen. Thanks to our wonderful GA, Paul for extracting the kitchen from Waitara and then reinstalling it at MKPS! It's nice to finally have cupboards for our crockery and cups!



Getting tested?

Please inform the school if anyone in your household is being tested for Covid-19 and stay at home while you await results.

You must inform us immediately if anyone tests positive.

If someone at MKPS tests positive, we will need to shut down while a deep clean and contact tracing is conducted (approx 48 hrs)

It is important that we have updated emergency contact details to ensure we can contact you in an emergency.

Please also consider if your emergency contacts may be those considered vulnerable to the virus and inform the office if you need to change or add contacts to our register. I encourage you to consider a plan for your family if your child/ren need to be collected at short notice.

RESOURCES Parents & Caregivers

The University of NSW have developed a set of parent guides to support parents and caregivers through a range of issues related to their child's education.

I encourage you to check it out at:

<https://www.gie.unsw.edu.au/research/parent-and-caregiver-resources>



**Wattamattagal Ryde
Local AECG meetings
4pm - 5pm**

Wed 29th July
(Asquith PS - school library)

Wed 2nd Sept (
Asquith PS - school library)

Wed 28th Oct
(Ryde PS - C Block)



New South Wales
Aboriginal Education
Consultative Group Inc.

raising resilient problem-solvers

article by Michael Grose 16 June 2020

Personal problem-solving is an under-rated skill shared by resilient children and adults. First, identified alongside independence, social connection and optimism by early resilience-researchers in the US, the ability to solve your own problems is the basis of a child's autonomy and self-efficacy.

When parents solve all children's problems we not only increase their dependency on adults, we also teach kids to be afraid of making mistakes and to blame themselves for not being good enough. As I noted in my book *Anxious Kids*, this is fertile ground for anxiousness and depressive illness. So how can we raise kids to be courageous problem-solvers rather than self-critical, low risk-takers? Here are six practical ideas to get you started:

Turn requests for help into problems for kids to solve

Kids get used to bringing their problems to parents to solve. If you keep solving them, they'll keep bringing them. "Mum, Sarah's annoying me", "Dad, can you ask my teacher to pick me for the team?", "Hey, I can't find my socks!" It's tempting if you are in a time-poor family to simply jump in and help kids out. Alternatively, you can take a problem-solving approach, cuing them to resolve their own problems and take responsibility for their concerns. "What can you do to make her stop annoying you?" "What's the best approach to take with your teacher?" "Socks, smocks! Where might they be?"

Ask good questions to prompt problem-solving

A problem-solving approach relies on asking good questions, which can be challenging if you are used to solving your child's problems. The first question when a child brings you a problem should be: "Can you handle this on your own?" Next should be, "What do you want me to do to help you solve the problem?" These questions are not meant to deter children from coming to you. Rather to encourage and teach them to start working through their own concerns themselves.

Coach them through problems and concerns

Imagine your child feels they were unfairly left out of a school sports team by a teacher and asks you get involved. The easiest solution may be to meet with the teacher and find out what's going on. You may or not resolve the problem but in doing so you are teaching a child to become dependent on you. Alternatively, you could coach your child to speak to the teacher themselves and find out why they were left out. Obviously, there are times when children need their parents to be advocates for them such as when they are being bullied, but we

need to make the most of the opportunities for children to speak for themselves. Better to help your children find the right words to use and discuss the best way to approach another person when they have problems. These are great skills to take into adulthood.

Prepare kids for problems and contingencies

You may coach your child to be independent – walk to school, spend some time alone at home (when old enough), catch a train with friends – but do they know what to do in an emergency? What happens if they come home after school and the house is locked? Who do they go to? Discuss different scenarios with children whenever they enter new or potentially risky situations so that they won't fall apart when things don't go their way. Remember, the Boy Scouts motto – "Be Prepared!"

Show a little faith

Sometimes you've got to show faith in children. We can easily trip them up with our negative expectations such as saying "Don't spill it!" to a child who is carrying a glass filled with water. Of course, your child doesn't want to spill it but you've just conveyed your expectations with that statement. We need to be careful that we don't sabotage children's efforts to be independent problem-solvers with comments such as, "Now don't stuff it up!", "You'll be okay, won't you?", "You're not very good at looking after yourself!"

Applaud mistakes and stuff ups

Would a child who accidentally breaks a plate in your family while emptying the dishwasher be met with a 'that's really annoying, you can be clumsy sometimes' response or a 'it doesn't matter, thanks for your help' type of response? Hopefully it won't be the first response, because nothing shuts down a child's natural tendencies to extend themselves quicker than an adult who can't abide mistakes. If you have a low risk-taking, perfectionist child, consider throwing a little party rather than making a fuss when they make errors so they can learn that mistakes don't reflect on them personally, and that the sun will still shine even if they break a plate, tell a joke that falls flat or doesn't get a perfect exam score.

As I've often said your job as a parent is to make yourself redundant (which is different to being irrelevant) at the earliest possible age. The ability to sort and solve your own problems, rather than step back and expect others to resolve them, is usually developed in childhood. With repetition and practice problem-solving becomes a valuable life-pattern, to be used in the workplace, in the community and in family relationships.

Dear MKPS Families

Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, in line with the *NCCD guidelines (2019)*.

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability. It collects information to indicate the amount of time and effort that goes into catering for individual students, so is more focused on the resources required to support students.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy](https://www.education.gov.au/privacy-policy) (<https://www.education.gov.au/privacy-policy>).

Further information about the NCCD can be found on the [NCCD Portal](https://www.nccd.edu.au) (<https://www.nccd.edu.au>).

If you have any questions about the NCCD, please contact the school.

Kind regards

Mrs Greta Hughes
Principal

Scripture and Ethics

Our Scripture teachers are very excited to be returning to MKPS next term! They have been praying the safety and wellbeing of the students and teachers and can't wait to get back in the classroom from Week 2 next term. Our first scripture classes will be on Wednesday 29th July.

Unfortunately, we are not able to run our Ethics classes, as there are no suitable teachers available at this time. *If you are interested in training to be able to deliver Ethics lessons here at MKPS, please let the office know.*

Ethics online learning continues to be available for you to access from home: <https://primaryethics.com.au/>

Canteen Operation

Thank you to Tamara, Belinda and team for their ongoing commitment to provide canteen services to our families.

If NSW Covid cases remain low, we plan to reintroduce full canteen operations from next term. This includes 'over-the-counter' sales.

I would encourage families to be mindful that cash handling is still something we all need to be careful of, so please try and pre-order lunches and pay digitally as much as possible, and try to only send an amount of money that your child will not require change.





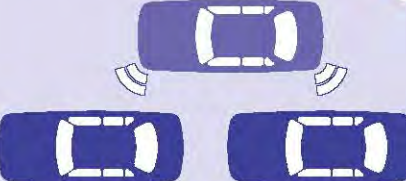



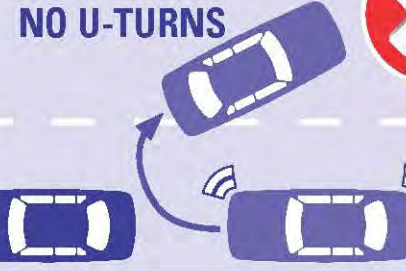



Thank you for helping to keep MKPS people safe.

HOT FOOD		SANDWICHES, WRAPS OR BREAD ROLLS (ALL WHOLEMEAL)	
 Meat Pies	\$2.50	 Cheese	\$2.40
 Sausage Rolls	\$2.50	 Cheese & Tomato	\$2.40
 Mac & Cheese	\$3.20	 Egg & Mayo	\$2.40
 Beef Lasagna	\$3.20	 Tuna & Mayo	\$2.40
 Twista Pasta Bolognese	\$3.20	 Salad (Beetroot on request)	\$3.50
 Spaghetti Bolognese	\$3.20	EXTRAS	
 GF Mac & Cheese	\$3.60	 Cheese	\$0.50
 GF Beef Lasagna	\$3.60	 Chicken	\$1.00
 Pizza (Cheese & Bacon or Ham & Pineapple)	\$2.20	 Ham	\$1.00
 Garlic Bread	\$1.60	 Lettuce	\$0.20
 Chicken nuggets 50c each or 5 for \$2.00		 Tomato	\$0.20
 GF Chicken nuggets 60c each or 5 for \$2.50		DRINKS	
 Hash Brown	\$0.60	 Chill Iced Tea Peach	\$2.00
 Tomato Sauce	\$0.40	 Just Juice Popper (Apple, Orange, Tropical or Apple Blackcurrant)	\$1.50
BURGERS		 Bottled Water	\$1.40
 Hamburger (Lean Beef Patty, Lettuce, Tomato & Sauce)	\$4.50	 Flavored Milk (Chocolate or Strawberry)	\$2.00
 Chicken Burger (Crumbed Chicken Patty, Lettuce & Low Fat Mayo)	\$4.50	 Plain Milk	\$1.60
TOASTIES		 Up & Go (Chocolate or Vanilla)	\$2.00
 Cheese	\$2.50	ICY TREATS	
 Cheese & Tomato	\$2.50	 Frozen Orange Segment	\$0.10
 Cheese & Pineapple	\$2.50	 Frozen Pineapple Slice	\$0.40
 Ham & Cheese	\$2.50	 Slushy	\$2.20
 Baked Bean	\$2.50	 Juicies Tubes	\$1.40
SNACKS		 Quelch Ice blocks	\$0.60
 Red Rock Deli Chips - Honey Soy	\$1.80	 Vanilla Ice Cream Cup	\$1.40
 Red Rock Deli Chips - Sea Salt	\$1.80	 Paddle Pops	\$2.00
 Air Popped Corn	\$1.40	 Lemonade Icy Twists	\$1.40
 Crispy Fruits (Apple or Strawberry)	\$1.60	 Twisted Frozen Yoghurt	\$1.80
 Piece of Seasonal Fruit	\$0.50	 Juice Cups	\$1.00
 Slinky apple (Colour depending on availability)	\$0.50		

GF = Gluten Free   = Sometimes foods   = Everyday foods

Please note Lunch Orders should be placed before 9.30am in the Lunch Order bin.

Safety tips for school zones:

<p>EXITING THE CAR</p> 	<p></p> <p>Make sure children use the footpath-side door when getting in and out of a car.</p>	<p>APPLY BRAKE</p> 	<p></p> <p>Make sure the park brake is applied when the vehicle is stationary.</p>
<p>PARKING</p> 	<p></p> <p>NEVER double park.</p>	<p>CROSSING</p> 	<p></p> <p>NEVER park across a pedestrian crossing.</p>
<p>NO U-TURNS</p> 	<p></p> <p>NEVER undertake a U-turn in close proximity to the school.</p>	<p>NO 3 POINT TURNS</p> 	<p></p> <p>NEVER undertake a three-point turn in close proximity to the school.</p>

Safety tips for students:

<p>BUCKLE UP</p>  <p></p> <p>Stay buckled up until the vehicle has stopped.</p>	<p>STORE ITEMS</p>  <p></p> <p>Make sure your school bag and other items are in a safe position</p>	<p>BE READY</p>  <p>Be ready to get out of the car with your belongings when the car has stopped and you have unbuckled your seat belt.</p>	<p>EXIT SAFELY</p>  <p>Always get in and out of the back seat through the safety door - the rear footpath-side door.</p>
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Demerit Points:

* The **Demerit Points** Scheme is a national program that allocates penalty points (demerits) for a range of driving offences. A driver who has not committed any offences has 'zero' points. If you commit an offence that carries demerit points, the points are added to your driving record. If you incur the threshold number of demerit points within a three-year period, a licence suspension or refusal is applied. The three-year period is calculated between the dates the offences were committed. It ends on the day your most recent offence was committed.

For further information regarding demerit points please visit: rms.nsw.gov.au/roads/safety-rules/demerits/

SCHOOL ZONE

Road Safety News

School is back! Here are some safety tips for travelling to and from school.

Safety tips for drop-off and pick-up in the school zone

ALWAYS...

- Remember the 40km/h speed limit.
- Park safely and legally, even if it means walking further to school.
- Be aware of pedestrians on or near crossings.
- Be mindful that every pedestrian deserves to be safe.

NEVER...

- Call your children across the road. Go to them and help them cross.
- Double park, stop on a footpath, or crossing.
- Do a U-turn or three-point turn in school zones.
- Speed in a school zone. You never know when a pedestrian may step out suddenly.

DON'T FORGET

- The **No Parking** zone is there for everyone to utilise. Don't overstay the limit of two minutes and if it is full when you arrive, do not queue. Drive around the block if need be, until a space is available.



Walking or cycling to school in 2020

Walking or cycling to school provides more than just physical benefits.

Congestion, parking and other distractions make the school run stressful for all. Walking or cycling to school is a great way to release stress, interact with your child, and teach them life skills and independence.

- Identify safe crossing locations.
- Discuss how to spot dangers such as vehicles exiting driveways.
- Show children how to be aware of their surroundings.



STOP! One step back from the kerb.

LOOK! For traffic to your right, left and right again.

LISTEN! For the sounds of approaching traffic.

THINK! Whether it is safe to cross.

Teach your child to keep turning their head in both directions to look and listen for traffic as they cross the road.



Model safe and considerate behaviour for your child - they will learn from you!



Please "like" our
"Mount Kuring-gai Public School"
Facebook page,



as well as our P&C's FB page named:
"Mt Kuring-gai Public School P&C Association on
Facebook"



Protect yourself from viruses



Clean your hands with soap and water,
or hand sanitiser.



Cover your nose and mouth when you cough
or sneeze.



Avoid close contact with anyone with cold
or flu-like symptoms.



Stay home if you are sick.



Find the facts

health.nsw.gov.au/coronavirus

