

The Warami



THORNLEIGH
WEST
PUBLIC
SCHOOL
NEWSLETTER

Hello and Welcome Family and Friends
Thornleigh West Public School

TERM 3, WEEK 5
19 AUGUST 2020

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This week's update

Dear Parents and Caregivers,

This week is Science Week. Through studying Science and Technology students explore scientific and technological concepts and gain knowledge and understanding of the world. They develop skills in conducting scientific investigations and designing and producing solutions through learning about the Living World, Material World, Physical World, Earth and Space, and Digital Technologies.

The skills of Working Scientifically are at the core of inquiry and are developed by conducting practical investigations and research in Science and Technology. When investigating, opportunities are to be provided for students to engage with all of the Working Scientifically skills.

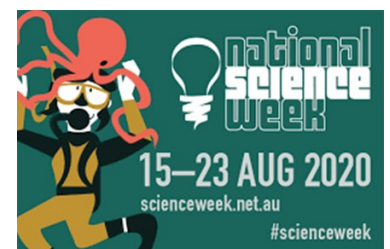
Students develop an understanding that the Working Scientifically processes are applied in every scientific investigation in a way that is determined by the task. Through regular involvement in applying these skills in a variety of situations, students develop an understanding that the Working Scientifically processes are more than a series of predictable steps that confirm what we know.

Working Scientifically challenges students to imagine and pose questions, develop processes that can be used to solve problems and, explain observations and phenomena. These scientific processes are informed by the unexpected. An unexpected result, or no observable change, does not necessarily indicate that an investigation was unsuccessful, but rather can be used to direct further questioning and scientific investigation.

An investigation is a scientific process of answering a question, exploring an idea or solving a problem that includes practical activities, such as planning a course of action using fair testing and replication, collection and interpretation of data, reaching a conclusion and communicating findings.

Students are engaged in:

- Questioning and predicting
- Planning and conducting investigations
- Processing analysing data
- Communicating



Children are naturally curious and love Science!

Dance Auditions 2021

Dance auditions for the 2021 dance group are being held over the next two weeks. The dance group is led by Miss Lundstrom and all students in year 2 - 5 have the opportunity to audition. Students with no dance experience, or students who want to try something new are encouraged to audition and give it a go.

This year is a little bit different. The dance group for 2020 did not go ahead this year so all students in year 3-5 are automatically in the 2021 dance group as the dance is being rolled over for next year. There will only be 7 positions for next year. Each grade has a day to learn the dance, then practice for one week before performing the dance in front of a panel consisting of Miss Lundstrom, Mrs Browne and myself.

<u>Week 6 - Learn the Dance</u> (2020 School Grades)	<u>Week 7- Audition</u>
Tuesday - Year 5	Tuesday - Year 5
Wednesday - Year 4	Wednesday - Year 4
Thursday - Year 3	Thursday - Year 3
Friday - Year 2	Friday - Year 2

The audition process is critical whereby each student is individually marked against a criteria which is discussed beforehand.

Criteria

4	3	2	1
Adds own style to enhance choreography Performs strong, precise movements with ease Uses expression Clear understanding of timing cues	Clear understanding of choreography Performs with some strong movements Uses some expression Clear understanding of timing cues	Looking around to follow choreography Performs with limited strong movements and not precise Limited expression Following timing cues	Doesn't know choreography Performs sloppy and messy movements No expression No understanding of timing cues

Students have the opportunity to practice the dance and Miss Lundstrom provides feedback and advice throughout. Once the students have performed, the panel of three members will give them a score. After the auditions the scores are tallied and comments are discussed by the panel to decide the final dance group. This process ensures fairness and equality to all students.

The process is explicit and systematic ensuring fairness. If your child is not successful they have not met the success criteria. Please do not call the school if your child is not successful rather refer to the above guide.

Have a great week



Chantal Mamo

BTeach BEd MA Creative Arts

Deputy's Message



Tell Them From Me

Parent Survey

Tell Them From Me - Survey Open next week

This Term, our school will be participating in the *Partners in Learning* parent survey, another part of the *Tell Them From Me* suite of surveys (student, teacher and parent surveys) on student engagement. The survey asks parents and carers questions about different factors that are known to impact on student wellbeing and engagement.

Running this survey will help our school understand parents' and carers' perspectives on their child's experience at school. These include: communication between parents/carers and staff, activities and practices at home and parent/carer views on the school's support of learning and behaviour. This valuable feedback will help our school make practical improvements.

The survey is conducted entirely online on smartphones, iPads, tablets, laptops or computers. The survey will typically take 15 minutes or less to complete and is completely confidential. The parent survey will be conducted over Term 3 and early Term 4. Although participating in the survey is entirely voluntary, your responses are very much appreciated.

Students in years 4-6 also invited to participate in the survey. Participation in the survey is entirely voluntary. Your child will not take part if either you or your child do not wish. If, during the survey, your child is uncomfortable, he/she can choose to stop the survey at any time. The majority of questions in the survey can be skipped.

If you **do not want your child to take part** in the survey, please complete the form sent home to all year 4-6 families this week and return it by Friday 21 August.

More information about the survey is available at:

<http://surveys.cese.nsw.gov.au>. To access the survey from week 6 of term (Monday 24th August) for our school go to: <http://nsw.tellthemfromme.com/nxtjk>

The survey is available in 23 languages.

Citizenship

Congratulations to our students receiving their citizenship award today. You can see from the students here, that some students are receiving their bronze award and some, now completing their second PBEL book, are receiving their silver award. This acknowledgement recognises many years of commitment to their learning and we are very proud of all of you.

Natasha H	5CD	Silver
Daniel F	3DZ	Bronze
Siena C	2D	Bronze
Zara C	2D	Bronze
Jessica R	6L	Silver
Ishita S	5CD	Bronze
Charli H	5E	Silver
Quinn O	5CD	Silver
Lachlan W	5CD	Silver
Isabella B	3DZ	Bronze

Semester One Reports

Our progress reports for semester one were sent home last Friday. The report does have a different structure and content areas compared to previous reports in line with advice from the NSW Department of Education. This adjustment has been made to cater for students learning from school and at home. This report will not grade student achievement using the A-E scale for all outcomes. The teacher's comments will focus on achievement in English and mathematics and in other key learning areas.

We are holding parent / teacher interviews concurrently, the opportunity providing and chance to explore the progress report further, while also keeping our partnership strong as we journey together in your child's education.

If you have been unable to make an interview booking, the website is now closed. Please contact the school office on 9484 4242 to arrange a suitable time. We warmly welcome all families to make a time to share this learning conversation.

SRC and Environment Captains

Congratulations to our semester two SRC and EC student representatives. They were presented their badges during our virtual assembly yesterday (the assembly was virtual – not the badges!).

We are all exceptionally proud of you and are looking forward to your work across your group projects and initiatives.



Student Representative Council

As being a councillor is a position of responsibility, role model and leadership opportunity, the criteria for nomination to and holding the position of councillors is:

- **Shows respect and relates well to others** including fellow students, visiting teachers, community and staff members.
- **Follows school and class rules** at all times.
- **Shows pride in their school**; participates actively and willingly in school activities.
- **Shows willingness** to place duties of being a councillor above personal activities; i.e. attending meetings and SRC functions as required.
- **Acts as an appropriate role model** to peers; i.e. shows pride in their school, behaves in a sensible and safe manner, refrains from using offensive language or violence, maintains a high level of personal grooming and wears the school uniform with care and pride (including school hat).
- Shows willingness and ability to **communicate ideas** to and from class meetings and council meetings, and speak at assemblies as necessary.
- **Holds no other official school office** or position of responsibility, e.g. captain or vice-captain, prefect, sports captain, etc.

Nomination to and holding of councillor's position is subject to **approval by the school principal** or delegate.



Environment Captain

As Captain it is your responsibility to:

- Attend timetabled enviro captain meetings
- Empty the recycling bin in your classroom
- Take tunes to discuss, plan and rehearse assembly announcements
- Return and Earn ambassadors
- Maintain the vegetable garden: weeding, planting, watering, fertilising, eradicating pests
- Initiate recycling programs eg Envision bottle tops
- Encourage your class to turn off lights/fans when not in use
- Brainstorm environmental initiatives for the environment captain to explore

With kind regards,

Julie Granville

Deputy Principal

Semester Two 2020

	SRC Representative	Environment Captain
Class	Student	Student
4/6CK	Jamie P	Conrad M
K Red	Kaiden L	Grace C
K Purple	Levi B	Blake B
K Green	April L	Ethan C
K Blue	Phoebe S	William S
1B	Cooper M	Chloe S
1C	Lani L	Christopher S
1H	Mia M	William H
1CM	James B	Robert G
2D	Kye S	Zara C
2BE	Marisa M	Tighe S
2GM	Ben W	Isla B
3DZ	Ellysia H	James S
3F	Ellie M	Ada R
3YT	Harrison E	Ella-Rose B
3/4C	Evelyn L	Eliza M
4B	Marley Z	Isabella R
4C	Tatum H	Niamh B
5DC	Jasmine D	Diya S
5E	Charlotte F	Sam T
5W	Ava A	Luke F
6B	Isabelle K	Lily F
6L	Audrey L	Rachael P
6S	Charlotte S	Alia C

Celebrating Education Week in Stage 2



In 3DZ we love **learning together** so we can improve our learning while enjoying the company of all our friends. We love to learn from each other because we have different ideas and strengths. We are a team!

4C created a replica zoom screen to celebrate how each student is able to **collaborate and share** ideas in any learning space, this highlights the ubiquitous learning environment we have in 4C and also in TWPS.



3/4C created a poster which highlights how important **learning together** is in our classroom. Students wrote on their hand what is important to them about learning together and what is helpful to create success when we work together.

Our class 4B used a puzzle picture of a snake to represent 'The Rainbow Serpent' from an Indigenous Dreamtime Story. The students carefully designed their individual sections of the snake with interesting colours and patterns. It certainly was a **collaborative** effort in putting the pieces back to together.

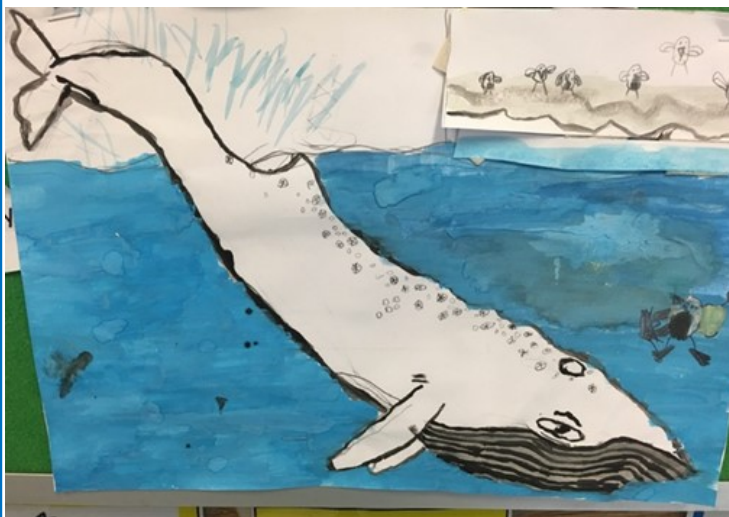




3YT created self-portraits as **unique** and wonderful as each student in 3YT. The students in 3YT love to **learn and share** ideas together.



3F love learning together everyday. On a beautiful sunny day we collaborated and shared what we love learning with our friends. We then traced our hands and wrote our answers on them and added them to the class sunflower. Learning is fun in 3F.



Geography

This semester students in stage 2 are undertaking an inquiry into Australia. They are **examining** natural and human features of Australia and taking part in an exciting Amazing Race to explore the diverse characteristics of Australia's neighbouring countries.

Hugo has created a directed drawing of a whale as part of the literature study based on *Are We There Yet?* This book has been used to tune into students current understanding of Australia and also to demonstrate the road trip we are all going on as a class and a stage.



As part of exploring Australian Icons students were inspired by Andy Warhol's beautiful artistry and created their own Vegemite jars using pop art.



As students explore Australia they are focusing on each state. Students are learning what each state is famous for, the natural and human features, the population, and icons. This has been explored through rich literature and creative arts.

Artists in the making in 4/6CK. Konnor and Sonny have been exploring colour as part of our art program. They are exploring the use of colour through looking at the colour wheel.

Keep an eye out for our travelling Stage 2 students as they use their passports to explore everything Australia and then our wonderful neighbours. I wonder what country they are going to visit next?

Nicole Dowd

Stage 2 Assistant Principal

