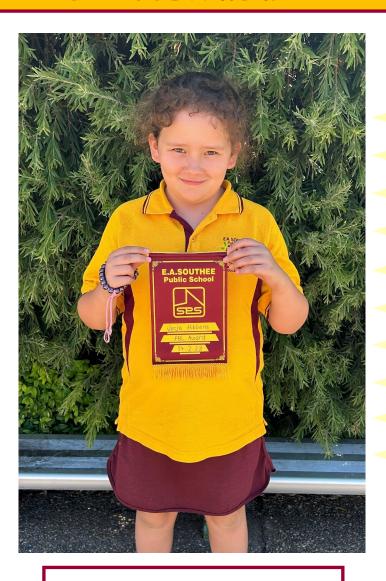
EA Southee Public School

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Respect Responsibility Resilience

PBL Award



Congratulations Jorja Hibbens!

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Student Learning

In Team K/1 we celebrated Pancake Day last Tuesday. We had fun measuring, mixing and cooking the ingredients to make yummy pancakes.















Team 1 have been learning about forming groups in Mathematics. They have used a range of strategies including hands on materials and written strategies to solve multiplication and division problems.

















In History, Team 2 have been investigating Australia's First Peoples. They researched and developed their understanding of traditional ways of life for Aboriginal and Torres Strait Islander peoples in the past. Team 2 students estimated and worked together to construct a timeline of the length of time Aboriginal and Torres Strait Islander peoples have had a connection to country.





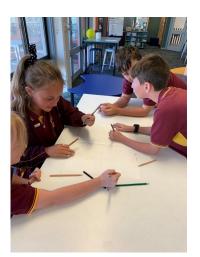




Team 3 have started investigating forces and air resistance in science. They undertook an experiment to demonstrate air resistance on a bottle rocket. Students designed and modelled their own bottle rocket and then launched it in the oval to observe force and air



















Soccer Gala Day

Last Monday, Years 1 - 6 students participated in the Soccer Gala day. The students showed great teamwork and resilience.





































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Assembly Award Recipients





Artist of the Month: Connor Hill Writer of the Month: Skye Walton Class Awards: Stella Ryan & Brydon McDonald

PBL Class Award: Kyran Heath



Team 1

Artist of the Month: Jesse Farrugia
Writer of the Month: Lochlan Hill
Class Awards: Levi Billsborrow-Burgess
& Madeline Morales

PBL Class Award: Bryce Walton



Team 2

Artist of the Month: Kaylem Collier Writer of the Month: Liam Pepper Class Awards: Franklin Evans-Smith, Caylen McDonald & Charlie Morales PBL Class Award: Abby McNiff-Garrett



Team 3

Artist of the Month: Emmerson
McDonald

Writer of the Month: Ryleigh Williamson
Class Awards: Keshara Price, Skyla
Douglas-Smith & Jamey Hinds





100 % Attendance

In the past two weeks 51.81% of students have attended school 100% of the time, missing no learning opportunities. Congratulations to those students and their families on helping us to reach our target of 100% attendance across the school.











Attendance Ladder How close is your child to 100%?			
0 days off school	100%	Perfection	
Equates to 2 days off school each year	99%	Excellent	
Equates to 5 days off school each year	97%	Good	
Equates to 10 days off school each year	95%	Slight Concern	
Equates to 20 days off school each year	90%	Concerned	
Equates to 30 days off school each year	85%	Very Concerned	
		A CONTRACTOR OF	

NSW Department of Education

Why attendance matters

When your child misses school they miss important opportunities to:



Learn



friends



Build skills through fun



A day here and there doesn't seem like much, but...

When your child misses just...

they miss weeks per year

and years over their school life

day per fortnight

□ ⊗ □ ↑ □
weeks = over year misse

@ @ @ @

day per week

⊕ ⊗ ⊕ ⊕ ⊕ = 8 weeks = = over 2.5 years missed

education.nsw.gov.au









New policies, procedures and framework to keep students engaged in learning at school.

The Inclusive, Engaging and Respectful (IER) Schools package was announced in February this year by NSW Minister for Education and Early Learning, Hon Sarah Mitchell. It centres on three new policies and procedures and a framework that together set the guidelines for how we ensure all children and young people can learn through public education in a safe and engaging way. The IER Schools package includes the:

- Inclusive Education Policy for students with disability
- Student Behaviour Policy and Procedures
- Restrictive Practices Framework and Restrictive Practices Reduction and Elimination Policy and Procedures.

With these new policies, we want all students to:

- be included in all aspects of school life and supported to learn to their fullest capability
- be supported in engaging, respectful, and effective classrooms with positive and inclusive
- practices

feel welcomed, valued and safe in our schools and classroom Two of the policies are new: the Inclusive Education Policy; and the Restrictive Practices Framework and policy. Both clarify *existing* legal obligations, effective, appropriate and prohibited practices, and the rights of students, parents and carers.

The Student Behaviour Policy replaces the Student Discipline in Government Schools and Suspension and Expulsion Policy. The key change is the approach all NSW public schools will take to address disruptive or inappropriate behaviour by a student. The duration of a suspension will be reduced along with the number of suspensions across a school year. Every school will be able to draw on the support of a range of staff including behaviour specialists to effectively address issues resulting in these behaviours in order to prevent future escalations. We will continue to work closely with you and all our families. The Inclusive Education Policy for students with disability and the Student Behaviour Policy become operational in Term 4, 2022 and the Restrictive Practices Policy becomes

The staff and I are reviewing our current approach to all of the areas covered by these policies. Our school already takes a strong, positive student-centred approach, but we want to work with you to ensure, together, every student has the right support at the right time to help them grow into confident, resilient adults.

For more information on these policies, please visit the <u>NSW Department of Education</u> <u>website</u>.

operational in Term 1, 2023.

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Student Wellbeing Pulse Survey (K-6) Project

Dear Families

In Term 4 last year, our school participated in a pilot project called the Student Wellbeing Pulse Survey (K-6). This project was undertaken by the Murdoch Children's Research Institute in conjunction with the NSW Department of Education. The project asked parents/carers of students in Kindergarten-Year 3 and students in Years 4-6 to complete a brief survey on student wellbeing.

We would like to thank all parents/carers and students who participated in this pilot. Across NSW, 14 schools took part in this project and a total of 719 surveys were completed. This is an incredible result, especially given the survey was delivered at the end of last year when we know families were very busy.

The results from the survey showed that the majority of students across the whole study population are experiencing high levels of wellbeing. However, some students are experiencing lower levels of wellbeing in certain areas.

Our school also received a report outlining which survey items showed higher reported wellbeing, and which items showed lower wellbeing. We did not receive results on individual students or any data that would identify individual students. However, the results will help us understand where we may need to direct our focus to improve student wellbeing across our whole student group.

We would like to remind families that you can contact us here at the school if you have a concern about your child/children's wellbeing. We also recommend the following services for additional support:

Kids Helpline: 1800 55 1800

Parent Line NSW: 1300 1300 52

If you have further questions about the project, you can contact Megan Keyes, Senior Project Coordinator, Murdoch Children's Research Institute on 0439 631 331 or megan.keyes@mcri.edu.au.





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