

# Howlong Public School Newsletter



Wednesday 19 October 2022

## Dates For Your Calendar

<b>Fri 21 October</b>	2/3PM Assembly
<b>Wed 26 October</b>	2023 Kinder Parent Interviews
<b>Thurs 27 October</b>	2023 Kinder Parent Interviews
<b>Week 4</b>	Life Education
<b>Wed 2 November</b>	2023 Seedlings visit
<b>Fri 4 November</b>	KMH Assembly

### Welcome Back to All

We are looking forward to an exciting term ahead. The major events include Kindy orientation, swimming program for Years 2, 3, 4, 5 and 6, school leadership speeches, Year 7 Transition, the Year 6 Fun Day and Dinner and Presentation Day. Please view the school calendar with this newsletter.

### Additional Staff Development Day - Monday 19 December

As we near the end of the year, I want to thank you for your ongoing support and notify you of a date change for the last day of Term 4 classes. **Students will now finish school on Friday 16 December 2022.** This is due to an additional School Development Day announced for staff across NSW public schools. School Development Days allow our staff to participate in professional learning that was put on hold due to COVID-19 staffing pressures and plan ahead for 2023 to ensure we meet the needs of our students. With this change, we ask that you arrange alternative care for your child on Monday 19 December.

### Planning for Classes in 2023 In Term 4

Planning for classes in 2023 will commence. Accurate information regarding student enrolments next year greatly assists us in this process. If your child will not be returning to Howlong Public School in 2023, please let our office staff know by either calling our office on 60 26 5206 or email the school on [howlong-p.school@det.nsw.edu.au](mailto:howlong-p.school@det.nsw.edu.au)

If you have any concerns regarding your child/dren for 2023 class placements for example learning, social and emotional needs please send a written letter to the principal marked confidential on the envelope **by Friday 11 November**. Anything received after this date will not be considered as class placements will be finalised. Please don't request for specific teachers or classes.

### In the formation of classes, several important factors guide decision making:

- Department of Education staffing formula
- Student abilities and gender
- Student social needs
- Professional aptitudes of teachers.

**Reminder that all visitors to the school need to please remember to scan in with the barcode or sign in at the front office.**

## In the allocation of students to particular classes, the factor that guides decision making is:

Needs of individual students. These needs may be social, intellectual, emotional, physical. The identification of these needs will be achieved through:

- Professional judgement of teachers who are familiar with the student
- Academic and welfare assessment and data
- Student's educational history (for eg previous classes)
- Significant information about their child, (health, history, social or emotional factors)
- It is not possible to request a particular staff member as your child's teacher.

Once the classes have been formed, and the policy has been followed with respect to the identification of student's needs, it is not possible for a student to change classes at the request of the parent.

If the parent is concerned about the student's wellbeing or learning in the class, the parent can contact the Stage Assistant Principal about the concerns before contacting the Principal. The case may be taken up by the Learning Support Team so that support mechanisms are in place for the student if the team, in consultation with parents, feel that it is warranted.

It is important for students' social and emotional development that they make and participate in healthy friendships at school. Learning to make new friends and interact effectively with all types of people is an important part of children's development.

## Check-in assessment for Years 3 - 5

During Term 4 students in Years 3 to 5 will participate in the Check-in assessment.

The Check-in assessment is a NSW Department of Education online literacy and numeracy assessment available to support schools to assess and monitor student learning.

The assessment can supplement existing school practices to identify how students are performing in literacy and numeracy and to help teachers tailor their teaching more specifically to student needs. Students with a disability may receive the same level of support during the assessment they would normally receive in the classroom.

The assessment will be scheduled for our Years 3 to 5 students during Weeks 2, 3 and 4. All students complete a reading assessment and a numeracy assessment.



## PBL Canteen Draw Term 3 Week 10

Congratulations to the following students: Logan Allport, Mikaela Farnsworth, Rida Saleh, Ella Witt, Olive Marriott-Statham, Zane Saunders, Lily Kiely and Riley Hardman.



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## **‘On Time by Nine’ success!**

In Term 2 of this year, our attendance data showed that we had a high number of students arriving to school late (after 9am) each day. Data showed students were late to school on 288 occasions across the whole term, with an average of 28.8 occasions per week, with an average of 5.76 occasions per day.

To encourage students to arrive at school on time, we began an ‘On time by Nine’ initiative during Term 3. Every student who arrived at school on time, before 9am, received a PBL ticket to go into the whole school PBL ticket draw held in Week 5 and Week 10.

Our data collected from Term 3 Week 1-5 saw some encouraging improvement with students arriving late to school on 113 occasions, with an average of 22.6 occasions per week, which equated to an average of 4.52 occasions per day.

By the end of the term, we were seeing some fabulous results with our data. Teachers observed many students who usually display habitual lateness, eagerly trying to arrive to school on time before the 9am bell. This meant that more students were present during the start of the morning session, when important daily messages are often read out and explicit teaching lessons often take place.

From Week 6-10 data showed that students were only late to school on 69 occasions, with an average of 13.8 occasions per week, which equated to an average of only 2.7 occasions per day.

We are so pleased with the improvement to the number of students arriving to school on time, that we will be continuing to encourage students to arrive ‘On Time by Nine’ by maintaining this initiative again in Term 4. This means that students will continue to receive PBL tickets every day they arrive at school before the 9am bell.

Well done HPS students!

Kristy Freer (AP Learning and Wellbeing)

### **Term 3 Week 10 Assembly Awards:**

#### **Congratulations to the following students who received a Class Merit Certificate:**

Kobe Turpin, Mavrick Anderson, Lucas Fahey, Willow Kelsall, Harper Evers, George Glass, Ellie Evans, Riley Hardman, Carter Morrow, George Bolton, Logan Carmody, Molly Pargeter, James Fyffe, Charlotte Starr, Jade Breden, Cooper Kirk, Heidi Reid, Sophie Eaton, Laice Mount, Charlie McNamara, Muhammad Siddiqui, Oscar Singh, Annie Karlovsky, Xavier Bradbury, Cooper Kelsall, Breahna Fulton, Austin Alchin, Campbell Steers, Isaac White, Tahlia Gray, James Feuerherdt, Mayzie Boulton and Stevie Barker.

## **CRICKET**

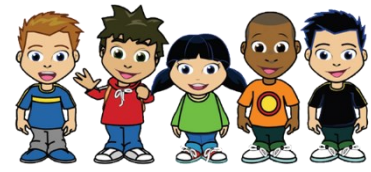


I went to Dubbo to play in the Riverina Cricket team at the State Cricket Carnival from Tuesday 11th October to Friday 14th October. I made 43 runs and took 4 wickets during the week. We lost the first 2 games and then won the 3rd game by 4 wickets and the last game was washed out. I had a great time and really enjoyed myself. Riley Pargeter



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# PBL Awards



**Congratulations to all students who received a PBL certificate.**



**Kindergarten**



**1/2S**



**1/2C**



**3/4M**

**3/4FS**



**5/6DB**

**5/6H**



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# Positive Behaviour for Learning (PBL)

All students have the right to a safe learning and play environment uninterrupted by misbehaviour.

To support students understand what is expected of them at school, staff developed a 'MATRIX OF EXPECTED BEHAVIOUR'.

This matrix outlines what is expected in each of the following areas: Playground, Canteen, Toilets, Movement around the school, Hall, Library, Technology Hub, All Settings.

These expectations are explicitly taught in class so that students know how they align with our school values, what they look like, sound like and feel like and that they are to be used to guide student behaviour choices. They also support consistency of staff response to behaviour issues.



## This week we will look at ALL SETTINGS

All SETTINGS covers every learning space inside and outside across the school. If students understand and comply with these expected behaviours, parents can be assured their child/ren are learning and that their child is not inhibiting the learning of their peers. Students who usually have issues are those who are not complying with one or more of these expectations or students who are being impacted by the student not-complying. This makes for an unpleasant time for students and staff and we will look for family support if the behaviour is persistent or unsafe. Many of these expected behaviours can be adapted for home and are basic common sense, fair and reasonable.



## Positive Behaviour - ALL SETTINGS - across the school

Responsible	Safe	Respectful	Active Learner
<ul style="list-style-type: none"> <li>✓ Report problems</li> <li>✓ Wear school uniform with pride</li> <li>✓ Be a positive role model</li> </ul>	<ul style="list-style-type: none"> <li>✓ Walk on concrete</li> <li>✓ Right Place, Right time</li> <li>✓ Hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use good manners</li> <li>✓ Be honest</li> <li>✓ Take care of property</li> <li>✓ Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listen attentively</li> <li>✓ Follow instructions</li> <li>✓ Take turns</li> <li>✓ Play fairly</li> <li>✓ <u>Do your best at all times</u></li> </ul>



**MINOR** behaviour is usually 'one off' or arises intermittently and dealt with at the time with the student responding positively and adjusting their behaviour. Some **MINOR** behaviours are indicated below:

Not Responsible	Not Safe	Not Respectful	Not an Active Learner
<ul style="list-style-type: none"> <li>➢ not following staff directions</li> <li>➢ out of bounds</li> <li>➢ ignoring the bell</li> <li>➢ playing in the toilets</li> <li>➢ littering</li> </ul>	<ul style="list-style-type: none"> <li>➢ pushing, shoving, grabbing</li> <li>➢ taking hats from others</li> <li>➢ play fighting</li> <li>➢ playing body contact games</li> </ul>	<ul style="list-style-type: none"> <li>➢ name calling</li> <li>➢ voicing 'put downs'</li> <li>➢ taunting with silly personal comments</li> </ul>	<ul style="list-style-type: none"> <li>➢ not following class procedures</li> <li>➢ leaving class without permission</li> <li>➢ refusing to complete work</li> <li>➢ refusing to follow instructions</li> </ul>



**MAJOR** behaviour is usually physically, or verbally aggressive, unsafe, and persistent with the student involved not responding to or adjusting their behaviour when supported by staff to comply. Some **MAJOR** behaviours are indicated below:

Not Responsible	Not Safe	Not Respectful	Not an Active Learner
<ul style="list-style-type: none"> <li>➢ defiant or argumentative</li> <li>➢ refusing to comply</li> <li>➢ leaving school grounds</li> <li>➢ misusing toilet facilities</li> <li>➢ out of bounds</li> <li>➢ running away from staff</li> </ul>	<ul style="list-style-type: none"> <li>➢ damaging school property</li> <li>➢ damaging student property</li> <li>➢ physically hurting other children</li> <li>➢ severe physical anger outburst &amp; loss of control</li> </ul>	<ul style="list-style-type: none"> <li>➢ swearing directly at adults</li> <li>➢ swearing directly at students</li> <li>➢ targeted abusive comments</li> <li>➢ throwing objects to injure</li> </ul>	<ul style="list-style-type: none"> <li>➢ refusing to follow instructions</li> <li>➢ not following consequences for <u>behaviour</u></li> <li>➢ upsetting peers verbally</li> <li>➢ causing extreme class disruption</li> </ul>





# Boys to the Bush



## Boys to the bush gala day.

On Thursday the 12th of October, all of the Howlong students from year 5 and 6 travelled on a bus to Lavington Sports Ground to participate in multiple sports and engagement activities organized by an organization called, "Boys to the Bush." We participated in activities such as, spear throwing, cricket, swag setting up, drumming, an inflatable AFL skill course, a sausage in bread lunch, rolling down hills and much, much more. Despite all those being great activities my personal favourite was the hitting the dance floor activity with my friends and students from other schools. The DJ's name was Steve Bowen or some of you may know him as the deputy mayor of Albury. He was very funny, and he played all the hits. I definitely showed my best moves and taught myself that I can dance. But this is not about me, so all round it was a wonderful experience, and I cannot wait to do it again next year.  
By Campbell Steers.

On Thursday the 12th of October, all Howlong students from year 5 to year 6 went to the Lavington sports ground and participated in some sport activities and other fun physical activities too. They all went for 15 to 20 minutes each, and they were all fun. After the timer ends, we all got to see Steve Bowen and did some dancing for some prizes. The activities were cricket, inflatable AFL, grab the ball, and tag with teammates. After we did most of the activities, it was time for lunch and guess what we ate? Sausages! I went to play footy with my friends and that was brilliant because I scored 71 goals. After all that fun we swapped with other schools and did different activities like tent setting up, spear throwing, playing drums and rolling down a steep hill. I learnt and got to experience how to dance, throw spears and many more. I enjoyed it and had fun. Thanks to Mr Hofer, Mrs Ballentine and Wendy for taking us. The experience was good.  
By Noah Saleh.

Boys to the Bush was very fun. We participated and engaged in lots of activities such as setting up swags competition, cricket, footy and a bunch of indigenous culture activities. We also had to dance so that we could win prizes. The teachers got chosen to compete in a dance battle. It was so much fun and we all wished we could go back.  
By Jake Marshall.



## Learning Hub Reflections 2022

### Stage 2 – Y3/4

"I felt happy because I learnt how to sound out words better. In class it helps me to spell and read."

"I felt smarter after the program. I realised it helped me in reading when I use a bookmark to help me track what word I was up to. Sometimes I use my sounding out strategy to help me spell words I don't know."

"I feel smarter in class. I think I have improved since the start – in spelling, reading and writing. I liked working with Ms Paula a lot. She taught me a lot during this program."

"The program is good and not so good. Its not so good if you miss something you like in class but its good because you learn lots too. I learnt new sounds and words. It helped me in class with learning."

"it helped me decode and sound out my words. I think it helped my reading, writing and grammar. It was a good experience."

### Stage 3 – Y5/6

"I think it helped me a lot to understand more words and read better. I think it was fun and I enjoyed coming but I didn't like missing PE."

I think it helped me understand more words. I enjoyed it because I could skip class work but not PE."

"It helped me because it made me not use a robotic voice and to know how to be fast at strange words. It was fun."

"It helped me to remember my sounds for letters so now I have remembered all my sound. This program has also helped me with my words. What I liked was when I go too fast for Ms Kim. She says, 'Holy Moly, J, that was unbelievable'."

"I loved the program because I learned stuff. It got me reading fluently. I hope to do it again." J

"I liked the program because I felt good in myself when I got a hard word right. Also, it helped me decoding, sounding out, pronouncing words and reading."

### Stage 1 – Y1/2

"My books have more words now."

"I'm better at reading by myself."

"It's fun to read a whole book."

I like having a different word to sound out each day."

"Sounding out helps write my words, in class."

"I can reread it when I get something wrong and fix it."

"I get excited when we read in class now."

"I can read harder words now but sometimes I forget words still."



# Howlong Public School

## Term 4 2022



Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
October	1	10	11	12 Boys 2 the Bush Cultural day	13	14 Home Reading Session 9am	
October	2	17	18 Home Reading Session 5pm	19	20	21 2/3 PM Assembly	
October	3	24	25	26 2023 Kinder Interviews	27 2023 Kinder Interviews	28	
October/ November	4	31	1 Healthy Harold	2 Seedlings Healthy Harold	3 Healthy Harold	4 KMH Assembly	
November	5	7	8	9 Seedlings Visit	10	11	
November	6	14	15	16 Seedlings Visit	17 Stage 3 Fun Fair	18 5/6H Assembly	
November	7	21	22	23 Seedlings Visit	24 School Leader Speeches	25 House Captain Speeches	
November/ December	8	28 Dental Van Visit	29 Dental Van Visit Bookfair	30 Dental Van Visit Presentation Day	1 Swim School Begins	2	
December	9	5	6	7 Stage 3 Canberra Excursion	8 Stage 3 Canberra Excursion	9 Stage 3 Canberra Excursion	
December	10	12 Yr6 Fun day & Farewell Dinner	13	14	15 Year 6 Fun day	16 Xmas Scripture Service	
December	11	19 SDD	20 SDD	21	22	23	
December							

