



THE VIEW @ LEURA

Newsletter of the Leura Public School Community

Volume 7, Issue 14

Term 3, 2019

Week 8



Coming Events

Week 8

13/9 *Stewart House Clothing pick up*

Week 9

17/9 *School Photographs*

20/9 *North Sydney Girls HS
Performance
2.00 – 2.45pm
Years K-6*

Week 10

23/9 *Absentee Photos*

23/9 *Principal's Assembly
2.00pm*

26/9 *Snaketails Incursion
10.15am – Years K-2
11.45am – Years 3-6*

27/9 *Last day of Term
PBL Mufti – Yellow
RESPECT*

Term 4

Week 1

15/10 *Upper Blue Mountains
Dance Festival
Junior & Senior Dance Groups
Katoomba High School*

Week 3

29/10 *Kindergarten 2020
Orientation Evening
6.00 – 7.30pm*

RESPECT

RESPONSIBILITY

RESILIENCE

From the Principal...

Zone Athletics Carnival

We had 35 students qualify to represent our school at this year's Zone carnival, with participants in 84% of events. Some students were extremely busy, moving from field to track events and back again. There was tremendous school spirit, supporting one another and striving for their best. We had a number of students improve on their results from the school athletics carnival:

*Preston (100m); *Raff (200m); *Toby (shot put); *Hayden (200m); *Ewan (200m);
*Lauren. M (200m and 800m); *Levi (200m); *Jenny (shot put).

Our school came 11th overall out of 17 schools and we have two students selected to represent Blue Mountains Zone at the Sydney West Primary Athletics Championship in October - Ruby. V and Levi. Congratulations to both of these students! An extra special congratulations to Levi who also set the record for 11 years Boys 1500m, with a time of 5:39:37. Super job!!!

New Signs

If you are in or around the school from today, you may notice some new signage. Outside the school, we have displayed two banners in an effort to encourage members of the local community to enquire about enrolling their children at our wonderful school. The signs inside the school have been developed as part of our Positive Behaviour for Learning (PBL) approach. Our aim is to use them in reinforcing our core values (Respect, Responsibility and Resilience) and to remind students about the expected behaviours in various playground areas.



Supporting Student's Behaviour Needs

As you may be aware, the NSW Department of Education has clear expectations of student behaviour at school. These are documented in the 'Behaviour Code for Students' which has been included in this newsletter, and which is reflected in our school's Discipline Policy (copies available in office). There are times in schools when children experience difficulty managing their behaviour, and it is our responsibility as their teachers to assist them. We do this in various ways, sometimes through the development of a Behaviour Support Plan. This process is outlined in another document included here - 'Supporting Student's Behaviour Needs'. This information has been provided for all parents to help build greater awareness and understanding of our procedures. If you have any questions, please feel free to contact me through the school office.

"Inclusive, good quality education is a foundation for dynamic and equitable societies."

(Desmond Tutu)

Yours in education,

Elise Berwick






Principal

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ZONE ATHLETICS CARNIVAL

-  "The amazing athletics carnival was really great! I could see so many people screaming and cheering me everywhere. I ran in the 100m race and it was so hot. I even played handball with my friend in between races." **Preston 2/3F**
- "The athletics carnival was a fun experience for everyone who went. The discus event was really long and took forever for everyone to have their turn, yet it was fun! Thank you to Mrs Berwick for going with us."* **Thalia 5/6A** 
-  "The athletics carnival was great fun yet it was tiring and hot. There was a huge crowd and I couldn't find my way to my seat. I watched lots of other kids run their races." **Sofia 2/3F**
- "The carnival was extremely fun and there were lots of people everywhere. My favourite event was the relay where everyone was cheering me on - it was a great day! Thank you to Mrs Field for taking us."* **Jack 5/6M** 
-  "The athletics carnival was a great day. It was amazing! There were hundreds of people and I was in a relay and I also got to play handball with my friend." **Yura 2/3F**

POSITIVE BEHAVIOUR FOR LEARNING - Term 3 VALUE OF THE WEEK

Week 9: A **Responsible** student picks up their belongings.

Week 10: A **Responsible** student completes tasks in the given time.

CORE VALUES - Term 3, Week 8

Class	Respectful	Responsible	Resilient
KF	Katja	Aydin	Storm
KJ	Charlie	Lucy	Clem
1/2A	Charlie	Cooper	Bea
1/2B	Arwen	Harry	Mackenzie
1/2D	Bailey	Elsie	Patrick

TRANSITION TO KINDERGARTEN 2020

PARENT INFORMATION EVENING

This information session will be held on
Tuesday, 29th October 2019
from 6pm to 7.30pm
and will provide a chance to meet our Principal,
teaching staff, administration staff
and P&C representatives.



LEURA'S STAGE THREE STUDENTS PRESENT:

CAKE SLICES \$2

Hot chocolate slurping \$1.50



WEDNESDAY 18TH SEPTEMBER

*Competition open to stage 3 students ONLY - Cake tasting and eating open to all!

Voluntary School Contribution 2019



to families who have already paid the voluntary school contribution for 2019.

Our total so far: \$3389!

You are helping to contribute to your child's learning at Leura Public School.

This year the Voluntary School Contribution charged to school families is **\$49**.



These funds are being used to contribute to the cost of new furniture for guided teaching group work for K-2 classrooms and to the cost of purchasing literacy resources for Year 3-6 classes.

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NEPEAN DANCE FESTIVAL



"On Wednesday the 4th of September our two dance groups went to the Joan Sutherland Performing Arts Centre in Penrith to perform their dances to the Upper Blue Mountains families. We had two performances to cover - the day performance and the evening performance. As we stood backstage ready to perform, everyone was nervous but ready to DANCE! Both Senior and Junior dance groups danced their hearts out, with the biggest smiles on their faces and now we're ready to get back on stage and perform at Katoomba High School !!!"

By Thalia and Audrey



DANCE



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Fresh Food Kids
Discovery Tour

1/2 DOLPHINS



On Friday 9th September our class walked to Woolworths. Miss Kipp came on our walk with us. We talked about staying healthy and what foods to eat that are healthy. When we were there we cut some fruits in half to see what they looked like on the inside. Then we had some healthy food and got some spring water. We then got some bags filled with games and a book. We had a great time!



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YEAR 6 at KHS BIG DAY IN



BAND Instrument

"Try-out" Day!

We have a range of hire instruments available for new students interested in school band!

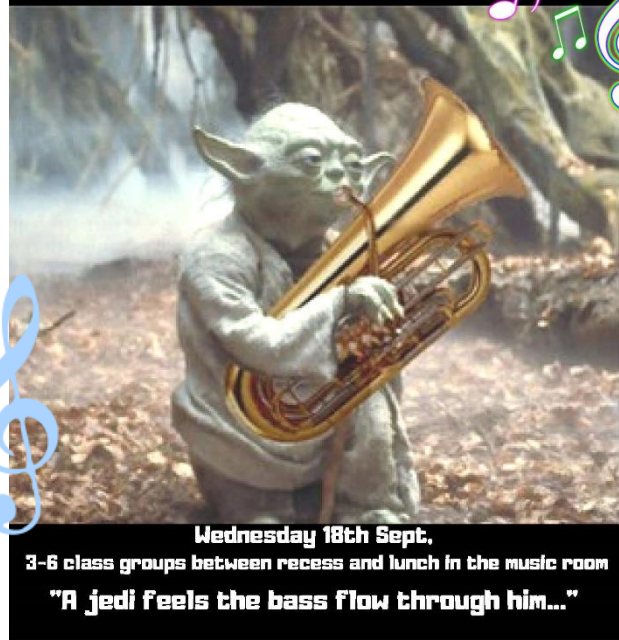
On **Wednesday 18th September** between recess and lunch

Mr Connor has arranged an opportunity for students from years 3 to 6 to "have a go" of instruments that they're interested in,

including flute, trumpet, saxophone, clarinet, trombone, french horn and euphonium.



Band Instrument Try out day!



Wednesday 18th Sept.
3-6 class groups between recess and lunch in the music room
"A jedi feels the bass flow through him..."

**Flute-Trumpet-Clarinet-Saxophone
French Horn-Trombone-Euphonium**

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GYMNASTICS PROGRAM

Term 3



NOTES/PAYMENT REMINDER

To assist families, the following is a list of activities and associated costs, for which permission slips and/or monies are to be returned to the school. If there are any difficult circumstances in regard to any payments by the due date, for incursions/excursions, please do not hesitate to contact the school.

EXCURSION/ACTIVITY	AMOUNT	DATE/PAYMENT DUE
Band: Tuition Term 3	\$135.00	Due Now
Band: Instrument Hire Term 3	\$50.00	Due Now
Band: Tuition Term 2	\$135.00	Overdue
Band: Instrument Hire Term 2	\$50.00	Overdue
Voluntary School Contribution	\$49.00	

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Education &
Communities

Public Schools NSW

BEHAVIOUR CODE FOR STUDENTS

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

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Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behavior and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education and Communities will back the authority and judgment of principals and school staff at the local level.

Supporting Student's Behaviour Needs



The importance of keeping schools safe for everyone

The Department of Education and Communities is committed to ensuring a safe environment for students, staff and visitors in our schools.

To achieve this goal, it is important that schools have appropriate and relevant information pertaining to known risks associated with the environment, students and staff.

From time to time parents may be asked to provide information to the school regarding their child's behaviour or special needs. This information enables schools to provide a supportive learning environment for students and ensure the health, safety and wellbeing of everyone at the school.

Managing health and safety

Responding to the health and safety concerns of our schools is a complex task. There are many issues faced in keeping both students and staff safe.

Schools develop management plans to address health and safety concerns and provide an opportunity for parents and staff to work together to identify how students can be best supported and receive the highest quality education.

Supporting students

Behaviour involves words and acts that communicate need. Schools recognise this and aim to support individual student needs.

Parents provide vital information on the type of support that individual students require and schools value this knowledge and understanding. This information is important in ensuring that parents and schools work together to support the needs of the student and other students and take the learning environment into consideration.

Valuable information that parents can share include how the child behaves in familiar and unfamiliar environments, strategies that are effective in supporting appropriate behaviour and approaches to avoid.

Parents are asked to provide this and similar information on the Application to Enrol form to help facilitate a smooth transition for the student into the new school setting. If it is identified at this time that a student's participation will be enhanced by a Behaviour Support Plan, the Plan will be developed upon enrolment.

Some behaviour of individual students potentially pose a challenge to effective teaching and learning.

Generally, Behaviour Support Plans are developed when it is identified that there is a need for ongoing support for the student. Occasionally it may not be until after enrolment that the need for a Behaviour Support Plan is identified as being beneficial. At these times, a Plan will be developed and adapted as required.

Student Behaviour Support Process

Parents and schools need to work together to develop a Plan to support the needs of the student.

The Department is aware that there are often complications associated with growing up which have an impact on a student's behaviour. There are also environmental factors that could impact on a student's behaviour. It is important that all relevant information is shared to ensure an effective Support Plan is developed.

A member of the school executive will discuss the process with parents and work closely with all involved to ensure the Plan is effective and supported by the school. The Plan will focus on providing strategies to ensure the best possible outcomes for the student.

Supporting Student's Behaviour Needs

This process of well defined steps ensures that everyone involved clearly understands the process, leading to improved decision making.

1. Behaviour and trigger identification

Parents and staff working with the student will identify the triggers that could possibly be causing the behaviour. This could include discussing any incidents concerning behaviour, medical needs or other environmental issues which appear to be impacting on the student's behaviour.

Questions may take into account the frequency of incidents, their duration and the impact on the student and others.

2. Management strategies

Behaviour Support Plans contain strategies to promote effective learning, valued participation and to manage factors that may impact on behaviour.

Strategies will be developed based upon the triggers and causes identified as contributing to the behaviour.

The strategies contained in the Plan provide appropriate guidance to those working with the students in understanding how best to support the student's needs. The Plans are overseen in schools by the principal.

3. Communication of the Behaviour Support Plan

The Plan is more successful when both the parents and the school apply the strategies within the Plan. This consistency is important in assisting the student to be able to communicate their needs effectively. Parents will be given opportunities to be involved and will be consulted in the development and implementation of the Plan. A copy of the Behaviour Support Plan will be provided to parents.

4. Plan reviews

Ongoing support and review of the Behaviour Support Plan ensures that they continue to be effective and are only used for as long as they are required. A scheduled review point for parents and schools is included in each Plan.

If it is identified that a Behaviour Support Plan is not effective, network personnel can provide further assistance to schools by facilitating a review of the Plan. Network personnel can engage additional support including disability program consultants; student welfare consultants; and/or any other personnel nominated by the region if required.

Further information

Your school principal is available to discuss any concerns you may have regarding the student welfare and discipline policies, risk assessment and behaviour management processes.

You can also refer to the Department's website, www.det.nsw.edu.au for additional information on behaviour programs, disability programs and enrolment of students in government schools.



What is Persuasive Writing?

Seven Steps Writing Tips

You may have heard the term **Persuasive Writing** in relation to **NAPLAN**, but what exactly is it and how does it differ from **Narrative Writing**?

A persuasive text is designed to convey the writer's point of view. It could be formal or informal and could draw on the writer's personal experience or demonstrate acquired knowledge about a particular subject or issue.

The main structural components of the persuasive text are:

- introduction
- 3–5 body paragraphs (arguments)
- conclusion.

There are different styles of persuasive topics which require different types of response:

- arguing for or against a statement, e.g. Cats are better than dogs.
- advertising or recommending something, e.g. your school, a great book, a particular sport, etc.

Narrative and persuasive texts are quite distinct from one another because of their aim or purpose. A narrative text aims to tell a story, while the purpose of a persuasive text is to put forward a point of view about a particular topic and actively persuade.

TOP TIP:

Use the introduction and the conclusion wisely. Don't just repeat what you are going to say in your body paragraphs. A **Sizzling Start** and an **Ending with Impact** are essential if you want to persuade the reader.



ACTION ACTIVITY:

Collect your junk mail and discuss the purpose of each item with your children. What are they trying to persuade you to do? What do they all have in common? Do they have a **Sizzling Start** or headline to catch your interest?

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Get more writing techniques and activities:

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Email: office@sevenstepswriting.com

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seven steps
TO WRITING SUCCESS

RESPECT

RESPONSIBILITY

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P&C pipeline



Thank you to everyone to came to our Woodland Disco. What a fantastic night it was and we hope everyone had loads of fun! Of course an event this big cannot organise itself, so we have a big list of people to thank. A huge thank you to all those crafty mums who made the headbands and wrist covers that were for sale.

Thank you to all the helpers on the night: Nathan (our DJ) and all the big boys on the BBQ! Finally, an extra special thanks to the mini stall helpers.



THANK YOU Caroline, Simon, Cressida, Nathan, Kylie C, Ivy, Keris, Vikki, Brenda, Kathlene, Michelle, Nicky L, Kylie F, Mel A, Sarah D, Cassandra, Kate, Tori, Tina-Marie, Jill, Feyruse, Brendan, David, Ben, Jordi, Anthony, Andrew, Eligh, Harris, Elise, Grace, Eadie, Ruby, Charlotte, Mahlia, Griffin, and Zoe.

dates to Remember

Thursday, 19 Sep

Swampcare

1:00pm – 3:00pm

Meet at the

Sculpture Wall

Friday, 1 Nov

P&C Meeting

1:30pm – 3:00pm

Learning Support

Classroom

EXCUSES BUSTED

Over the past few newsletters, we have been through the top 5 excuses for not volunteering. Could you identify with any of them, or even all of them?!? Which one is *your* most used excuse?

The P&C can't run without volunteers.

Getting involved shows your children that you are interested in their school and that volunteering is important in connecting with the local community. There is satisfaction in knowing that whatever event or activity you are participating in helps the school overall, not just your children. Need we also mention the immense satisfaction of seeing all those gorgeous, happy, smiling little faces?!?

We hope to see you volunteering at our next event!

Did you know?

The Canteen is able to provide the occasional lunch if your family is experiencing a time of financial difficulty. Should you find a need for this service, please contact Mrs Berwick or Mrs Vidler.



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