

CALENDAR - TERM 1

Week 8

Thurs 19th Mar	Harmony Day
Fri 20th Mar	National Day of Action against Bullying and Violence

Week 10

Thurs 2nd Apr	NRMA Science and Road Safety Day
	Autism Awareness Day

Week 11

Thurs 9th Apr	Last Day for term 1
	Term 2

Week 1

Tues 28th Apr	Students Return
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Attention Parents/Carers and Community

Although our community are unable to participate in events happening at the school.

The students will be doing activities to celebrate Harmony Day, National Day of Action against Bullying and Violence, NRMA Science and Road Safety, Autism Awareness Day and Easter.

This Thursday for Harmony Day, students can wear orange or dress in traditional clothing from their culture.

Reminders from the Office

- Voluntary School Contributions - \$40 per student or \$80 a family.

Please complete and return the following urgently:

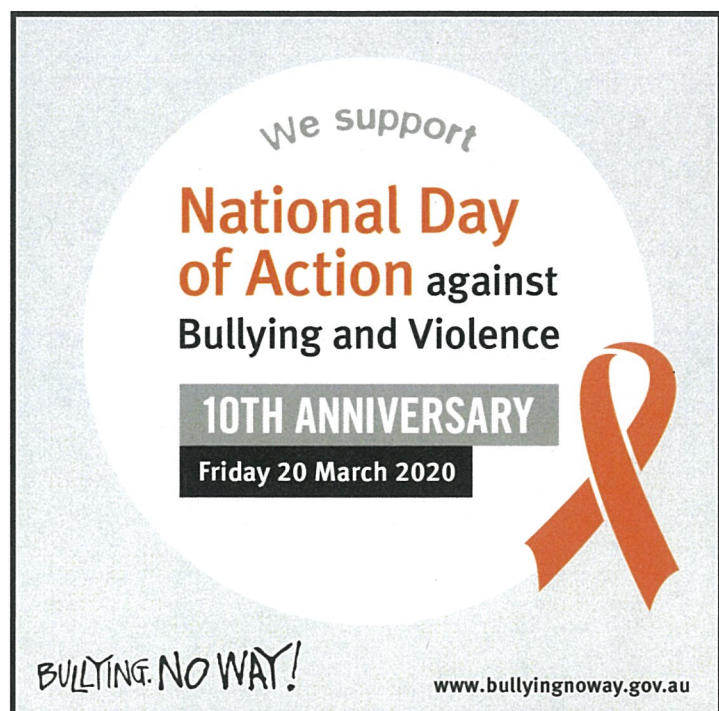
- Publicity/Media Permission note.
- Updated Medical Health Care plans. Asthma and Anaphylaxis plans for 2020.
- Bushfire Emergency Contact Details 2020.

News from Nar-un-bah

Breakfast Club currently opened Tuesday - Friday. Children are requested to wash hands with soap when entering breakfast club.

Whilst programs are on hold at Narunbah we are looking at other ways to keep connected. We are looking at uploading stories and music sessions on our Facebook page: Narunbah.

Like our page to keep up to date!



Welcome to Week 8!

What an ever changing world we currently live in. This is the time where as a community it is essential we work together and stay positive.

The Department of Education is continuing to keep schools open. At Fennell Bay PS, staff are working hard to ensure student routines stay as normal as possible. We aim to provide a calm and welcoming environment where safety measures are implemented with as minimal impact as possible.

Student wellbeing is being monitored and supported with advice from our school counsellor. Please take care of your own wellbeing and health at this time and reach out if you need any assistance. I have provided some Tips for You and Your Community in the Newsletter.

COVID19

As Principal I regularly receive updates from the Department of Education regarding how to respond to COVID-19. The Department of Education are guided by the Department of Health. I will continue to post on Facebook, key information for the community as new information is received. The Department of Education Website has a page dedicated to responding to the novel-coronavirus.

<https://education.nsw.gov.au/public-schools/school-safety/novel-coronavirus.html>

Student Absences and school work

The Department of Education have advised schools to determine the best ways to provide work for students when at home. Over the next week staff will create tasks for home, including looking at the best online platforms to use. We acknowledge that not all students have access to devices or the internet so will plan to accommodate this.

<https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers>

School Activities Update

- All external activities and incoming providers are currently postponed or cancelled in line with social distancing measures. In addition whole school activities have been stopped such as creative groups and assemblies. Students participate in class level activities and playground groups only.
- Community has been asked to drop off and collect students in a timely fashion. Some schools are requesting parents to drop off and pick up at the gate. We will monitor the risk factors and change our response as needed.

Thank you for your understanding. We ask that you continue to support our requests to help keep our children and community as healthy as possible.

Introducing School Chaplain Hannah Hays

Hi there, my name is Hannah and it brings me so much excitement to announce my new position as the Chaplain here at Fennell Bay Public School. I am so excited to get to know the staff and students at Fennell Bay and look forward to 2020.



My role as a Chaplain is to provide wellbeing support and resources to all students, be a listening ear, friend and support in tough times, as well as assisting staff.

I love working with students and want to see them thrive in all areas of life. I have previously worked in two schools in a similar position and have recently completed my Diploma of Chaplaincy. I will be at Fennell Bay Monday, Tuesday and Thursday for the rest of the year.

So come say 'Hi'! I look forward to getting to know you!

Playground

I am very pleased to report that the playground structure has resulted in a significant decrease in incidents. There has been an 80% decrease in planning room incidents. Students are reporting increased enjoyment of break time. Students will be surveyed for specific feedback over the next few weeks.

As part of the social distancing measures currently recommended by the Department of Education our separate playground structure will continue. K-3 play on Area D, Years 4-6 on Area C and the support classes have a later break time on Area D. The maximum number on each playground is 70 students with three staff members.

This arrangement will continue for the rest of the Term and then be reviewed in line with Department of Education and Health guidelines.

Bullying No Way

Bullying is taken very seriously and is not acceptable.

The term bullying is often used incorrectly to describe inappropriate social interactions. I'd like to highlight the definition of what Bullying is and have attached a definition page in the Newsletter. This can be also found in the link below with resources.

Classes will participate in additional lessons and activities that promote safe, respectful behaviour as part of a week of Action Against Bullying.

<https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying>

Kind Regards

Lenise Hollis
Principal

What's been happening in AQUA this term?

English:

Our major focus in writing this term has been creating writing that engages our audience. We can do this by:

- Learning to write long and interesting sentences.
- Using interesting verbs to tell a story.
- Using adjectives to write effective descriptions.

We have also transitioned our Literacy Group rotations to follow the 'L3' model. This means that students can choose between a variety of literacy activities that they 'Must do' and 'Can do'- improving their literacy knowledge whilst learning to work autonomously.

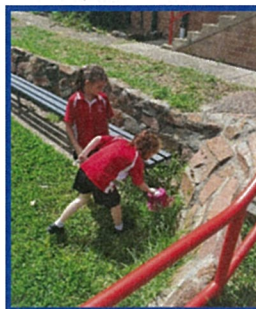
Whilst students are doing this, Mr Iles is able to really focus on improving our reading and comprehension with small groups in our engine room.

It is great to see not only our literacy skills improving, but also our ability to work independently when we need to.



Maths:

This term, AQUA has had the opportunity to go on a number of 'Scavenger Hunts' during maths lessons. By racing from one numeracy clue to the next to work out answers, we are engaging both our cognitive and physical capabilities at the same time, which can really help us focus.



We have also been enjoying some engaging Number Talks. This allows us to share and reflect on our mathematical thinking, and realise that there can be numerous ways to solve maths problems. We can even get creative in our mathematical thinking, allowing us to have fun and learn at the same time!



All of these activities in maths have allowed us to also work on our future focussed learning capabilities of Collaboration, Communication and Cooperation- something that Mr Iles says we are learning to do REALLY well!

Geography:

In Geography, we have been learning about our place in the world. We have used digital technologies to explore and discuss our local neighbourhood, our local region, our state and where Australia sits on the globe. Many of us have had a lot of fun learning to use Google Earth to explore from the world from the FBPS computer lab, and we have discussed the purpose behind why natural and man-made features in our local area influence our use of spaces.

We hope you have enjoyed reading about all of our wonderful learning in Aqua so far in 2020!

Join us to Take Action Together on Friday 20th March

On Friday 20 March 2020, our school will stand together against bullying and violence to celebrate the 10th anniversary of the National Day of Action against Bullying and Violence (NDA).

The NDA is Australia's key anti-bullying event for school. It is a positive day of action which strengthens our everyday message that bullying and violence have no place at Fennell Bay Public School.

At our school, we have a range of programs in place to address bullying, including our school wide Anti-bullying plan and Positive Behaviour for Learning (PBL).

The NDA provides an opportunity to put our programs in the spotlight and work together as a community (parents, teachers, staff and students) to talk about bullying and finding workable solutions to address it together.

Parents and carers are encouraged to visit the Bullying. No Way! Website (www.bullyingnoway.gov.au) for advice and useful information.

The NDA is about bringing community together and to recognise the importance of standing united to say

'Bullying. No Way!'

P&C News

Meeting – Monday 11th May 6pm in the staffroom.

The Fennell Bay Public School P&C Annual General Meeting was held on Monday 9th March.

Congratulations and thank you to the Executive Members:

President: Jessica Ybarra

Vice President: Melissa Watson

Treasurer: Garry Hall

Secretary: Emma Cook

Want to make a difference, please come along to our next meeting

P&C Committee



CARS!

Keep demonstrating our C.A.R.S Expectations - that's being Citizens, Achievers, Respectful and Safe.

If you have any questions or ideas please chat with Miss Campbell.



Learning the Awabakal Language

We are running an Awabakal Language workshop for community on Friday 3rd April starting at 2pm. Terri Lee and myself will guide you with saying words which your child/children have learnt over the term. Resources will be handed out.

Can you please add your name to our expression of interest form at the Office with a contact phone number in case we will need to run 2 sessions.

Kind Regards

Aunty Niss



Amanda and Aunty Niss are painting tables with students in our STEAM groups, we have some great artists involved. All students are enjoying this activity with great ideas coming from the students.

Aunty Niss



Tips for You and Your School Community

If you're noticing anxiety in yourself or those around you these days, you're not alone. With mention of COVID-19 (commonly known as coronavirus) filling radio and television news, social media feeds, and our email inboxes, it's no wonder we're all anxious. Between the uncertainty, the real health risks, and the hype, fear and anxiety are feelings that are both valid and common. We wanted to provide you with a few ideas for managing those feelings.

- **Start with yourself.** Before you help others with their feelings, make sure you are okay--that you are calm enough to validate, reassure, and support others. Practice your calming strategies. Practice self-care. Talk to others. Breathe.
- **Be aware of your own emotions and accept how you feel.** With widespread illness, real uncertainty exists. We may be worried about our own health and safety, the well-being of our family members, or even childcare or workplace issues. Remind yourself that a certain level of anxiety is grounded and normal. Seek professional help if you feel your anxiety or fear is getting in the way.
- **Focus on the facts.** Consult reliable and up-to-date sources of information and your local news source for updates on closings, procedures, and guidelines.
- **Control the amount of information you take in.** In times like these, we may feel like we have no control. One thing we can control is how much information we seek out and how often we tune in. Take breaks as needed from the news, social media, and conversations that make you feel anxious.
- **Don't be afraid to say no.** If someone asks you to attend a social event or goes to hug you or shake your hand and you are not interested, this is not a time to push yourself past your comfort zone. Give yourself permission to say no, as your physical and mental health is the most important thing. At a loss for words? Try something like, "With all the germs going around, I'll take a raincheck."
- **Respect others' decisions but know what's right for you.** We all handle the news differently. You may know someone stocking up on masks and paper goods; others may be continuing to host parties. Let them go about their business, and think about what you need to do for you and your own physical and emotional well-being.
- **Be your best self when dealing with stigma and fears.** If you hear rumours or notice suspicion around certain groups of people being sick, question ungrounded assumptions and do your best to protect those who are stigmatized or judged. Have compassion for those who are ill and those whose lives have been disrupted by the virus or society's response to it, including having compassion for yourself.
- **Support others who are dealing with anxiety and uncertainty.** When helping others with their anxiety, particularly your colleagues, students, or children, we suggest you:
 - Manage your own anxiety first.
 - Don't be afraid to discuss the situation--open communication sometimes is the best way to allay unpleasant emotions.
 - Don't assume you know how others, and particularly children, are feeling or why they're feeling that way. Ask.
 - Consider the age and developmental level of those with whom you speak. Take your cues from them on what to discuss.
 - Reassure children with facts. Remind them that adults, in particular capable scientists and health care workers, are working together to keep everyone safe. Discuss what you are doing and what they can do to stay safe and germ-free.

Dealing with the uncertainty of the current situation is difficult for everyone, and we want to support in any way we can. Please feel free to share the above with your school community, and do not hesitate to reach out to us if you have questions, suggestions, or seek additional guidance in this area. Below are links to other resources you may find helpful as you navigate this challenging time.

The Yale Centre for Emotional Intelligence Team

NAPLAN Online – information for parents and carers



2020

Your child will do the NAPLAN tests online in 2020

Federal, state and territory education ministers agreed that all schools will gradually transition from the current paper-based NAPLAN to NAPLAN Online in order to provide a better and more precise assessment that is more engaging for students.

State and territory education authorities will determine when their schools move online. The current plan is for all schools to transition to NAPLAN Online by 2021.

One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, in which the test presents questions of higher or lower complexity depending on a student's performance.

Tailored (or adaptive) testing is designed to assess a wider range of student abilities and to measure student achievement more precisely. Your child should not be concerned if they find questions more challenging than usual; they may be taking a more complex test pathway. A student's overall NAPLAN score is based on the number and complexity of questions they answer correctly.

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life.

Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN is just one aspect of a school's assessment and reporting process – it does not replace ongoing assessments made by teachers about student performance.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians

are achieving important educational outcomes in literacy and numeracy.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. All government and non-government education authorities have contributed to the development of NAPLAN materials.

As students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the test online or on paper, results for both formats can be reported on the same NAPLAN assessment scale. To find out more about NAPLAN Online, visit nap.edu.au

How can I help my child prepare?

On its own, NAPLAN is not a test that can be studied for and students are not expected to do so.

Help your child prepare by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply do their best.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

Ensuring students are familiar with using devices, typing on them and navigating through programs is a part of student learning and a requirement of the Australian Curriculum from the first year at school.

NAPLAN Online is not a test of keyboard skills. There are variations in how fast and well a student can type – just as there are variations in how fast and well a student can write by hand. Year 3 students will complete the writing test on paper.

Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

See the type of questions and related functionalities available in the NAPLAN Online assessment at nap.edu.au/online-assessment/public-demonstration-site

Participation in NAPLAN

All students in Years 3, 5, 7 and 9 are expected to participate in the annual NAPLAN assessment. Students with disability may qualify for adjustments that reflect the support normally provided for classroom assessments. You should discuss the use of any adjustments for your child with your child's teacher.

A student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on special provisions or the process required to gain a formal exemption.

What if my child is absent from school on NAPLAN days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule. Individual students are not permitted to do NAPLAN Online tests after Friday 22 May 2020.

NAPLAN Online 2020 timetable

The assessment window for NAPLAN Online is nine days instead of the three days provided for the paper test. This is to give schools flexibility in scheduling and accommodate schools that may have fewer devices.

The NAPLAN Online assessment window is open from Tuesday 12 May till Friday 22 May 2020.

The online test scheduling requirements are detailed in the table below.

How is my child's performance reported?

Individual student performance is shown on a national achievement scale for each assessment. A result at the national minimum standard indicates that the student has demonstrated the basic literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be issued by your child's school later in the year. If you do not receive a report, you should contact your child's school.

How are NAPLAN test results used?

- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to better identify students who would benefit from greater challenges or extra support.
- Schools use results to identify strengths and areas to improve in teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- The community can see average school NAPLAN results at myschool.edu.au

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

To learn how ACARA handles personal information for NAPLAN, visit nap.edu.au/naplanprivacy

Test	Scheduling requirements	Duration	Test description
Writing	Year 3 students do a paper-based writing test (on day 1 only) Year 5 must start on day 1 (schools must prioritise completion of writing across days 1 and 2 only) Years 7 and 9 must start on day 2 (schools must prioritise completion of writing across days 2 and 3 only)	Year 3: 40 min. Year 5: 42 min. Year 7: 42 min. Year 9: 42 min.	Students are provided with a 'writing stimulus' (sometimes called a 'prompt' – an idea or topic) and asked to write a response in a particular genre (narrative or persuasive writing)
Reading	To ensure online schools are able to complete NAPLAN tests within the nine-day testing window, Years 7 and 9 students can start with reading on day 1; however, writing must start on day 2 as the writing test takes priority over any rescheduled reading tests from day 1 To be completed before the conventions of language test	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	Students read a range of informative, imaginative and persuasive texts and then answer related questions
Conventions of language	To be completed after the reading test	Year 3: 45 min. Year 5: 45 min. Year 7: 45 min. Year 9: 45 min.	This test assesses spelling, grammar and punctuation
Numeracy	To be completed after the conventions of language test	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	This test assesses number and algebra, measurement and geometry, and statistics and probability

National definition of bullying for Australian schools

The national definition of bullying for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

