



# MKPS NEWSLETTER

VOL. 9, 18TH JUNE, 2021

## TERM CALENDAR

### JUNE:

- 23rd - Reports go home
- 24th - NAIDOC Week Performance
- 25th - Last day of school

### TERM THREE 2021

### JULY:

- 12th - Pupil-Free Day
- 13th - First Day of Term for students
- 21st - PJ day
- 22nd - Athletics carnival
- 26th - 30th - Education week

### AUGUST:

- ICAS assessments TBC
- 4th - National Children's day
- 31st - Pulse Primary Choir Rehearsal

### SEPTEMBER:

- 1st - Indigenous Literacy Day
- 3rd - Father's Day Breakfast
- 13th - Pulse Primary Choir Concert
- 17th - Stage 2 and Stage 3 Cricket Gala Day
- 17th - Last day of Term 3

## PRINCIPAL'S MESSAGE

### HALF WAY THROUGH!



And, there goes another term - Time really does fly when we're having fun!



Student academic reports will be sent home this week and I'm hoping you will be able to clearly see how your child is achieving against NSW syllabus outcomes. We understand that children progress at their own pace, and dips and flows can be within normal expectations throughout the learning journey. Please take note of the learning goals within English and Mathematics so that you may also support your child at home with their next steps of learning. All students have goals, regardless of their level of achievement as we aim for continuous improvement so that everyone see progress.

Teachers, staff and indeed, our school, also have goals for continuous improvement. We want to keep improving our practice to benefit our students. Our SIP (Strategic Improvement Plan) is on our school's website and information will be shared via newsletters along the way.

Please be safe over the school break and we will see you next term when **students return on Tuesday 13th July** - Office will be open on Monday 12th if needed.

*Mrs Hughes!*

*Willing,  
Able &  
Equipped*

FOR LEARNING, FOR LIFE

# ATTENTION

## Kindy Enrolments 2022

We are currently compiling our list for Kindy enrolments for 2022. If you know any potential future MKPS students, please encourage their parents/carers to contact the office to add their name to the hot list! Or why not try the new online enrolment system found on our school website.

We will run our Kindy-Kickstart program which will allow next year's kindies to attend orientation sessions to become more familiar with the 'Big School' setting.

## 2022 Start Dates

Kindergarten students will start the year with our other students from **Tuesday 1st February** and will attend a number of half days, while teachers complete the "Best Start Assessments" in the first school week.

You may like to note in your diaries this start date as it has changed from previous years. You may also like to note the following school development days(SDDs) which are considered 'pupil-free days' where teachers undergo training and development.

### 2022 school development days

Parents and carers **should not** bring their child to school on school development days.

- Eastern division - 28 January, 31 January 2022
- All schools - 26 April, 18 July, 20 December 2022

Have you got your tickets to the **"Comedy for a Cause"** yet? This event is the P&C's major fundraiser for the year, so we need your support. Funds will be used to support the school life of your children. Thank you, to the P&C for organising! See flyer later in the newsletter



Check out our Newspaper stars!

How exciting, Ivy and Kalicia had their faces in the Bush Tele!



By Nick Amies and Rob Wing

NORTHERN Galaxy celebrated NSFA's Female Football Week in style, with teams wearing their new purple and black playing kit for the first time.

Female Football Week aims to celebrate the players, volunteers and clubs involved in female football to help drive long-term retention. To end the fantastic week focused on females in football, the G8 Asteroids won NSFA's MiniRoos Team of the Week!

The club is only three competition rounds old and they're very grateful for the wonderful support by their heritage clubs Berowra and Mount Colah FC, whose logos they wear proudly on their uniform as well as Northern Galaxy's. NSFA/Northern Tigers' recent analysis has shown that combined, Berowra and Mount Colah FC's contribution to Girls SAP Players Pathway for females looking to develop into representative soccer is right up there with the leaders in the association.

Even though the club has just started it has been very well supported by the local community with at least one team in every age group from Girls Under 8 to Women's Over 35. The range and depth is impressive with teams of first time and social players right up to division 1 and those looking for an elite experience, sporting 18 teams in total this year under the Galaxy banner after only fielding 13 teams as separate clubs in 2020.



**Teamwork:** Above, the Northern Galaxy G8 Asteroids were named NSFA's MiniRoos Team of the Week; left, Northern Galaxy girls proudly show off the heritage club logos on their shoulders. The girls have been walkers for the Hornsby Ku-ring-gai Post since its inception.





# Synergy Hub Learnings

**Integrated Unit:** this term we have been doing a lot of work on the Gold Rush, First Fleet and drama. Mr.Saxon was a prac student who has helped us with so much work that we all loved. We did drama in the afternoon which all of us had so much fun doing. Miss Wargren and Mrs Connolly let us take our shoes off which meant that the classroom was very smelly! We began diving into the digital technologies syllabus last week where we had to create code for a game. It was a lot of fun. We are excited to keep doing more of this next semester.

**Sport:** This term in P.E Mrs.Todd has been preparing us for the athletics carnival by walking down to foxglove oval where we did high jump, discus, long jump , shot put and the race around Australia program. Some class members have been playing HZSS and have been doing really well.

**Incursions:** These past few terms we've been having people come to our school and tell us a few interesting things about Aboriginal culture and some Aboriginal traditions. For example, Uncle Laurie came for a smoking ceremony in Term 1 and in Term 2, he has visited again to come and tell us about some of the weapons Aboriginal Peoples used, dreaming stories and totems. While we were learning about the past, we also learned about the Gold Rush and the role that Aboriginal Peoples played in this part of our history.

**By The Ministers for Education**





# SYNERGY HUB





# Stage 3 Bathurst Excursion

## Bathurst Goldfields by Alyssa



At 7:45 we arrived at school and hopped on the bus and met Barry the bus driver. We stopped at the Blue Mountains Information Centre for morning tea and we played at a super fun playground with a really big slide at the end. Both teachers went down the slide with them both screaming. We hopped back on the bus for about a two hour drive. We stopped at Evans Lookout with a lot of selfies already and a good bathroom stop. Then we arrived in Bathurst and then we had a delicious lunch. After arriving at the Turon Lodge, we went to the Bathurst Cemetery where we met Pat and Sarah who told us the history of the cemetery. We headed back to the cabins and settled in and then we had a yummy dinner and some ice blocks. We had a meat pie, chips and some vegetables. We walked up to the campfire and we met Jason, a person who worked at Bathurst goldfields. He told us Aboriginal dreaming stories and then we did dancing including the hokey pokey which I found lots of fun and there were a lot of laughs. Right before bed we played flashlight in the dark. Then we went to bed, reluctantly.

In the morning at 7:00 I was still in bed and not moving though I better get up. I was soon dressed and played some board games. After breakfast we met Uncle Merv and went to the museum of gold and we were told a lot of really interesting stuff like the biggest piece of gold was found by John Deason. We went to the steam factory and the whistles from a steam train were extremely loud. Then we went to the black smith where Cooper J made a fire poker and Uncle Merv said to give it to your favorite teacher then Cooper gave it to Miss Wargren, Mrs Connolly didn't take it personally. After lunch we went gold panning. Now I know you're thinking did Synergy Hub strike it rich at the goldfields? Well most people panned for gold in a pond. Mrs Connolly lost her piece of gold but Marlie did end up finding it at the very top after looking for it in the jar. We had afternoon tea then Barry offered to take us across the race track of Mount Panorama with many photos and great memories. Then Barry took us back to Bathurst Goldfields and then we had dinner. We went line dancing at 8:30 and we danced to YMCA and Waltzing Matilda and Cotton-Eyed Joe. Then Thor and Miss Wargren lit the fire and then we did some mindfulness and then we roasted a lot of delicious marshmallows. After that we went to bed after a big day.

In the morning at 7:20am about ten minutes after we were supposed to wake up but of course I was still fast asleep, it was breakfast and we had pancakes and hash browns for our last day. Then we packed our stuff and went to the museum at the centre of Bathurst and did a treasure hunt. Then we went home very tired and after many people vomiting, we were back and happy to see our parents and family.

Thank you, teachers and Mrs Hughes!





## **Bathurst Recount by Xavier**

### **Day One**

At 7:45AM we arrived at school and waited until our bus driver Barry was ready and at 8:00AM we boarded the bus. We were on the bus for about an hour then we stopped to have some morning tea at 9:00AM. After we had our morning tea we were back on the bus until 10:00AM to view the magnificent Evans lookout in the Blue Mountains. After we had been amazed by the view, we got back on our bus and started driving to our camp. By 12:00PM we departed off our bus and we were at our camp, Bathurst Goldfields in Mount Panorama. We got off our bus and we had our lunch then we got back on the bus and drove over to the local cemetery. There we met Pat and Sarah. With Pat we learnt about some of the people that are resting here and we saw the oldest stone in the park, it was made in 1846 which is 175 years old! After that we went over with Sarah, we learnt that the cemeteries were divided into different sections, some for the different religions and a special one for the soldiers. Then with Sarah, we rubbed crayons over a stone engraving, we all got different engravings. When we got back to camp, we got our rooms then unpacked our bags and settled into our rooms and had freeplay for an hour, after that we had our dinner. For the first night we had meat pies, hot chips and vegetables, after our dinner we had some ice blocks for dessert. We had our showers and were ready to go outside for the fire with a local man called Jason. Jason told us about the local Aboriginal People's creation story of Mount Panorama and how they thought it was created. He sang some sheep songs to us that the shearers sang when they were shearing the sheeps during the 1800's. After that we did some bush dancing, then we learnt about Waltzing Matilda and why it was called Waltzing Matilda in the first place. After all the fun we had with Jason it was time to go to bed. We walked our way back down to our cabins and brushed our teeth, got into our PJ's then we went to sleep at about 10:00PM

### **Day Two**

We had all been sleepy from last night but we hopped right out of our beds and dressed ourselves. We had some breakfast. After our delicious breakfast, we met Uncle Murv and then went to the gold museum at the camp but first we went into a recreated mineshaft and we saw how dark it would be working down there. Since they didn't have clocks back then they burned a candle, pretty smart! Next we went out to see Sarah and Uncle Murv at their house we made some damper on the fire with Sarah. We had damper with golden Syrup in the middle, it was so delicious! Then we played some old games that the kids played back in the 1800's like tug of war and horse ring throwing. After we had played our games it was back to work. We were making some mud bricks. We got some mud and put it into a wood square then flattened it out with our hands. Then we went into the gold part and we saw a recreation of the biggest piece of gold found during the gold rush. It sold for 7.64 million dollars! Then we went out to the recreated gold rush area and we saw how they pulled out the buckets of the mines with horses. Then we went down to a building with a steam chimney and he honked it and it exploded out sound and steam. Then we walked up to the blacksmith and Uncle Murv was showing us how to make a fire poker and Cooper. J went up and Uncle Murv said give it to your favorite teacher then Cooper gave it to Miss Wargen and Mrs Connolly was fine with it. After seeing all these cool things from back in the 1800's it was time to have lunch so we walked back to the gold rush area and had our lunch. After our lunch we were so excited to gold pan so we went up to a little man-made river and gold panned we were all blown away to see the little specks of gold in our pan's. After that our bus driver was nice enough to drive us up to the top of Mount Panorama and we took some photos then we hopped back onto our bus. We went back to our cabins and had some dinner. After our delicious meals we had showers then put on some warm clothes on because we were going to do some line dancing with a nice woman. We did dancing for a hour and a half then we went out for a late campfire with some marshmallows, they were delightful. Then all of us wondered back over to our cabins. All of us were sleepy after a big day at the goldfields so we did our teeth and got our PJ's on and went to bed.

### **Day Three**

We were all still sleepy from last night but we managed to get out of our beds and got dressed for breakfast. After that we got back on the bus with all our luggage and drove to the town. We met Sarah and Uncle Murv there. We went to the middle park and learnt about bush rangers with Uncle Murv and we also did a scavenger hunt and we had to find certain things in the park. It was so cool! After the scavenger hunt was over we went over to the museum and we saw all kinds of old cool stuff from the first jail door to moustache cups to bullet mold, it was awesome! Then we went upstairs and we got to play with some of the stuff that they used in the house back in the 1800's. After we had been blown away by the local museum we got on the bus and started driving back but on the way we stopped at the park and had some afternoon tea and played. Then we were back on the bus for another two hours. Everyone just watched the movie and slept on the way back. Then we were finally back at Mount Kuring-gai after our magnificent trip! We unpacked everything then went home.





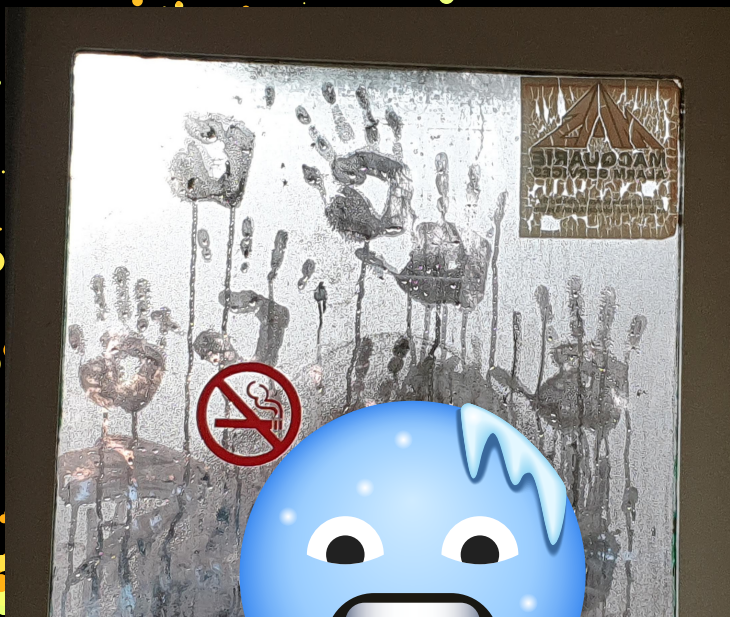
# Bathurst Pictures











Q Bathurst, NSW

**-1.7°**

Feels like -5.3°

-3° 15°  
Min Max

**Morning frost and fog.**

0% Chance of any rain ⓘ











# Leader's Loop



## ASSEMBLY WEEK 6



**CLASS AWARD: 3/4S**



### WEEK 6 K-2 MERIT AWARDS:

**K/1E** - Ruby, Hugo, Laura, Abigail

**1/2S** - Mackenzie, Leya, Tai

**1/2W** - Claire A, Maia, Harrison, Oscar



### WEEK 6 3-6 MERIT AWARDS:

**3/4S** - Sienna, Oliver, Hana, Jayden

**3/4T** - Emily, Nathan, Ezekiel, Charlie W

**Synergy Hub** - Billy, Ellie C, Baxter, Anthony, Floerence, Rachel and Hunter

## ASSEMBLY WEEK 8:



### WEEK 8 K-2 MERIT AWARDS:

**K/1E** - Nellie, Madeline S, Connor, Louis, Rhys

**1/2S** - Ryan, Madeline J, Ethan, Ariana, Ella

**1/2W** - Ivy, Emma, Andy, Gabriele

### BEST CLASS AT ASSEMBLY AWARD: K/1E



### WEEK 8 3-6 MERIT AWARDS:

**3/4S** - Finn, Charlie, Martin Josh, Stella

**3/4T** - Lucas, Leya, Angus, William

**Synergy Hub** - Angela, Clara, Alyssa, Joseph, Lexi, Maia, Alannah, Thor, Annabel





# Leader's Loop



## Prime Ministers:

Claire Keckman  
Edward Neate

## WEEK 9 PARLIAMENT

## Deputy Prime Ministers:

Cooper Guthrie  
Jack Robson

### Previous motions:

- Movie Night - for COVID-19 reasons, no, but maybe in Term 3
- 1/2S iPads - Not included in our budget this year.
- Snow cones/ice-creams for Zero Hero day - when it gets warmer
- Morning Exercise routine - teachers decision, we are already doing the Race Around Australia
- More canteen food options - there are already healthy options, it's just no one buys them
- New AV System - Getting quotes already
- Hula Hoops - already on the borrowing system
- Paint bins - not in budget & we might get new bins

### Motions raised:

- Higher school fences (not passed)
- (Reusable) Hot chocolate keep cups (passed)
- Netball dresses (was already happening, not voted on)
- Yellow day for cancer council (passed)
- Watch a movie for Zero Hero Day (passed)
- Clean up the school on Wednesday (passed)
- Class stuffed pets (passed)

### Update:

- Female students have been surveyed and the results will be realised soon. Community survey will be sent out within the next week and findings will be discussed during P&C meetings.

The Ministers of Parliament visit with the Governor General (Mrs Hughes) to discuss motions raised during the fortnightly Student Parliament sessions.

The Ministers then work on the motions in their portfolios to bring the motion to fruition. They report back to the Parliamentarians about any progress.

Class representatives attend the fortnightly sessions and raise motions from their class and report back any progress.





# HZSS

## Hornsby Zone School Sports

### Soccer

#### Round 5: V Berorwa

Jrn mixed: 4 - 2 W, POTM Tommy

Jrn boys: 1 - 3 L, POTM Zach M

Snr girls: 3 - 4 L, POTM Annabel

Snr boys: 1 - 2 L, POTM Anthony



#### Round 6: Washed out

#### Round 7:

Jrn mixed: 5 - 0 W, POTM Emily

Jrn boys: 2 - 2 D, POTM Lukas

Snr girls: 2 - 0 W, POTM Ellie W

Snr boys: 2 - 2 D, POTM Cooper J

### Netball

#### Round 5:

Jrn: 11 - 1 W, POTM Sienna G

Snr girls: 21 - 1 L, POTM Florence



#### Round 6: Washed out

#### Round 7:

Jrn: 8 - 0 W, POTM Lualla

Snr girls: 15 - 8 W, POTM Lexi

### Up Coming games

Round 8: 16 <sup>th</sup> July (Week 1)			
Home	Away	Football Venue	Netball Venue
Mt Kuring-gai	Brooklyn	Mt Kuring-gai Oval	BYE
Round 9: 23 <sup>rd</sup> July (Week 2)			
Home	Away	Football Venue	Netball Venue
Mt Kuring-gai	Hornsby South	Mt Kuring-gai Oval	Mt Kuring-gai School
Round 10: 30 <sup>th</sup> July (Week 3)			
Home	Away	Football Venue	Netball Venue
Mt Kuring-gai	Cowan	Mt Kuring-gai Oval	Mt Kuring-gai School vs MC
Round 11: 6 <sup>th</sup> August (Week 4)			
Home	Away	Football Venue	Netball Venue
Mt Kuring-gai	Hornsby Heights	Mt Kuring-gai Oval	Mt Kuring-gai School
Round 12: 13 <sup>th</sup> August (Week 5)			
Home	Away	Football Venue	Netball Venue
Mt Kuring-gai	Waitara	Mt Kuring-gai Oval	Mt Kuring-gai School



# DEBATE

On Thursday 20th May, the Mount Kuring-gai Debators versed The Hornsby North Mighty Minds. Cowan and the second Hornsby North team came to debate at our school as well.



The topic was Education, and we brainstormed ideas around that topic. We both had some great arguments and it was a tough choice for the adjudicator, Alan Harper, to make. Unfortunately, he gave the win to Hornsby North because he believed they had stronger rebuttals and made more eye contact. So we took on his feedback and used that in the second round of debating.

On Wednesday 19th of June the Mount Kuring-gai Debators ventured to Asquith Public School to debate against the Asquith Stormtroopers.

In our hour to prepare we thought really hard and remembered what Alan Harper had given feedback about, as he was our adjudicator again. The debate was very close and both teams had their strengths and weaknesses and our team had given our all into the debate. When it came to the decision, unfortunately Alan had given the win to the opposite team. We will continue taking on feedback and trying our best to win!



DEBATE



# Environment Club

On the 7th of June, we raised \$162.50 by encouraging everyone to wear green and donate a gold coin! We can buy compost bins, for each classroom, with this money. Now all the classes can save the environment by composting their food scraps without any excuse.

A big thank you to the people who participated in the environment day, we will persist in keeping the environment clean and saving animals that live in it. We will try to set up more fun days every once in a while. We plan to bring insects by planting more flowers that insects love. We enjoy spending time organizing environment day. Remember the three Rs! Reuse, reduce, and recycle! A big thank you from the environment group!

- Audrey & Kate





# UNCLE LAURIE

Mount Kuring-gai was lucky enough to have Uncle Laurie come back and visit us during Week 7. As always, he had unwavering attention of our students. Uncle Laurie visits us, as a traditional custodian, to work with each class sharing his knowledge of our place (Country) through the perspective of Aboriginal Peoples. He explained the difference between a 'Welcome to Country' and an 'Acknowledgement of Country' and then in consultation with the students, began the process of developing our own, individual Acknowledgement of Country. Once finalised, these will be used in our classrooms, at assemblies, parliament and other special events at Mount Kuring-gai Public School.

We share our school with Uncle Laurie in the hopes to create a space of Cultural Safety, acceptance and courage to embed Aboriginal perspectives and content throughout our daily practices. The development of our own Acknowledgements of Country is just one way we are planning to deliver this promise.

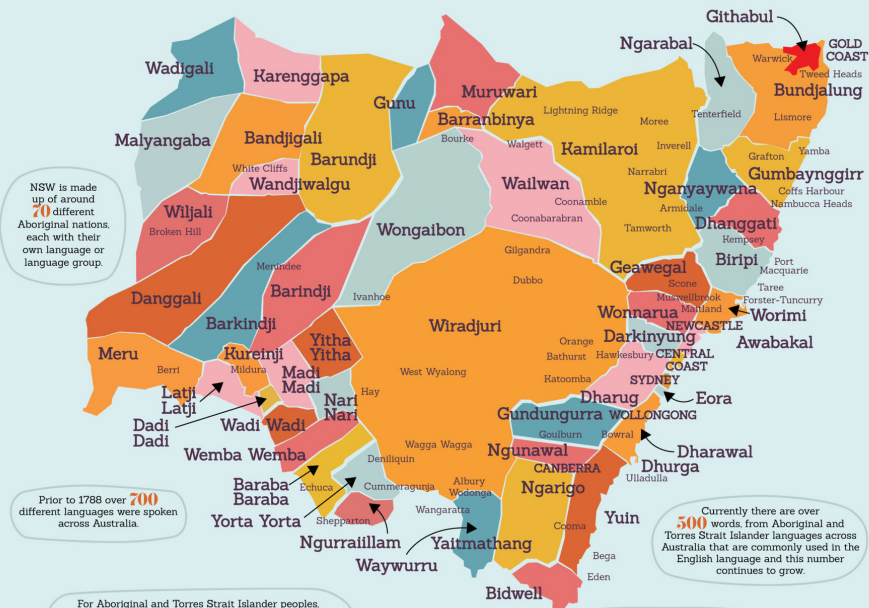
Uncle Laurie shared stories of caring for Country, the how and the why, spoke with us about the significance of totems to Aboriginal Peoples and brought in some artefacts for some hands-on experiences.

Thank you, Uncle Laurie!

Bikalabarley murraring walla Giballee Yaddung Guringai Wanangini wahroong yennieubu (Let us walk together in Guringai Country, as one)



# ABORIGINAL NATIONS/LANGUAGES IN NSW & ACT



**Say hello in Language!**

**BARKINDJI**

- Hello/welcome: Ngayi
- Let's go/goodbye: Yerrabi

**BUNDJALUNG**

- Hello: Jingwallah
- All the best: Yoway
- Thank you: Boogelbah or Bugalwan

**DHARUG**

- Hello/good to see you: Warami
- Goodbye/to go: Yau

**DHURGA**

- Hello/Goodbye (We hope you had/have a safe journey): Walawaari


**KAMILAROI/GAMILARAAY**

- Hello: Yaama
- How are you: Yaamagara nginda
- Goodbye: Baayadhu

**WIRADJURI**

- Are you well?: Yamandhu marang
- Yes I am well: Ngawa baladhu marang
- Goodbye friend: Yanhanhadu mudyi

Learn more about Aboriginal Nations/Languages in NSW & ACT at [SchoolsReconciliationChallenge.org.au](http://SchoolsReconciliationChallenge.org.au)

Reconciliation  NSW



THANKS,  
UNCLE  
LAURIE







Artwork: Care for Country by Maggie-Jean Douglas (Gubbi Gubbi)

When creating 'Care for Country' I kept in mind that this meant spiritually, physically, emotionally, socially and culturally – I chose to create a bright and vibrant artwork that included the different colours of the land but showed how they come together in our beautiful country and to make people feel hopeful for the future. I've included communities/people, animals and bush medicines spread over different landscapes of red dirt, green grass, bush land and coastal areas to tell the story of the many ways country can and has healed us throughout our lives and journeys.



facebook.com/NAIDOC @naidocweek @naidocweek

# NAIDOC Week

4-11 JULY 2021

#NAIDOC2021 #HealCountry



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# Comedy for a Cause

SATURDAY 7 AUGUST 2021

Doors: 7pm / Show: 8pm / 18+

Featuring comedians from  
**Sydney & Melbourne  
International  
Comedy Festivals**

[comedyforacause.net/MKPS](https://comedyforacause.net/MKPS)



**Asquith Bowling Club**  
1 Lodge St,  
Hornsby



BOOK NOW!  
**\$35**



In Support of:  
**Mount Kuring-gai  
Public School**





# REPORTS

IN CASE YOU  
MISSED IT...



We have made some changes to our report templates in an attempt to make it even clearer for families to understand their child's level of achievement, measured against NSW Stage outcomes and their 'next steps' of learning.

You will see the following statement on the front page of the student reports, which will come home at the end of the term. Under this statement, I have included an example to demonstrate further.

"This report provides a comprehensive overview of your child's performance throughout Semester One. Target competencies from the teaching programs for each grade have been identified and reported upon. Students have been graded against the syllabus documents, and their current Stage level has been identified based on assessments. Please take note of the wording in English and Mathematics for each strand, as this will clearly explain what Stage level your child is currently working at. The points that follow, outline what your child is achieving at the identified level and this is followed by the next steps of their learning".

Indicates the strand  
within the learning area  
- in this case, English

Indicates the level that  
the student is achieving  
against the expected  
stage level. A 'sound'  
level is considered  
'average' across NSW

This is an example of  
a student working at  
stage expectations

In Reading and Viewing, name has demonstrated a sound level of achievement and is able to:

- identify and use a variety of strategies to present information and opinions across a range of texts
- identify evaluative language, including emotive language and modality in persuasive texts
- analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts
- interpret events, situations and characters in texts

These are some of the things the student is able to do, which demonstrates the level of achievement indicated in the leading sentence above - eg sound

To continue meeting grade expectations, name is learning to:

- explain how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation
- Use prior knowledge and context to build accuracy in reading

These are some of the learning goals the student will now be working on, as their 'next steps' in learning.

Indicates which stage the student will be working on, moving forward: 'continue' indicates this student will continue to work within the same stage level, as indicated above



This is an example of a student at **outstanding** level

IN CASE YOU MISSED IT...



Indicates the stage the student is **enrolled** in

Indicates the **level** that the student is achieving against the stage level the student is enrolled in. 'Outstanding' is 1-2 years above expectations

Indicates the stage the student is **working at**

In Reading and Viewing, **name** has demonstrated an **outstanding level** of understanding within **Stage 3 outcomes**. She has achieved the following **Stage 4** outcomes at a satisfactory level and is able to:

- share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts
- explore and appreciate the similarities and differences between and within more demanding texts
- explain the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective
- compare the text structures and language features of **multimodal** texts, explaining how they combine to influence audiences **name**

These are some of the things the student is **able to do**, which demonstrates the level of achievement indicated in the leading sentence above - eg Stage 4

To continue to **extend** her learning **beyond grade** expectations, **name** is learning to:

- demonstrate how the coherence of more complex texts relies on devices that signal text structure and guide readers
- read voraciously by **reading a variety** of genres and text types regularly

These are some of the **learning goals** the student will now be working on, as their 'next steps' in learning.

Indicates which stage the student will be working on, moving forward: 'extend' indicates this student will work beyond their stage level.

Indicates the stage the student is **enrolled** in

'basic level' indicates below stage expectations in NSW

Indicates the stage the student is **working at**

In Reading and Viewing **name** has demonstrated a **basic level** of understanding within **Stage 1 outcomes**. She has achieved the following **Early Stage** outcomes at a satisfactory level and is able to:

- self-correct when meaning is interrupted when reading simple texts, e.g. pausing, repeating words and phrases, rereading and reading on.
- make connections between a text and their own life.
- read and understand some sight words in simple, predictable texts.

These are some of the things the student **is able to do**, which demonstrates the level of achievement indicated in the leading sentence, in this case, Early Stage 1 (Kindergarten)

In **order to meet grade expectations** **name** is learning to:

- discuss different texts on a similar topic and identify the similarities and differences between the texts.
- sequence a **summary** of events and identify key arguments in imaginative and persuasive texts.

These are some of the learning goals the student will now be working on, as their 'next steps' in learning.

Indicates which stage the student will be working on, moving forward: 'in order to meet' indicates what this student will need to work on to meet the expectations of their grade/stage.

This is an example of a student working **below** expectations



# HOW TO GIVE KIDS FEEDBACK FOR IMPROVEMENT

BY MICHAEL GROSE FROM POSITIVE PARENTING 18 MAY 2021

It can be tempting to allow children to continue to behave badly or to perform chores, homework or sports practice poorly when they argue or resist feedback. Parents need to be part coach, teacher and counsellor so that kids learn how to behave well, develop healthy attitudes towards learning and know how to get the best out of themselves. Feedback is one of the most effective tools we have to achieve this. Give it poorly and it will, at best, be ignored and at worst, rupture relationships and damage self-worth. If you provide feedback effectively, you'll see improvement in behaviour, attitudes and learning, even among feedback resistant teens.

Here's how to deliver feedback to make sure it sticks.

Make it specific: It's absolutely essential to give feedback about one behaviour, skill or attitude at a time, if you want improvement. "Jai, if you make eye contact with your brother when you talk to him, he's more likely to listen to you." The feedback needs to be specific rather generalised so that a child or teen knows exactly how to do better. It also needs to be delivered in a non-judgemental way.

Ensure it's descriptive: "That's not the way to behave inside" doesn't help much. "Use your quiet voice when you play inside the house" cues a child into how to behave. Use phrases and terms that have real meaning for kids rather than vague, non-descriptive language such as 'be a good girl', so kids not only know what's expected but they understand how to meet your expectations.

It's got to be timely: Providing feedback to a toddler half an hour after they've thrown a tantrum in public will ensure there's no impact. On the other hand, providing behavioural feedback when a teenager is angry will ensure one thing – you'll have an argument on your hands. Feedback needs to be fairly immediate for young children and if possible, provided before an event or activity. "When you set the table put the fork on this side and the knife on the other." Choose the time and place to provide feedback to older children, remembering that angry tweens and teens generally don't listen.

Give from a place of calm: Angry parents generally deliver feedback poorly to kids. Regardless of how well you choose your words and how accurate your feedback may be, feedback delivered angrily will prompt the flight/fight response from a child or young person. They will ignore you or start an argument, but they won't take your message on board when you're mad at them.

Give sparingly: When children require approval for every scribble, homework problem and picture they draw, it's probably because they have always been offered feedback on every scribble, homework problem and picture they draw. It's vital that children develop their own internal sense of validation and honest self-assessment, because as they grow up and face hardship, they need to be able to look to themselves for strength and approval. If they can't, they will be much more vulnerable to superficial external approval that comes their way in the form of peer pressure, bullying and the usual social jostling. As you wean them off of your feedback, turn their "Mummy, is this picture good?" or "Dad, did I do a good job?" back on them, and ask them how they feel about their work.

Feedback is a wonderful parenting tool that requires attention to detail, sensitivity and a willingness to respect the dignity of the child or young person who is receiving it. It's also most effective when given sparingly, rather than like a nervous tic, which keeps kids anchored to you for approval.



**How to give kids feedback for improvement**

It can be tempting to allow children to continue to behave badly or to perform chores, homework or sports practice poorly when they argue or resist...



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## ABORIGINAL YOUTH PROGRAM

Would you like to have some fun, meet other Aboriginal youth in the Hornsby area, while participating in a range of activities and explore Aboriginal culture?

All parents/carers are requested to contact Mel or Dave to notify of your child's attendance.

**Location:** PCYC Hornsby-1 Park Ln, Waitara  
NSW 2077, 2 min walk from Waitara Station.  
Free onsite parking.

**Date/Frequency:** 4-6pm, Tuesday, 20th  
August, 3rd & 17th September 2019.

**Age groups:** 11 - 18 years

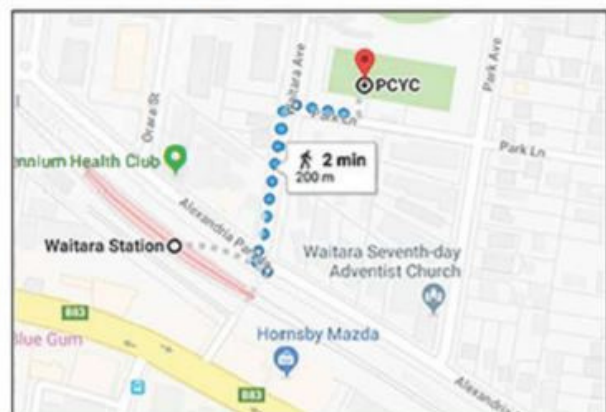
**Target group:** Aboriginal youth focused,  
inclusive of Non-Aboriginal youth. Parents  
welcome to stay.

**Program includes:** Cultural activities,  
games, sports and non-sporting activities  
and afternoon tea.

### Coordinators/Contact:

Melanie Gould - 0406 472 106  
[mgould@snhn.org.au](mailto:mgould@snhn.org.au)

Dave Lardner - 0416 025 639  
[dave.lardner@det.nsw.edu.au](mailto:dave.lardner@det.nsw.edu.au)



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# Creative Writing Workshop



Inviting year 3 to year 6 students to participate in the creative writing workshop.

You will learn about storytelling; paragraph compositions; express yourself creatively; and write a story at the end of the workshop.

**Students will receive a certificate in creative writing for participating in the workshop**

**The workshop will be held on 29th June 2021 at Mount Kuring-Gai Public School.**

**Time: 9:30 am to 3:00 pm**

**Price: \$120 per student**

**(You can redeem your creative kids voucher)**

**For booking, please click on the link here:**

**<https://www.trybooking.com/BROIX>**



**For more information, contact us :**

**E: [hornsbey@tutordocor.com.au](mailto:hornsbey@tutordocor.com.au)**

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# GOD'S TRUTHS

CATCH THEM ALL!

## KIDS GAMES 2021

5TH-9TH JULY 9AM-1PM

REGISTER ONLINE

[www.stmarksberowra.org/kidsgames](http://www.stmarksberowra.org/kidsgames)

# GOD'S TRUTHS

CATCH THEM ALL!

Kids Games is our primary school holiday program that runs over the June/July Holidays for 5 days.

**Ages:** Year 1-Year 6 (primary school)

**Dates:** 5th-9th July (Monday-Friday)

11th of July – Family Sunday (10am)

**Time :** 9am-1pm

**Cost:** \$100

**Includes:** T-shirt, morning tea, craft, activities and sport.

**What do we do?** We hangout, sing, craft, play games, sport, eat, pray, hear from God's word, laugh and have fun together.

**Address:** 18 Berowra Waters Road, Berowra at St Marks Anglican Church

For more info Contact: Ellyce - 9456 4498

**Register Online:** [www.stmarksberowra.org/kidsgames](http://www.stmarksberowra.org/kidsgames)

## KIDS GAMES 2021