



Calendar

Term 1 - 2024	
8 March	Life Ed Van - Incursion
13-22 March	NAPLAN
28 March	Easter Hat Parade
29-1 April	Easter break
2 April	Taronga Park Zoo
12 April	Last day of Term
Term 2 - 2024	
29 April	SDD – Term 2 – Teachers only
30 April	Students return Term 2
22-24 May	3-6 GABC

Welcome to the NSW Premier's Reading Challenge

The Challenge aims to encourage a love of reading for leisure and pleasure in students, and to enable them to experience quality literature. It is not a competition but a challenge to each student to read, to read more and to read more widely.

The Premier's Reading Challenge opened on 24 February and runs until Friday 23 August 2024. Students in K-2 have to read a total of 30 books (these will be completed in class for Year K and 1), while those students in 2-6 have to read 20 books in this time frame. The PRC rules have been updated for the 2024 challenge. Students can now include up to 10 choice books on their reading records and can count 5 books from an approved series as PRC books.

With a large focus this year at Iona on students reading every night, we know that we can all complete the Premier's Reading Challenge this year! Let's go Iona!!!

Taronga Zoo Excursion

All students will be attending an excursion to Taronga Zoo on Tuesday 2 April 2024 to complement our science unit this term on living things. A permission note has been sent to all parents through the SENTRAL Parent Portal App.

NAPLAN

Students in Year 3 and 5 will be sitting NAPLAN between 13-22 March 2024. A flyer has been added to this newsletter for your information. If you have any enquiries, please contact Mrs Bird.

School Contribution Fee-Reminder

All families in NSW public schools are asked to contribute to the ongoing costs associated with providing a quality education. Unlike some schools, Iona Public School does not have textbook fees and provides writing booklets, exercise books, worksheets, and many other consumables. Therefore, we ask you to make a small contribution of \$20 to cover the cost of folders, photocopy paper, exercise book, and computer consumables. Our Creative and Practical Arts contribution is \$40 (\$10 per term) supports paint and visual arts supplies (including Mother's/Father's Day and Christmas gifts). This year we have subscribed to Sound Waves, Mathletics, Maths Trek, Think Mentals and Reading Eggs. These will be used weekly in class and can be accessed from home. The cost of covering the licence fees are: Kinder – Year 6 \$110. The voluntary contribution fee is \$50. *Total per child is \$220 for 2024.* This can be paid, either in instalments or a lump sum, in cash at the office or using our online payment system, through Sentral Parent Portal App.

Library News-Reminder

Students will have library on the following days:
K-2 – Wednesday
3-6 – Thursday
Please ensure all students have a library bag on these days.

Visiting Our School

All parents and visitors must report to the office when visiting the school. Signing into the school can be completed using the QR code on the front of the administration building and is a requirement for access to the school. Please remember to check out when you leave, to ensure all persons onsite can be accounted for in the case of an emergency. If you are unable to check in using the QR code, please come and see the ladies in the front office who will assist you with the check in on a school device.

2022 Home Reading Program - Reminder

Children will be bringing home their new 'Home Reading Program' record book this week. Reading is the single most important skill your child will learn at school, and while many children have developed reading skills, further development depends on using these skills regularly. The booklet will be your child's only record for home reading and should be brought to school when they have reached 25, 50, 75, 100, 125, 150, 175 and 200 nights of home reading. Awards will be presented for every 25 nights of reading, up to a total count of 200 nights for the year. Children who reach the yearly 200-night target will receive a book at the presentation day assemblies at the end of the year.

Parents are asked to complete their child's reading book. Younger students will need extra support whereas older students will be more independent. Parents should sign for each night the child reads (holiday periods and weekends can be included). The time spent reading each night will depend on the age of the student, other homework tasks and family schedules.

*If your child reads more than one book in a night, please record this in the same box as it is the number of nights of home reading, not the number of books.

2024 Year 3-6 Camp-Reminder

A reminder that 3-6 camp is held this year in Term 2 Week 4 - 22-24 May, at Great Aussie Bush Camp. The cost for camp will be \$375 per student. A non-refundable deposit of \$50 is required by Friday 1 March 2024 and payment is to be finalised by 10 May 2024. Please remember that you can make payments by instalments over the coming term. Permission note will be sent out via SENTRAL. Medical notes will be sent out later in the term. Please return these by the due dates.

NSW Department of Education

Why attendance matters

When your child misses school they miss important opportunities to:

- Learn
- Make friends
- Build skills through fun

Days missed = years lost

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
1 day per fortnight	4 weeks	Over 1 year missed
1 day per week	8 weeks	Over 2.5 years missed

education.nsw.gov.au

Harmony Day

On Thursday March 21 all students may come dressed out of uniform in something orange, or wear orange accessories in support of Harmony Day. Students will be participating in Harmony Day activities during the afternoon session on this day.





Zone Swimming

Congratulations to Thomas, Emma, Lucy and Theo who represented our school last week at Maitland PSSA Zone swimming. We are very proud of your efforts!

Peer Support

During Peer Support this week the children look at qualities their friends may have and the concept that we choose friends based on qualities we admire in them. They also explore the skills of friendship, specifically those of cooperating and listening.

Types of friends is the focus in Peer Support next week. Children explore what encourages them to form friendships with different people (common interests, admirable qualities etc). Through activities children can identify that friends call fall into categories of 'best friends', 'friends' and 'people we know'. They also discuss the fact that friendships change over time for various reasons. It may be helpful to discuss the different friends your child has in their life and how friendships changes. Some friends may be more important at different times in life.

Term 1 2024 Thursday Canteen Roster



Date	Volunteer
22 February	
29 February	
7 March	Rebecca Irwin
14 March	Donna Irwin
21 March	Tilly Morgan
28 March	Rebecca Irwin
4 April	Donna Irwin
11 April	Meg Schofield.

Bakers Delight Hot Cross Buns Fundraiser

Once again, we will be having a Hot Cross Bun Fundraiser. Please find the order form at the bottom of this week's newsletter. Orders must be returned to the school no later than 15 March. Orders will be ready for collection from the school on 21 March.

Easter Hat Parade-Reminder

On Thursday 28 March students will participate in an Easter Hat Parade at 2:15pm. This is always a wonderful afternoon of celebration that the students thoroughly enjoy. Students will make these during class time. Teachers will provide more information in the coming weeks. Parents/ carers and community members are most welcome to attend.

The P&C are running an Easter Egg raffle which will be drawn after the Easter Hat Parade and would appreciate if parents and community members could once again donate eggs/Easter items for the raffle. These can be dropped off to the front office.

Class News

K-2

We have been working hard in last two weeks as we settle into our new classroom routine! A big thank you to those parents who came in on Tuesday for our parent information night. Here's what we've been up to!

English- We began looking at 'narratives' through the story 'A Dark, Dark Tale', focusing on how we can use repetition in our writing to help the reader make predictions about what could happen next.

Maths- We looked at effective ways to count collections and found that grouping in collections of 10s was the easiest. Students especially enjoyed counting the classes 'warm and fuzzy' collection, working together to find that we had a total of 916 in the class!

Science- We started our unit on living things and looked at different animals, their characteristics and how we can classify them. We also completed a labelled diagram of a sunflower when looking at what makes plants and flowers 'living'.

Creative arts- The students enjoyed looking at how colours can represent different things, such as our emotions. We have started creating our own geckos, using a variety of colours to show how our gecko is feeling. They should be completed this week and displayed in the classroom.

Reminders

- Home readers will go out Monday week 6. Each student will receive two books to read for the week. Change over day will be every Monday so please make sure students have their home reading folder with them Monday morning.

3-6

It was great to see those parents who were able to attend our class meeting this past Tuesday. Hopefully you had the opportunity to grab yourselves a sausage sandwich and connect with other families.

English: In our English lessons, students are delving deeper into the world of narrative writing. They're not only exploring narrative features but also learning about the significance of varied sentence structures and the careful selection of vocabulary to create suspense within their stories.

Maths: In mathematics, our focus remains on both multiplicative and additive strategies, alongside the exploration of measurement concepts. Through hands-on activities and problem-solving tasks, students are developing their mathematical reasoning and critical thinking skills.

Sport: This term, our students have enthusiastically embraced the game of softball/T-ball. They're thoroughly enjoying sharpening their abilities in catching, throwing, and batting on the field. The teamwork and sportsmanship displayed by our students are exemplary.

NAPLAN: As a reminder, NAPLAN assessments will commence in Week 7 and 8, from March 13th to March 22nd, for students in Year 3 and 5. Please ensure that your child has a pair of headphones for the assessments to facilitate their participation. Thank you!

Easter Hat Making: As Easter fast approaches, students will be busy creating their spectacular Easter hats for the Easter Hat parade. We will be crafting these masterpieces in class on Monday, March 25th, during the afternoon session. We kindly ask parents to provide a base/hat and any specific decorations your child would like to include on their hat. The school will be supplying some basic Easter decorations. If parents would like to come and lend a helping hand, we would welcome the help with open arms! Please let us know if you can.

As always, if you have any questions or concerns, please do not hesitate to reach out to us. We're here to support you in any way we can.

Wishing you a fantastic week ahead!

Mrs Bird and Mrs Barber

Year 7 2025 Parent Information Evening



5:30pm - 7:00pm Wednesday 13th March 2024
Maitland High School MPC
- Direct access and parking on Pierce St

5:30pm Principal's address, followed by:

- Tour of the School
- HPGE Information
- Meet and Greet with Transition Team



Happy Birthday!

Arlo will turn 8 on 8 March



Simple sweet swaps

Have you already tried swapping?

Next week, why not challenge yourself to try one of these sweet swaps:

- Muesli bar to pikelets
- Dairy dessert to reduced fat custard
- Juice to water with fresh fruit

Making these sweet swaps can protect kids from tooth decay.

**SWAP
FROM**



Dairy dessert



**SWAP
TO**



Reduced fat custard

For more everyday sweet swaps scan the QR code
or visit www.swapit.net.au/sweetswaps



Good for kids
good for life



Start the day right with brekky

Eating breakfast fuels the body and gives kids more energy to concentrate and focus at school. It also gives kids the energy to be physically active!

Here are some tips to encourage kids to eat breakfast everyday:

- 1) Involve kids in planning, shopping and making breakfast. This teaches them to plan, prepare and cook meals
- 1) Prepare the night before - i.e., get the kitchen utensils out ready to use, bowls, plates, cups, cut up fruit and pop it in the fridge
- 1) Try healthy grab and go options: fruit, trail mix, yoghurt, fruit smoothies, baked beans or wholegrain cereal bites
- 1) Encourage your kids to start each day with breakfast! Make time to sit and enjoy eating breakfast together



HNELHD-GoodForKids@health.nsw.gov.au
<https://goodforkids.nsw.gov.au>

Developed by Hunter New England LHD



Good for Kids acknowledges the traditional owners and custodians of the land that we live and work on as the first people of this country, and pay our respects to Elders past and present.

Behaviour code for students

Information for students and parents or carers

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

In NSW public schools students are expected, to the best of their ability, to:

- show respect to 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
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of 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 will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

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

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- 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.

NAPLAN Information for parents and carers

2024

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it is important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum and allows parents/carers to see how their child is progressing against national proficiency standards.

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, but it can provide teachers with additional information about students' educational progress.

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.

Your child will do the NAPLAN tests online

Online NAPLAN tests are designed to provide precise results and are engaging for students. The tests are tailored (or adaptive) which means that each test presents questions that may be more or less difficult depending on a student's responses. This helps students remain engaged with the assessment.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

All Year 3 students will continue to complete the writing assessment on paper.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content linked to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for all Year 3, 5, 7 and 9 students. ACARA supports inclusive testing, so all students have the opportunity to participate in the national assessment program.

Adjustments are available for students with disability who have diverse functional abilities and needs.

Schools should work with parents/carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN. Adjustments should reflect the support normally provided for classroom assessments.

To help inform these decisions, you may consult the [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), and our [series of videos](#) where parents/carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, 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 adjustments for students with disability or the process required to gain a formal exemption.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by reassuring them that NAPLAN is a part of their school program and reminding them to simply do their best. Some explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests; however, it is not necessary for parents/carers to do this. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

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

See the types of questions and tools available in the online NAPLAN assessments at [NAP - Public demonstration site](#).

How is my child's performance reported?

From 2023, NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected for the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling. Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support.

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

What if my child is absent from school on NAPLAN test 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.

How are NAPLAN results used?

- Students and parents/carers use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time 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 manages personal information for NAPLAN, visit nap.edu.au/naplan/privacy.

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may not have the capacity to complete the tests in a shorter time frame.

The NAPLAN test window starts on Wednesday 13 March 2024 and finishes on Monday 25 March 2024. Schools will schedule the tests as soon as possible within the testing window, prioritising the first week.

Test	Scheduling requirements	Duration	Test description
Writing	<ul style="list-style-type: none">• Year 3 students do the writing test on paper and on day 1 only.• Years 5, 7 and 9 writing must start on day 1 (schools must prioritise completion of writing across days 1 and 2, with day 2 only used where there are technical/logistical limitations).	Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min	Students are provided with an idea or topic called a "writing stimulus" or "prompt" and asked to write a response in a particular genre (narrative or persuasive writing).
Reading	<ul style="list-style-type: none">• To be completed after the writing 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	<ul style="list-style-type: none">• To be completed after the reading test	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Students are assessed on spelling, grammar and punctuation.
Numeracy	<ul style="list-style-type: none">• 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	Students are assessed on number and algebra, measurement and geometry, and statistics and probability.

How can I contact a Speech Pathologist in the Lower Hunter?

For all **SPEECH
PATHOLOGY** referrals for
children, ring Lower Hunter
Central Intake
4931 2003

Hunter New England Local
Health District employs
speech pathologists in the
Lower Hunter to provide
services to residents of the
Local Government Areas of
**Maitland, Dungog, Kurri
Kurri and Cessnock.**

You do not need a referral to
see us and we are a free
service.

Hearing Tests

Children who have
speech and language
problems should have a
hearing test.

For **HEARING TESTS**,
ring

Lower Hunter Central
Intake
4931 2003



Lower Hunter

SPEECH PATHOLOGY

for kids!!



Speech Pathology for Kids!



What is a Speech Pathologist?

A Speech Pathologist is someone who has been professionally trained to diagnose and treat infants and children who are not learning to communicate effectively and/or are experiencing feeding/swallowing difficulties

What does a Speech Pathologist do?

A Speech Pathologist **assesses** and **treats** children who have difficulty;

- **Understanding** what is said
- **Expressing** themselves
- **Communicating** with other people as expected for their age
- **Learning** at school
- **Speaking clearly**
- **Stuttering**
- **Feeding:** Chewing/ sucking/ swallowing
- **Dribbling**/drooling problems

The Speech Pathologist's job may include:

- **Assessment**
- Working with **children and families** in therapy
- **Program planning**
- **Educating** family members
- **Giving talks** to parents, teachers, support workers, doctors, health workers
- **Working with other specialists** such as audiometrists and audiologists, occupational therapists, dietitians, doctors, nurses, teachers, and school counsellors.