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9 May 2019 - Term 2 Week 2

## Principals Report

Welcome back to Term 2. This is an even busier term for our teachers which will see the writing of reports on student learning to reflect learning and wellbeing outcomes. The use of Sentral will be extended to produce the student reports this semester. This gives us a simpler format through this platform which we are using to collect all student data – attendance, wellbeing, learning outcomes.

## Congratulations to Junior Girls Relay Team

On the last day of Term 2 our Junior Girls Relay team proudly represented Beaumont Hills Public School at NSW Swimming Carnival. The team, Jordyn, Maia, Clara and Megan swam well, doing their best in a very competitive field. Whilst they didn't progress beyond their heat they gave their best and I was so proud to be there to support the girls.



## School Development Days Term 4

Beaumont Hills PS has rescheduled the school development days Term 4, 19 and 20 December to Saturday 1 and 15 June. On these days the staff will be undertaking training in Choice Theory, an internal psychology system for empowering individuals and improving relationships. As staff are trained our students will be supported to apply choice theory concepts

to their friendships and behaviour choices. It will become a meaningful tool to support wellbeing in our school.

## Staff News

Miss Tolsher will continue in the role of Curriculum Advisor, School Services Directorate during Weeks 1-5 of this term. Mrs Adams will continue to relieve in the role of Deputy Principal and Mr Ross will continue as Assistant Principal Stage 2.

Mrs White and Mrs Foster will be on maternity leave for the remainder of 2019. Miss Mancey will be covering the teaching load of Mrs White at this stage. Mrs Walsh and Miss Ayoub will be covering the teaching roles of Mrs Foster.

## Easter Raffle Winners

Congratulations to the winners of the Easter Raffle, generously provided and organised by our P&C. The winners were as follows: Joshua 6P; Bridie 6W; Daisy KG; Riley 4/5P; Adam 6P; Ayan 3F; Layla KK; Isabel KG; Zachary 2S; Muhammad KH.

## Police Youth Liaison Officer

Welcome to Senior Constable Ethan West, the Police Youth Liaison Officer for the Hills Police Area Command. SC West will work with our school to support students and families in several ways. Coming up is a forum at Castle Hill Library that may be of interest to the parents of Stage 3 students. Presenters include a representative from NSW Police (SC West) and a school counsellor who will talk about how to support your teen through high school and how to navigate the digital world safely to protect your child from cyber bullying. The link to register is:

<https://www.eventbrite.com.au/e/understanding-your-teen-managing-school-priorities-and-safe-social-networking-tickets-59566950352>

## Student wellbeing

Recently I have received questions about the distribution of 'orange cards'. As per our Behaviour and Discipline Policy (June 2017) one of the methods we use to initially record incidents at school has been the use of an incident report form or an 'orange card'. These cards are used simply to record an issue that may require follow up from an assistant principal. The levels of behaviour are a way of, at a glance, having an indication of the severity of the incident which can have an effect on the priority given to the follow up required. The assistant principals have a teaching load and their number one focus is the teaching and learning of their own classes, so based on the level of the incident they are able to plan their responsibilities to best meet the needs of the students. When dealing with behaviour incidents a lot of time is spent on the investigation, questioning children involved to get to the bottom of what happened. Any action taken as a consequence of poor behaviour decisions is aimed at supporting students to make better choices in the future. Reflections ask what happened, why, and then have a future focus. Therefore, getting 'an orange card' simply means that a child has been involved in an incident that requires investigation. We generally record the names of all students involved, whether they are a victim, witness or involved. The information is collected as a record that we can use to analyse wellbeing in the school. We look for patterns – in places, times, students involved etc. You will be contacted about more significant behaviour issues.

It is important that BHPS is a happy safe place for all children. Teachers investigate incidents as they are reported. Perspectives on what happened are often very different, but the message is always that children make good choices, be kind to each other and demonstrate the school values.

## Bronze Awards

Congratulations to the Bronze Award recipients who received their badges on Tuesday this week.



**Ms Welsh**  
**Principal**

## Deputy Principal Report

The wait is over! On Monday letters will be emailed to each of our families with details of how to set up the Sentral parent portal. As I am sure many of you are aware, technology cannot always be predictable. I envisage each family being able to register and access the portal without an issue however, if you do experience any difficulties feel free to email me. I will endeavour to assist you as soon as feasible.

Each term we provide open communication to our families regarding the content covered in class. This information aims to encourage open dialogue between parents and children regarding their day. There are many times when a parent asks their child what they did at school that day and the response is a resounding, 'nothing'. In an attempt to avoid this standard response you may like to rephrase the question. You could try asking them things such as, 'what persuasive text are you reading in class at the moment?' or 'What skill are you working on in PE?'

## TERM OVERVIEWS

### Early Stage One

<b>English</b>	Phonics - Single sounds Magic 100 Sight Words Big Books Daily exposure to speaking and listening, reading and writing activities
<b>Mathematics</b>	Throughout Early Stage 1, students learn to ask questions and use known facts to explore mathematical problems and develop fluency with mathematical ideas. They use everyday language, concrete materials and informal recordings to demonstrate understanding and link mathematical ideas. Students learn to: <ul style="list-style-type: none"><li>• count to 30 and represent numbers to 20 with objects, pictures, numerals and words</li><li>• read and use ordinal numbers to at least 'tenth'</li><li>• use concrete materials to model addition, subtraction, multiplication and division</li><li>• use the language of money and recognise the coins and notes of the Australian monetary system</li><li>• divide objects into two equal parts and describe them as halves</li><li>• recognise, describe and continue repeating patterns of objects and drawings</li><li>• identify length, area, volume, capacity and mass, and compare and arrange objects according to these attributes</li><li>• manipulate, sort and represent three-dimensional objects and describe them using everyday language</li><li>• manipulate, sort and describe representations of two-dimensional shapes, identifying circles, squares, triangles and rectangles</li><li>• connect events and the days of the week and explain the order and</li></ul>

	<p>duration of events, telling the time on the hour</p> <ul style="list-style-type: none"> <li>• give and follow simple directions and describe position using appropriate language</li> <li>• answer simple questions to collect information</li> <li>• use objects to create a data display and interpret data.</li> </ul>
<b>Science &amp; Technology</b>	<p>Unit: Earth &amp; Space (continuation from Term 1)</p> <p>This unit focuses on daily and seasonal changes in the environment. Students investigate how living things respond to these changes in the environment. Students are introduced to a foundational understanding of the Earth as a dynamic interrelated part of physical and biological systems.</p> <p>Digital Technologies</p> <p>This unit focuses on digital systems and how they are used to communicate. Students are introduced to computational thinking.</p>
<b>HSIE</b>	<p>Unit: Personal &amp; Family Histories (continuation from Term 1)</p> <p>Students learn about their own history and that of their family; this may include stories from a range of cultures and other parts of the world. Students build on their knowledge and understanding of how the past is different from the present, based on historical skills of inquiry and communication.</p>
<b>PDHPE</b>	<p>Health, Wellbeing &amp; Relationships</p> <p>Students learn about what and who supports themselves and others to be healthy, safe and active citizens. They are provided with opportunities to develop their knowledge, understanding and skills to develop self-management and interpersonal skills to positively interact with others. Students have opportunities to apply these skills across multiple contexts to establish and manage healthy, safe and active lives. They participate in movement-based learning experiences to strengthen their movement competencies and develop positive attitudes towards participation in physical activity and making active choices.</p> <p>Movement Skill &amp; Performance</p> <p>Students are provided with opportunities to explore movement challenges from a variety of contexts such as rhythmic and expressive movement; individual/group/team physical activities; initiative/challenge physical activities; aquatics; and lifelong physical activities. Students develop and practise movement skills and sequences through active play and structured movement activities. They are provided with</p>

	<p>opportunities to learn through movement to improve competence and confidence in their movement abilities. Students learn about movement as they participate in physical activity in a range of different settings. They are provided with opportunities to develop self-management and interpersonal skills through movement. Students learn about their strengths and identify actions they can take to keep themselves and others safe when participating in physical activity</p>
<b>Creative Arts</b>	<p>Students make pictures and other artworks using the media and materials given, representing both real and imagined situations. They appreciate that artists create artworks and they begin to describe some features of artworks.</p>

## Stage 1

<b>English</b>	<p>By the end of Stage 1 students communicate with a wide range of audiences on familiar and introduced topics to achieve a variety of purposes. They interact effectively, adopting new communication skills and select vocabulary to enhance meaning in order to give confident presentations. Students attend to instructions, share ideas and engage effectively in group and class discussions. They recognise that spoken language has a range of purposes and audiences and use this knowledge when attempting to communicate effectively with others. They investigate the different types and organisational patterns of common spoken texts and recognise features within them. Students create imaginative, informative and persuasive spoken texts drawing on their own experiences, their imagination, and ideas they have learned.</p> <p>Students read and view imaginative, informative and persuasive texts. They use an increasing variety of skills and strategies, including knowledge of text structure, context, grammar, punctuation, word usage and phonics, to make connections between texts and between their own experiences and information in texts. Students read with developing fluency and intonation short texts with some unfamiliar vocabulary, simple sentences and images. Students read, interpret and discuss texts from a variety of cultures, including visual and multimodal texts, using a range of skills and strategies. They locate literal information in written texts and refer to features of language and images to make inferences about characters' actions and motivations. Students explore and identify ways in which texts differ according to purpose, audience and subject.</p>
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	<p>Students create imaginative, informative and persuasive texts on familiar topics for known readers by planning, proofreading and editing their own writing. They write using basic grammatical features and conventions of punctuation, showing an awareness of different purposes, audiences and subject matter. Students use knowledge of letter–sound correspondence, sight words and regular spelling patterns to accurately spell known words and an increasing number of irregularly spelt words. They write consistently and clearly using NSW Foundation Style as appropriate and use digital technologies to produce texts, recognising simple conventions, language and functions. Students reflect on and assess their own and others' learning.</p>	<ul style="list-style-type: none"> <li>• represent and describe the positions of objects and interpret simple maps</li> <li>• collect, organise, display and interpret data using lists, tables and picture graphs</li> <li>• recognise and describe the element of chance in everyday events.</li> </ul>
<b>Mathematics</b>	<p>By the end of Stage 1, students ask questions and use known facts, objects, diagrams and technology to explore mathematical problems and develop mathematical fluency. They link mathematical ideas and use appropriate language and diagrams to explain strategies used.</p> <p>Students learn to:</p> <ul style="list-style-type: none"> <li>• count, order, read and write two- and three-digit numbers and use a range of strategies and recording methods</li> <li>• use mental strategies and concrete materials to add, subtract, multiply and divide, and solve problems</li> <li>• model and describe objects and collections divided into halves, quarters and eighths</li> <li>• associate collections of Australian coins with their value</li> <li>• use place value to partition numbers</li> <li>• describe and continue a variety of number patterns and build number relationships</li> <li>• relate addition and subtraction facts for sums to at least 20</li> <li>• estimate, measure, compare and record using informal units for length, area, volume, capacity and mass</li> <li>• recognise the need for formal units of length and use the metre and centimetre to measure length and distance</li> <li>• use a calendar to identify the date and name and order the months and the seasons of the year</li> <li>• use informal units to compare and order the duration of events and tell the time on the half- and quarter-hour</li> <li>• identify, describe, sort and model particular three-dimensional objects and two-dimensional shapes</li> </ul>	<p><b>Science &amp; Technology</b></p> <p>Unit: Living World (continuation from Term 1)</p> <p>Stage 1 of the Living World strand focuses on the features of living things, their environment and how they change and reproduce. Students investigate how plants and animals are used to satisfy our needs for food and fibre. Stage 1 of this strand develops students' understanding of how living things and their environment play a central role in the support for and survival of humans.</p> <p>Digital Technologies</p> <p>Stage 1 of the Digital Technologies strand focuses on digital systems and their components.</p>
		<p><b>HSIE</b></p> <p>History: Present &amp; Past Family Life (continuation from Term 1)</p> <p>Students learn about similarities and differences in family life by comparing the present with the past. They explore the links, and the changes that occur, over time and are introduced to the use of historical sources. Students communicate stories of their own family heritage and that of others and demonstrate developing skills of historical inquiry and communication.</p>
		<p><b>PDHPE</b></p> <p>Term 1: Friendly Schools Plus [Diversity, Positive Mindset, Feelings, Frustration &amp; Anger]</p> <p>Term 2: Child Protection [Practical Self-Protection Strategies]</p> <p>Term 3: Peer Support</p> <p>Term 4: Safety</p> <p>By the end of Stage 1, students describe changes that occur as they grow older, and recognise characteristics of personal identity and how these are influenced by strengths and achievements. They recognise and demonstrate positive ways to interact with others and identify how emotional responses have an impact on others' feelings. Students explore different types of relationships and describe the qualities needed to develop and maintain respectful relationships. They understand contextual factors that influence health decisions and describe how to keep themselves and others healthy, safe and active. Students recognise environments which promote health, safety and physical activity and practise a range of protective strategies for</p>



	<p>responding to various situations. They follow instructions to keep themselves safe and are able to ask for help with tasks or problems.</p> <p>Students identify areas where they can be active and participate in a range of opportunities that promote physical activity. They demonstrate movement skills in a variety of sequences and situations and propose alternatives to solve movement challenges. Students perform fundamental movement skills and apply movement concepts to perform simple sequences that incorporate the elements of space, time, objects, effort and people with developing competence. They demonstrate cooperation, fair play and positive ways to interact and include others.</p>
<b>Creative Arts</b>	<p>Students make artworks representing both real and imagined situations exploring a range of techniques and media. They discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences. Students sing, play and move to music, demonstrating an awareness of their own capability in using voice and other sound sources. They organise sounds into simple structures and begin representing creative ideas symbolically. Students listen to, and identify, simple features of music and make judgements about musical effectiveness and preference.</p> <p>Students perform dances with some understanding of body movement and expression, exploring a range of movements to make choices in order to convey ideas, feelings and moods. They describe the ideas, feelings and moods conveyed by dances</p>

## Stage 2

<b>English</b>	<p>Unit: The art of persuasion. A close look at persuasive texts in both reading and writing.</p> <p>Unit: Imagine that! Exploring the creative writing process.</p>
<b>Mathematics</b>	<p>By the end of Stage 2, students ask questions and use efficient mental and written strategies with increasing fluency to solve problems. They use technology to investigate mathematical concepts and check their solutions. Students use appropriate terminology to describe and link mathematical ideas, check statements for accuracy and explain their reasoning.</p> <p>Students learn to:</p> <ul style="list-style-type: none"> <li>count, order, read and record numbers of up to five digits</li> </ul>

	<ul style="list-style-type: none"> <li>use informal and formal mental and written strategies to solve addition and subtraction problems</li> <li>use mental strategies to recall multiplication facts up to <math>10 \times 10</math> and related division facts</li> <li>use informal written strategies for multiplication and division of two-digit numbers by one-digit numbers</li> <li>represent, model and compare commonly used fractions, and model, compare and represent decimals of up to two decimal places</li> <li>perform simple calculations with money and solve simple purchasing problems</li> <li>record, describe and complete number patterns and determine missing numbers in number sentences</li> <li>recognise the properties of odd and even numbers</li> <li>estimate, measure, compare, convert and record length, area, volume, capacity and mass using formal units</li> <li>read and record time in hours and minutes, convert between units of time, and solve simple problems involving the duration of time</li> <li>name, describe and sketch particular three-dimensional objects and two-dimensional shapes</li> <li>combine and split two-dimensional shapes to create other shapes</li> <li>compare angles using informal means and classify angles according to their size</li> <li>use a grid-reference system to describe position, and compass points to give and follow directions</li> <li>make simple calculations using scales on maps and plans</li> <li>collect and organise data, and create and interpret tables and picture and column graphs</li> <li>list all possible outcomes of everyday events, and describe and compare chance events in social and experimental contexts.</li> </ul>
<b>Science &amp; Technology</b>	<p>Unit: Living World (continuation from Term 1)</p> <p>Stage 2 of the Living World strand focuses on the classification, life cycles and survival of living things. Students consider the agricultural processes used to grow plants and raise animals. Students design and produce a product or system to support the growth of a plant and/or animal.</p> <p>Digital Technologies</p>

	Stage 2 of the Digital Technologies strand focuses on digital systems and how they transmit data. Students explore different types of data, have the opportunity to learn how to interpret patterns and develop skills in visual programming. Stage 2 of this strand further develops students' knowledge and understanding of computational thinking and abstraction.
<b>HSIE</b>	<p>Unit: First Contact (continuation from Term 1)</p> <p>This topic introduces world history and the movements of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.</p>
<b>PDHPE</b>	<p>Health, Wellbeing &amp; Relationships</p> <p>Students are provided with opportunities to apply knowledge, understanding and skills to take action to enhance their own and others' health, safety, wellbeing and participation in physical activity. They explore a range of social situations to develop understanding of health, safety, wellbeing and physical activity concepts. Students explore the benefits and importance of regular physical activity in maintaining health and fitness. They are provided with opportunities to design strategies that promote their own and others' health and safety and help to increase levels of physical activity at home and at school.</p> <p>Movement Skill &amp; Performance</p> <p>Students are provided with opportunities to explore challenging movement activities from a variety of contexts such as rhythmic and expressive movement; individual/group/team physical activities; initiative/challenge physical activities; aquatics; and lifelong physical activities.</p> <p>Students build on previous learning in movement to develop greater proficiency across the range of movement skills. They combine movements to create more complicated movement sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. Students are provided with opportunities to develop self-management and interpersonal skills, including leadership, communication, collaboration, problem-solving, persistence and decision-making through movement and physical activity.</p>

<b>Creative Arts</b>	<p>Students make artworks that represent a variety of subject matter and make choices about the forms and techniques used to best represent the qualities of the subject matter. They discuss reasons why artists make particular artworks and why different interpretations are possible, recognising similarities and differences in how subject matter is represented.</p> <p>Students use movement and voice to build the action and roles of a drama in a variety of situations. They devise and sequence drama to create meaning. Students experience and interpret a range of drama forms and elements by making, performing and appreciating drama.</p>
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### Stage 3

<b>English</b>	<p>Novel study - Boy Overboard (integrated with History)</p> <p>Visual Literacy - My Place (integrated with History)</p> <p>Writing - Narrative</p>
<b>Mathematics</b>	<p>By the end of Stage 3, students ask questions and undertake investigations, selecting appropriate technological applications and problem-solving strategies to demonstrate fluency in mathematical techniques. They use mathematical terminology and some conventions, and they give valid reasons when comparing and selecting from possible solutions, making connections with existing knowledge and understanding.</p> <p>Students learn to:</p> <ul style="list-style-type: none"> <li>• select and apply appropriate mental, written or calculator strategies for the four operations and check the reasonableness of answers using estimation</li> <li>• solve word problems and apply the order of operations to number sentences where required</li> <li>• identify factors and multiples and recognise the properties of prime, composite, square and triangular numbers</li> <li>• connect fractions, decimals and percentages as different representations of the same value</li> <li>• compare, order and perform calculations with simple fractions, decimals and percentages and apply the four operations to money in real-life situations</li> <li>• record, describe and continue geometric and number patterns, and they find missing numbers in number sentences</li> </ul>

	<ul style="list-style-type: none"> <li>locate an ordered pair in any one of the four quadrants on the Cartesian plane</li> <li>select and use the appropriate unit to estimate, measure and calculate length, area, volume, capacity and mass</li> <li>make connections between capacity and volume, and solve problems involving length and area</li> <li>use 24-hour time in real-life situations, construct and interpret timelines and use timetables</li> <li>convert between units of length, units of capacity and units of mass</li> <li>construct and classify three-dimensional objects and two-dimensional shapes, and compare and describe their features, including line and rotational symmetries</li> <li>measure and construct angles, and find unknown angles in diagrams using known angle results</li> <li>use a grid-reference system to locate landmarks and describe routes using landmarks and directional language</li> <li>use appropriate data collection methods to interpret and analyse sets of data and construct a range of data displays</li> <li>assign probabilities as fractions, decimals or percentages in simple chance experiments.</li> </ul>		<p>Australia as a Nation moves from colonial Australia to the development of Australia as a nation, particularly after 1901. Students explore the factors leading to Federation and experiences of democracy and citizenship. Students understand the significance of Australia's British heritage, the Westminster system &amp; other models that influence the development of Australia's system of government. Students learn about migrants to Australia and their contributions to Australia's economic and social development.</p>
		<b>PDHPE</b>	<p><b>Health, Wellbeing &amp; Relationships</b></p> <p>Students examine factors that influence identity and behaviour. They investigate strategies to manage the changes associated with puberty and seek help. Students practise skills to establish and maintain caring and respectful relationships. They discuss protective and inclusive actions to support their own and others' health, safety and wellbeing. Students explore the influence of emotional responses on relationships.</p> <p><b>Movement Skill &amp; Performance</b></p> <p>Students are provided with opportunities to explore challenging movement activities from a variety of contexts such as rhythmic and expressive movement; individual/group/team physical activities; initiative/challenge physical activities; aquatics; and lifelong physical activities.</p> <p>Students manipulate and modify a wide range of movement skills into a variety of movement sequences and situations. They apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in physical activity. Students develop their understanding of movement as they learn to monitor how their body responds to different types of physical activity. They continue to apply rules fairly and behave ethically when participating in different physical activities. Students develop skills to effectively communicate and problem-solve in teams or groups in movement settings.</p>
<b>Science &amp; Technology</b>	<p>Unit: Living World (continuation from Term 1)</p> <p>Stage 3 of the Living World strand focuses on the growth and survival of living things and how their adaptations over time suit their environment. Students investigate how and why food and fibre are produced in sustainable, managed environments that enable people to grow and be healthy. This strand further develops students' knowledge and understanding of the environmental and biological sciences.</p> <p>Digital Technologies</p> <p>Stage 3 of the Digital Technologies strand focuses on understanding the role individual components of digital systems play in processing and representing data. Students design, modify and follow algorithms involving branching and iteration. Stage 3 of this strand further develops students' knowledge and understanding of project management, abstraction and the relationship between models and the real-world systems they represent.</p>		
<b>HSIE</b>	Unit: Australia as a Nation (continuation from Term 1)		
		<b>Creative Arts</b>	<p>Students make artworks that represent a variety of subject matter and make choices about the forms and techniques used to best represent the qualities of the subject matter. They discuss reasons why artists make particular artworks and why different interpretations are possible, recognising similarities and differences in how subject matter is represented.</p>

Students use movement, voice and the elements of drama to sustain dramatic roles in a range of contexts. They devise and perform a range of drama forms for audiences. Students interpret a range of drama experiences by making, performing and appreciating drama

## Library/Sport days

Monday	Library	KB KG KH KK 4/5P 4J
	PE	
Tuesday	Library	2/3R 2J 2S 2K 3SZ
	PE	6W 6P 6C 5V 5RS 5J 4/5P 4K 4J 1A 1SC 1I 1WM KK KG KH KB
Wednesday	Library	5J
	PE	3/4R 3F 3SZ 2/3R 2K 2J 2S
Thursday	Library	1SC 1A 1I 1WM 5RS
	PE	
Friday	Library	3F 3/4R
	PE	All classes (PSSA or gymnastics with Sport In Schools)

\* 4K Library day TBA

## NAPLAN Schedule

Monday 13 May	Tuesday 14 May	Wednesday 15 May	Thursday 16 May	Friday 17 May
	Year 5 writing	Year 3 writing	Year 5 reading	Year 3 reading
Monday 20 May	Tuesday 21 May	Wednesday 22 May	Thursday 23 May	Friday 24 May
Year 5 language conventions	Year 3 language conventions	Year 5 numeracy	Year 3 numeracy	

**Mrs Adams**  
**Relieving Deputy Principal**

## Dance Off! Camp

Last week seven of our talented Year 6 Dance Group students were given the opportunity to attend the annual Dance Off Camp. All girls participated in a range of dance workshops led by some of the dance industries leading professionals. They developed their skills in jazz, musical theatre, hip hop, lyrical and selected to focus on the styles of tap, ballet, drama and

glee. All the girls had an amazing time and we are so proud of all their efforts throughout the camp, particularly their spectacular dance that they choreographed together as a team. A big congratulations to Maya for being awarded the camps choreography award and Kya for receiving the prestigious Dance Off etiquette award for excellence in all areas. Lastly a big thank you to all our girls who represented Beaumont Hills PS so proudly. Your outstanding behaviour, manners and efforts are the reason why BHPS students are invited to attend each year.

**Miss James**  
**CAPA Coordinator**



*Erin, Shayla, Kya, Maya, Jasmine, Tiana, Imogen and Miss James at the Dance off! Camp performance*

## Woolies Earn and Learn

Woolies Earn and Learn Rewards starts 1 May to 25 June. Please collect Earn and Learn stickers when you purchase from Woolies May and June.

Stickers charts have been sent home for you to use. In the front office there are collection boxes and also more sticker charts if you need them. You can also deposit your stickers at our local Woolies - just check it goes into the box marked Beaumont Hills Public.

A single Sticker will be given to a customer with every \$10 spent in a single transaction at Woolworths Supermarkets, Woolworths Metro and Woolworths Online.

Collecting these Earn and Learn stickers help our school receive equipment for science and technology, maths, and arts.

Happy Collecting!

## PSSA

Winter PSSA Draw-Friday 10 May. Buses depart at 12:30pm. Games usually start by 1:00pm.

Winter PSSA- Friday 10 May (Round 2)	Venue: (Buses depart school approx. 12:30pm)
Netball	Kellyville Courts, Wellgate Ave, Kellyville
AFL	Kellyville Park, Memorial Ave, Kellyville



Rugby	Wrights Road Reserve, Kellyville
Soccer (boys & girls)	Dural Park, Quarry Rd Dural
Newcombe Ball	Oakhill Drive PS, Oakhill Dr Castle Hill

## Hillsbus Service Changes

As the new Sydney Metro Norwest will open on 26 May, 2019, there will be some changes to Hillsbus public routes.

- Route M60 will be renumbered to 600. The services remain unchanged.
- Route M61 will be renumbered to 610X. The services remain unchanged.
- Route 604 will operate through Hills Showground Station.
- New Route 617 operates between Adelphi St, Rouse Hill, Beaumont Hills and Kellyville Station.
- Route 619 will operate through Hills Showground Station.
- Route 626 will not operate to James Henty Dr and Jenner Rd, and it will be extended to Kellyville Station via Cherrybrook Station and Castle Hill.
- Route 633 will operate via Victoria Rd and Castle Hill Rd to Cherrybrook Station and Castle Hill Station. It will no longer operate via Thompsons Corner or Coonara Ave and Highs Rd.
- Route 635 will operate via Coonara Ave to Cherrybrook Station and Anglican Retirement Village to Castle Hill. It will no longer operate via Ellerslie Dr.
- Route 714 will commence and terminate at Norwest Station.
- Route T60 will operate through Norwest Station via Barina Downs Rd and Reston Grange.

For more details about the coming changes, please visit the link below.

<http://www.transportnsw.info/>

There is no impact on your school's student travel advice sheet. Students can travel on the Metro with their existing SSTS Opal cards.

## Coming Events

Date	Event
10 MAY	Winter PSSA Round 2 Mother's Day afternoon tea (3:30-5:30pm)
13 MAY	HPAF Combined Choir Rehearsal P&C Meeting in staffroom at 7pm Senior Boys Soccer at Gala Day
14 MAY-24 MAY	Naplan
14 MAY	School Tour at 9:30am
15 MAY-5 JUN	AFL after school sessions on oval (3:10-4:10pm)
17 MAY	Winter PSSA Round 3
18 MAY	Election BBQ
20 MAY	Castle Hill Zone Cross Country
24 MAY	Winter PSSA Round 4
28 MAY	Kellyville HS Year 5 Transition Day Sydney West Netball Knockout Competition
31 MAY	Winter PSSA Round 5
3 JUN	Bronze cut off
7 JUN	Winter PSSA Round 6

## Canteen News

### ARRANGEMENTS FOR FRIDAY LUNCH ORDERS FOR WINTER PSSA STUDENTS

If your child is participating in Winter PSSA sport for 2019, and is ordering lunch on Friday please add **PSSA** to your students name on your Flexischools account. To do this all you need to do is **edit** your child's name to include **PSSA** at the end of their surname.

This will assist the canteen staff to ensure that the PSSA student's lunches are ready for an early lunch at 12pm on Friday during Winter PSSA in Term 2 and 3.

Thank you for your assistance.

***Kindest Regards***  
***Melissa Khatziagelis***  
***Canteen Manager***  
***Nourish Canteen***

Volunteers: If you have some spare time and would like to come for for a few hours one day a month you are most welcome. Please see the staff in the canteen for any enquiries

Canteen Roster

	Week 3	Week 4
Monday	13/5 Diane Mayer	20/5 Lisa Dawes
Tuesday	14/5 Kim McDonald	21/5
Wednesday	15/5	22/5 Becky H
Thursday	16/5	23/5 Emma & Bec
Friday	17/5 Lerren	24/5 Marnie

Sponsors and Community Advertisements

**Saturday, June 8th. Dinner 5:30PM Dance Starts 7PM**

**COLLINS CREEK PS**

General Bush Dance Admission

Children - \$5  
Adult - \$10  
Family - \$25

*100 years*

**BUSH DANCE**

Live performance by **THRILLBILLY STOMP**

Catered event by **GATEWAY**

*dine AND dance*

\$20 Per Person (Includes: Dinner & Bush Dance Admission)  
\$70 Family x 4 (Includes Dinner & Bush Dance Admission)  
(Dietary requirements available, upon request)




Collins Creek PS  
1573 Collins Creek Rd, Collins Creek  
RSVP Wednesday 15th May  
**(02)66331278**

Tickets available at Gateway Office Supplies or Collins creek Public School



**COLLINS CREEK PUBLIC SCHOOL**  
**100 YEAR CELEBRATION**  
8th JUNE 2019

10am - 2pm Collins Creek Public School  
5:30pm Bush Dance & Dinner Collins Creek Community Hall



On the 8th June 2019, Collins Creek Public School will be holding our 100 Year Celebrations.

During the day we will be remembering our past, showcasing our present and looking forward to the future of our small rural community supported school.

We would love you to join us in these celebrations. Please share these details with your family and friends. We would love to meet as many community members as possible, who are connected to our school. Please come and share your stories.

If you would like to be part of our organising committee, or volunteer your help on the day, it would be greatly appreciated.

We would also like to hear your stories, see your photos and videos, know "what you have been up to" and create a timeline of memories to present on the day. If you can not make the day, please share your memories so you can still be a part of the history of this 100 years of celebration.

Thank you and we hope to see you on the 8th of June 2019 !!!

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Phone : 02 6633 1278  
Email : collsck-p.school@det.nsw.edu.au