

endeavour + excellence

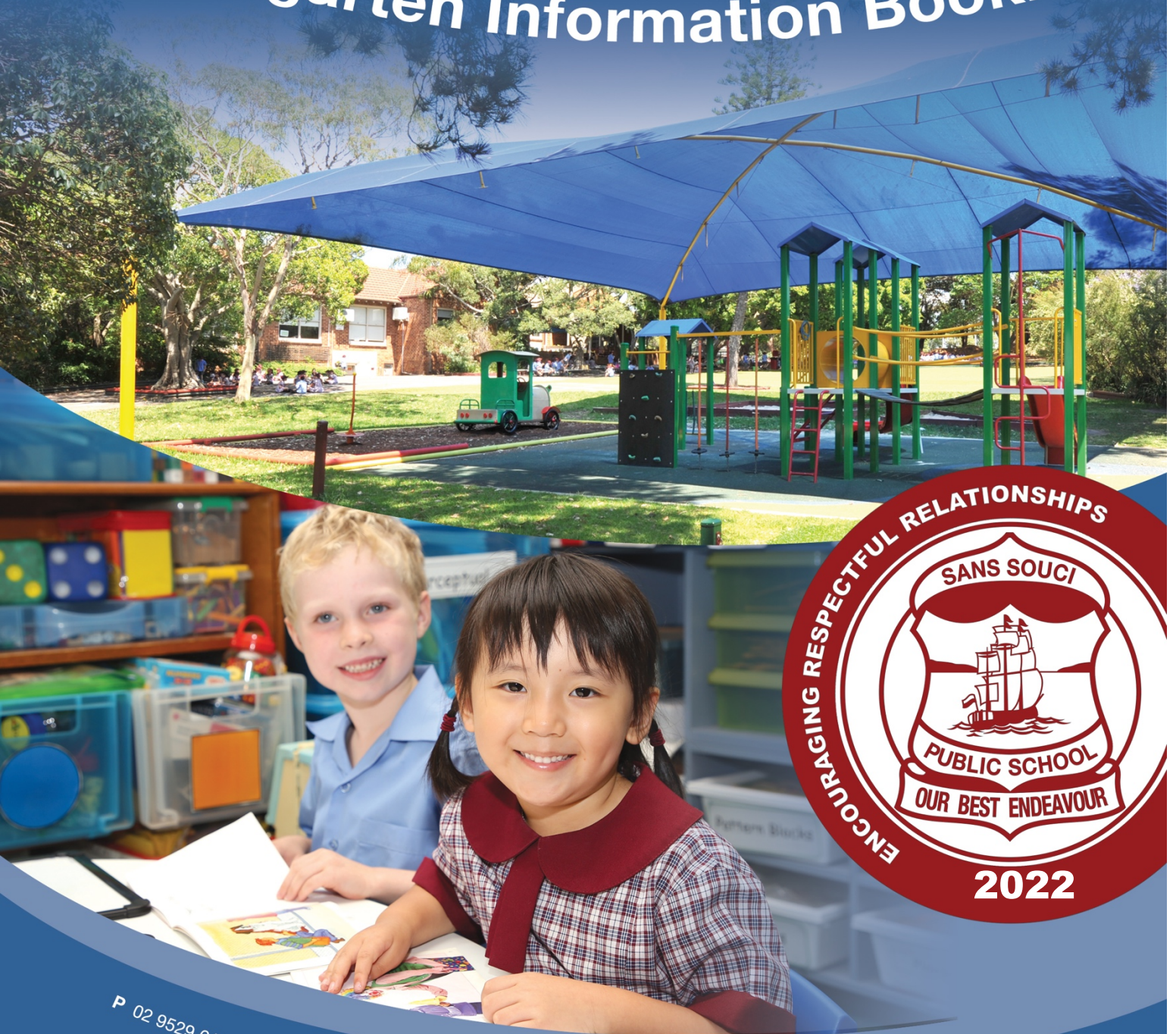
community + opportunity

# Sans Souci Public School

[sanssouci-p.school@det.nsw.edu.au](mailto:sanssouci-p.school@det.nsw.edu.au)

[www.sanssouci-p.schools.nsw.edu.au](http://www.sanssouci-p.schools.nsw.edu.au)

## Kindergarten Information Booklet



P 02 9529 6123 F 02 9583 1252 | Rocky Point Road Sans Souci NSW 2219





## Information Supporting Your Child's Transition to Kindergarten

*This information booklet complements the Sans Souci Public School Information booklet and is specifically for students starting in Kindergarten in 2022. Sans Souci Public School trusts you will find the following timeline of events and procedures helpful.*

### Early December 2021

Later this year you will receive notification in the post about your child's Best Start Assessment Interview date and arrangements.

### Best Start Assessment Interview Early February 2022

At the Best Start Assessment Interview please bring your child to the registration desk **under the K-2 Covered Outdoor Learning Area (COLA)**. This assessment will take **approximately 40 minutes** (your child might like to practise wearing his/her school uniform and shoes for the assessment). This is also a good opportunity to take photos without the crowd!). If your child is unable to make the assessment due to illness or other reason **please call the office to make an alternative appointment – phone: 9529 6123**.

### Health Plans

If your child requires a health plan for asthma, anaphylaxis, diabetes or any other medical condition, **please ensure the school has received all appropriate documentation and medication prior to official starting date**. As per departmental requirements, failure to produce this information will delay your child's enrolment start at school.

### Kindergarten First Day

The first official school day for Kindergarten will be **Monday 7 February at 9:30am**: meeting in the school hall and pick-up time will be **3:00pm** from under the K-2 COLA.

### Morning Procedures for Kindergarten First Two Weeks

Each day please ensure your child is wearing his/her name card.

- Area under K-2 COLA is out of bounds until the Kindergarten bell rings at 9:30am. Students are required to play in supervised asphalt area near covered walkways in front of canteen.
- When the 9:30am Kindergarten bell sounds walk your child to their allocated class lines under the K-2 COLA. To allow your child to settle please then stand behind coloured dots until all classes enter the building.
- **N.B. After the second week (Monday 21 February) Kindergarten students will start school at 9:15am in line with the rest of the students. Parents will then be required to farewell their child at the 'Kiss and Drop' zone (refer to school map).**

## Afternoon Procedures

- At home time students are required to sit on their designated class lines for the 'handover' to parents. To ensure student safety please assist the teachers by waiting behind the coloured markers near your child's class.
- **Kindergarten will finish at 3:00pm for the first six weeks and then at 3:15pm from Monday 21 March 2022.**
- If your child runs to you, please redirect them to their class line until their teacher officially dismisses them into your care.
- If there is a change to your child's 'pick-up' arrangements, please inform the school and make your designated relative or carer aware of our school procedures.

## Term One 2022

- **Weekly Sports Day:** Commences **Thursday 24 February** (students are to wear their sports uniform on Thursdays).
- **Canteen Orders and Spending Money:** For the first three weeks the school requests that Kindergarten students bring their own lunch and fruit break until other routines are established. (Watch school newsletter for Kindergarten canteen availability)
- **'Buddy Program' for Kindergarten students during play times:** This program involving Years 5 and 6 buddies helps Kindergarten students facilitate new friendships with their peers.
- **Jackets and Raincoats:** Due to the chance of very changeable weather please ensure your child has appropriate clothing in his/her bag (no umbrellas).
- **Insect Repellent and Sunscreen:** It may be advisable to apply these on your child before coming to school. (students are not to bring insect repellent to school)
- **Library in the first term:** Students participate in the Library Program in Term One and will commence book borrowing in Term Two.





## Term One - Special Events

- **Class Visit:** in Week 2 the class teacher will assign your child a time after school to show you around their classroom.
- **Parent/Carer Information Session:** will take place **Monday afternoon 21 February at 5:00pm** in your child's classroom. It is important for you to attend to meet your child's class teacher and find out about relevant class programs. Home reading will commence the week after this information session; once the teacher has informed you of the class procedures and your role in the home reading program.
- **Home Reading** will commence later in Term One (date to be advised).

## Lunch Procedures

Prior to lunch, classes are taken for toileting and handwashing.

### Routine:

- i. students will sit together as a class to eat their lunch on designated class platform
- ii. there is a mandatory 10 minute eating time before students are allowed to play
- iii. students show their lunch box to Kindergarten duty teachers before going off to play
- iv. students to eat a minimum of half a sandwich (any concerns about your child's lunch please contact class teacher)

## Fruit Break Procedures

- Same procedures as lunch.
- We encourage you to pack a piece of fruit for quick eating as it is important children play at this time.



## Wearing of School Hat

For all outside activities students are expected to wear their school hat. Children with no hat will be asked to play in a designated shaded area.

## Expectations

Children come to school with a range of abilities and as educators it is our responsibility to assist each and every child to reach their potential. However, for your child's self-esteem and wellbeing it is important that he/she can already:

- toilet themselves
- communicate their needs to others
- follow class and school rules
- co-operate with peers
- follow simple directions

## Academic/Fine Motor Skills

Each student's start to Kindergarten will be enhanced by working towards achieving the following skills:

- writing their name using lower case except for initial letter (see correct letter formation in booklet)
- holding a pencil correctly (correct pencil grip; see information in back of booklet)
- attempting to colour inside lines
- using scissors
- counting to 10
- recognising colours
- listening to short stories
- answering simple questions

## Other Important Information

- Due to Work, Health and Safety regulations, **at no time are parents/visitors permitted to enter school buildings without first signing in at school office.**
- For any concerns regarding your child's progress please contact school office to arrange an appointment time with the class teacher or Ms Lennon, the Early Stage One Assistant Principal.
- Ensure early nights to bed for your child and offer lots of praise for good work in getting ready for school each day.
- It is imperative that if you change your contact details (or emergency contact phone numbers) while your child attends our school that you update this information immediately with the school office.

## Kindergarten Resource Pack

- All stationery resources e.g. pencils, erasers, books for your child in Kindergarten have been costed into your child's resource pack that you will be required to purchase from the school at the beginning of the year. This will cost approximately \$180.00.





## **‘Independence Builds Self-Confidence’**

### **Strategies**

Give your child age-related responsibilities such as:

- carrying their own bag
- walking independently to class lines
- making sure they have packed their hat, lunch box and home reader
- being able to put on and take off school jumper/jacket
- doing small messages
- independently dressing themselves.

A sense of accomplishment and achievement often promotes a positive attitude about themselves and their approach to school.



# Best Start Kindergarten Assessment

## A parent and carer's guide to the assessment

Best Start Kindergarten Assessment is a state-wide assessment that helps teachers identify the literacy and numeracy skills of each student at the beginning of Kindergarten.



Children start school with a range of early literacy and numeracy knowledge, skills and understandings. Many students are already engaging with the world around them to express their ideas. Many students start school knowing a range of things about numbers, patterns and basic mathematical ideas.

The Best Start Kindergarten Assessment is a state-wide assessment that helps teachers identify the literacy and numeracy skills of each student at the beginning of Kindergarten. The assessment provides teachers with information on how to best support each student's needs at school. It consists of both a literacy and numeracy component.

The Best Start Kindergarten Assessment supports teachers to develop teaching and learning programs that build upon what students know and can do. Teachers sit with the child one on one focussing on what they can do. The assessment does not require any preparation.

Teachers will provide parents and carers with information about the skills their child demonstrated during the assessment. All children learn at different rates and parents do not need to be concerned if their child can't answer all of the questions.

Parents and carers will receive information about Best Start when enrolling in their local public school.

### Literacy assessment

The literacy tasks are designed to identify whether students can recognise familiar words, recall details about a picture book that has been read to them, write their name, understand how books work and recognise sounds and letters.

During the literacy assessment the teacher will ask questions like:

- 'listen to these words: map, tap. Can you think of another word that rhymes?'
- read a story book to the child and ask: 'Can you tell me about the story that I just read to you?'

These questions will assist the teachers in determining if a student can recognise familiar print and recall information from a picture book. These are important literacy skills that children will develop over their first year at school.

### Numeracy assessment

The numeracy tasks are related to early number concepts and are designed to identify how well a student can count; which numbers they can recognise; whether they can count a number of objects, add or subtract small numbers; and recognise repeating patterns.

During the numeracy assessment the teacher will ask questions like:

- 'start counting from one and I'll tell you when to stop'
- 'can you tell me what number this is?' 5

These questions will assist the teachers in determining if the student can recognise numbers and count from one onwards. Throughout Kindergarten students will learn to recognise numbers 1-100 and count to 30.

**For more information about the Best Start Kindergarten Assessment contact your child's school.**



# Compulsory School Attendance

## Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

### What are my legal responsibilities? What if my child has to be away from school?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The *Education Act 1990* requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the Board of Studies, Teaching and Educational Standards for homeschooling.

Once enrolled, children are required to attend school each day it is open for students.

### The importance of arriving on time

Arriving at school and class on time

- ensures that students do not miss out on important learning activities scheduled early in the day
- helps students learn the importance of punctuality and routine
- gives students time to greet their friends before class
- reduces classroom disruption.

Lateness is recorded as a partial absence and must be explained by parents.

On occasion, your child may need to be absent from school. Justified reasons for student absences may include

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance e.g. attending a funeral.

Following an absence from school you must ensure that within **7** days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within **2** days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

### Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An *Application for Extended Leave* may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.





**If a student misses as little as 8 days in a school term, by the end of primary school they'll have missed over a year of school.**

### **My child won't go to school. What should I do?**

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

### **What might happen if my child continues to have unacceptable absences?**

It is important to understand that the Department of Education and may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court  
- Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department may apply to the Children's Court for a *Compulsory Schooling Order*.

The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

### **What age can my child leave school?**

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

### **Working in Partnership**

The Department of Education recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

Further information regarding school attendance can be obtained from the following websites

#### **Policy, information and brochures**

<http://www.schools.nsw.edu.au/studentsupport/programs/attendance.php>

#### **The school leaving age**

<http://www.schools.nsw.edu.au/leavingschool/index.php>

#### **For further advice contact**

Educational services

T 131 536

Learning and Engagement

Student Engagement and  
Interagency Partnerships

T 9244 5356

[www.dec.nsw.gov.au](http://www.dec.nsw.gov.au)

#### **Do you need an interpreter?**

If you need help with English and would like further information please call the Telephone Interpreter Service on **131 450** and ask for an interpreter in your language. The operator will get an interpreter on the line to assist you with your conversation. You will not be charged for this service.

©May 2015

NSW Department of Education





# Parents Guide to the NSW Primary Syllabuses

(incorporating the Australian curriculum)



Helping parents to  
understand their child's  
progress through  
primary school





## Introduction

As a parent of a primary school student, you will want to know what your child is learning so you can support them at home. You and your child's teachers will be the most important influences on your son's or daughter's education.

This guide is provided to help you follow your child's early learning and to assist you when talking to teachers about day-to-day classroom activities and your child's progress.

## What will my child learn at school?

New South Wales joined with the Australian Government and all other states and territories to develop an Australian curriculum. The Board of Studies, Teaching and Educational Standards NSW (BOSTES) developed new K–10 syllabuses for English, Mathematics, Science (incorporating Science and Technology K–6), History and Geography that incorporate agreed Australian curriculum content.

In K–6, the syllabuses are designed to be taught within BOSTES recommended percentages of time for each key learning area in a typical school week.

The implementation schedule for the new syllabuses is:

Kindergarten – Year 6	
2014	<ul style="list-style-type: none"><li>■ English – start teaching</li><li>■ Mathematics – optional to start teaching</li><li>■ Science and Technology – optional to start teaching</li></ul>
2015	<ul style="list-style-type: none"><li>■ Mathematics – start teaching</li><li>■ Science and Technology – start teaching</li><li>■ History – optional to start teaching</li></ul>
2016	<ul style="list-style-type: none"><li>■ History – start teaching</li><li>■ Geography – optional to start teaching</li></ul>
2017	<ul style="list-style-type: none"><li>■ Geography – start teaching</li></ul>

BOSTES sets the learning requirements for each Stage of primary school. The four Stages are:

Kindergarten	Years 1 and 2	Years 3 and 4	Years 5 and 6
<b>EARLY STAGE 1</b>	<b>STAGE 1</b>	<b>STAGE 2</b>	<b>STAGE 3</b>

The BOSTES syllabuses state what must be taught in these six key learning areas:

- English
- Mathematics
- Science and Technology
- Human Society and Its Environment (HSIE) (History and Geography)
- Creative Arts
- Personal Development, Health and Physical Education (PDHPE).

In this guide you will find some examples of the kinds of things your child may learn in each year of primary school. There are many ways for teachers to organise lessons effectively, and individual lessons may cover topics from more than one subject. Page 12 provides more information on integrated units.

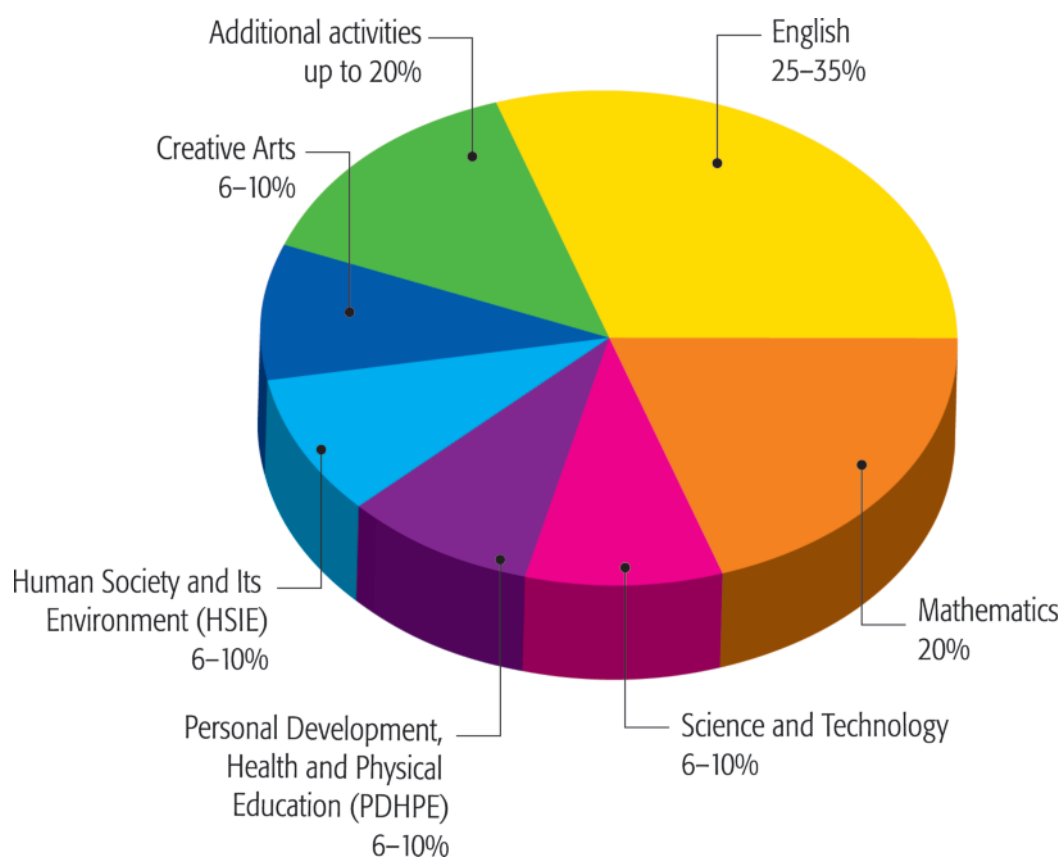


## How much time will be spent on each subject?

The BOSTES syllabus requirements can be taught in 80% of a typical 9 am to 3 pm five-day school week. The remaining 20% of the school week is left free for additional activities at the school's discretion. For example, many schools use this time for languages, additional school sport, concert rehearsals, religious education and special projects.

English and Mathematics make up about 50% of the school week – this is equivalent to at least 12 hours each week. The other subjects are spread across the remaining time (see pie chart below). The 6–10% of time noted below represents between 1.5 and 2.5 hours per week.

The use of digital technologies is included in every Stage of every subject.



**Having a range of percentages allows schools to be flexible in implementing the syllabus and to program more time for English in the earlier years.**

## If my child has special education needs, how will these be met?

The BOSTES syllabuses have been developed to be inclusive of the learning needs of all students.

Teachers may need to make adjustments to their teaching, learning and assessment activities in order for some students with special education needs to be able to participate fully in the curriculum. Decisions about adjustments are made through a collaborative planning process that involves the student, parent/carer, teacher and other professionals.

More information about the collaborative planning process and adjustments for students with special education needs can be found on the BOSTES website.

# English

In English, students learn to read, write, speak, view and represent language. They learn about the English language and literature through working with a wide range of spoken, visual, multimedia and digital texts. Students learn how language varies according to context, and how to communicate with a range of audiences for different purposes. They learn to read for information and pleasure. Students gain a sound grasp of language structures, punctuation, spelling and grammar and learn to think in ways that are imaginative, creative and critical.



## In Kindergarten

Students:

- communicate appropriately and effectively within the classroom using agreed conventions, eg staying on topic, asking for and offering assistance
- give short talks and express ideas, eg tell news, describe a favourite toy, describe a science experiment
- begin developing reading and comprehension skills, eg recognise simple sight words, recognise most sounds of the alphabet, use illustrations and picture clues to make predictions about stories when reading
- recognise rhymes, syllables and sounds (phonemes) in spoken words
- spell some common words accurately in their own writing
- write simple sentences/stories for known audiences such as for self, class or parents, eg 'Yesterday I played soccer.'
- understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences
- develop basic skills of writing including correct pencil grip, good posture and handwriting movements to form some lower-case and upper-case letters, eg a, A, b, B.

## Some Year 1 examples

Students:

- engage in conversations and discussions using attentive listening behaviours, showing interest and contributing ideas, information and questions
- communicate simple information, eg give directions to the library, briefly retell a familiar story
- develop an increasing range of reading and comprehension skills on familiar topics, eg sound out unfamiliar words or break them down into syllables, respond to punctuation when reading aloud, express opinions about characters
- plan, write and review simple imaginative, informative and persuasive texts on a familiar topic
- spell common sight words, eg said, was, some, have.

## Some Year 2 examples

Students:

- listen attentively and share ideas, or give information in groups, class discussions or presentations to other classes and in assemblies, eg talk about familiar topics such as birthdays, sport, family, friends
- begin to read texts on less familiar topics
- make inferences, begin to summarise events and make predictions when reading stories to develop comprehension
- begin to organise ideas into paragraphs when writing and use basic grammatical features and punctuation conventions
- construct texts featuring print, visual and audio elements using software, including the use of digital technologies.



## Some Year 3 examples

Students:

- communicate for a range of purposes and audiences, eg conduct brief interviews to obtain information, give instructions for a visual arts project
- use a wider range of reading strategies to confirm predictions and locate information, eg skim read using headings and subheadings
- enrich writing through the use of adjectives, adverbs, phrases, conjunctions, pronouns, direct and indirect speech and action verbs using the correct tense for the story, eg present tense, past tense
- use a range of digital technologies to construct, edit and publish written text, and select, edit and place visual, print and audio elements
- understand how to use strategies for spelling words including spelling rules, knowledge of word families, spelling generalisations, and letter combinations including double letters.

## Some Year 4 examples

Students:

- employ various speaking skills to give confident presentations, eg gesture, facial expression, pause, emphasis, volume, humour, rhetorical questions, clarity
- read and engage with a wide variety of stories, poems and visual texts
- use comprehension strategies to build meaning to expand content knowledge, identify the writer's point of view, describe and compare different interpretations, and identify stereotypes
- produce more complex pieces of writing, eg a persuasive text to develop a position on a new school rule
- use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts
- respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts.

## Some Year 5 examples

Students:

- communicate effectively for an increasing range of purposes, eg to entertain, inform and influence audiences
- use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
- read, recognise and respond to themes and issues within texts and justify interpretations by referring to own knowledge and experience
- use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts
- use known word meanings and base words when spelling unknown words, eg sign ... signature
- think critically about aspects of texts such as ideas and events
- respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world
- read texts for specific purposes, applying appropriate text processing strategies, eg predicting and confirming, monitoring meaning, skimming and scanning.

## Some Year 6 examples

Students:

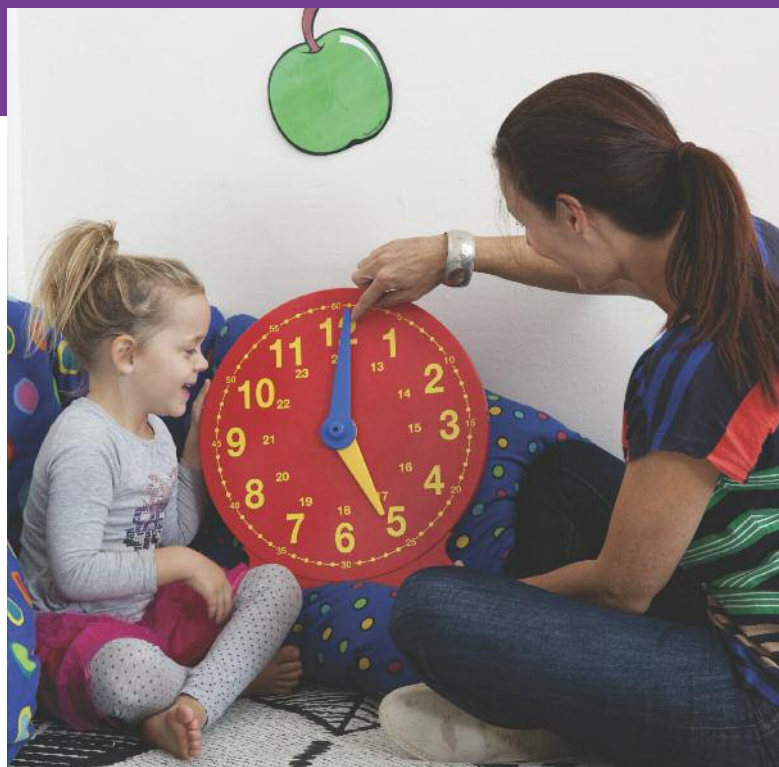
- use an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies, applying appropriate text strategies, eg predicting and confirming, monitoring meaning, skimming and scanning
- plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes
- plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to the purpose and the audience
- investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts and according to chronology or topic can be used to predict content and assist navigation
- think imaginatively when engaging with texts, using prediction, eg to imagine what happens to characters after the text.

There are many different ways for teachers to organise lessons effectively. Talk to your child's teacher about what they expect to cover in class and how you can help your child at home.



# Mathematics

Mathematics in K–6 focuses on developing students' mathematical understanding, fluency, communication, reasoning and problem-solving through their study of Number and Algebra, Measurement and Geometry, and Statistics and Probability. These capabilities enable students to respond to familiar and unfamiliar situations, using strategies to make decisions and solve problems relevant to their further education and everyday lives.



## In Kindergarten

EARLY  
STAGE 1

Students:

- count aloud to 30 and recognise numbers 0 to 20
- manipulate objects such as counters to help add and subtract numbers
- use the language of money in everyday situations, eg coins, notes, dollars
- count forwards by one to add and backwards by one to subtract
- name the days of the week
- tell the time to the hour, eg four o'clock
- identify and name simple shapes, eg circles, squares
- use position terms, eg between, behind, right, left
- recognise that halves are equal parts.

## Some Year 1 examples

STAGE 1

Students:

- tell the time to the half-hour
- state the place value of digits in two-digit numbers, eg 'in the number 32, the 3 represents 30 or 3 tens'
- begin to model multiplication using concrete objects, eg  $3 \times 2$  is the same as 3 groups of 2
- describe halves found in everyday life, eg half a glass of water
- use the terms 'add', 'plus', 'equals', 'is equal to', 'take away', 'minus' and 'the difference between'
- measure the lengths of a variety of everyday items
- recognise, describe and order Australian coins according to their value.

## Some Year 2 examples

Students:

- tell the time to the quarter-hour
- count, read and write numbers to 1000
- model division using concrete objects, eg  $6 \div 3$  is the same as sharing 6 objects into 3 equal groups
- compare and order the area of two or more surfaces
- use a calendar to calculate the number of months, weeks or days until an upcoming event
- understand and draw graphs and diagrams of data, eg use simple picture graphs and tables
- count forwards and backwards by twos, threes and fives.



### Some Year 3 examples

Students:

- use mental strategies to multiply a one-digit number by a multiple of 10, eg  $3 \times 20$ :  $20 + 20 + 20 = 60$
- identify, represent and compare fractions involving halves, quarters and thirds
- record area in square centimetres using words and the abbreviation for square centimetres ( $\text{cm}^2$ ), eg 55 square centimetres,  $55 \text{ cm}^2$
- recall multiplication facts ('times tables') of 2, 3, 5 and 10, eg  $10 \times 10 = 100$
- organise data to create and interpret tables and graphs
- count forwards and backwards by tens and hundreds, eg 1220, 1230, 1240, or 423, 323, 223
- add three or more single-digit numbers, eg  $2 + 3 + 4 = 9$
- measure lengths and distances using metres and centimetres
- identify and name 3D objects, eg pyramids, cylinders, cones, spheres.

### Some Year 4 examples

Students:

- round numbers to the nearest ten, hundred, thousand or ten thousand, eg 67 rounds to 70
- investigate equivalences using various methods, eg use a number line or a calculator to show that  $\frac{1}{2}$  is the same as 0.5 and  $\frac{5}{10}$
- use a tape measure or ruler to measure lengths and distances
- use mental strategies to divide two-digit numbers by one-digit numbers, eg  $63 \div 9 = 7$  because I know that  $7 \times 9 = 63$
- determine factors for a given number, eg factors of 12 are 1, 2, 3, 4, 6, 12
- record volume and capacity using the abbreviation for millilitres, eg 6 mL
- use a compass to find north, south, east and west
- recognise and describe angles, eg acute angles, obtuse angles
- recognise that there are 1000 grams in one kilogram
- convert between units of time, eg 60 seconds = 1 minute, 60 minutes = 1 hour
- identify and sketch 3D objects, including prisms, pyramids, cylinders and cones, and investigate their use in commercial packaging.

### Some Year 5 examples

Students:

- read, write and order numbers to at least tens of millions
- measure angles of up to  $360^\circ$  using a protractor
- record lengths and distances using combinations of millimetres, centimetres, metres and kilometres, eg 1 km, 200 m
- calculate the areas of rectangles by multiplying the length by the width
- add three or more numbers with different numbers of digits, with and without digital technologies, eg  $42\,000 + 5123 + 246$
- multiply three- and four-digit numbers by one-digit numbers, eg  $673 \times 4$
- create, with materials or digital technologies, a variety of patterns using whole numbers, fractions or decimals, eg  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$  or 2.2, 2.0, 1.8, 1.6
- use 24-hour time and am and pm notation.

### Some Year 6 examples

Students:

- calculate common percentages (10%, 25% 50%) of quantities, eg 10% of  $\$200 = \$20$
- represent common percentages as fractions and decimals, eg 25% means 25 out of 100 or  $\frac{1}{4}$  or 0.25
- construct 3D models of prisms and pyramids and sketch front, side and top views
- identify and name parts of a circle including centre, radius, diameter, circumference, sector, semicircle and quadrant
- find a location on a map that is a given direction from a town or landmark, eg the town is north-east of Broken Hill
- add and subtract decimals with a different number of decimal places, with and without digital technologies, eg  $2.0 + 0.75 + 0.05 = 2.8$
- solve addition and subtraction word problems with more than one operation, eg I have  $\$40\,000$  to buy a car. The car is  $\$36\,118$ . I want to add tinted windows for  $\$860$ . How much money will I have left over?

# Science and Technology

Science and Technology develops students' skills in thinking, investigating and problem-solving. It gives them knowledge and skills in scientific investigation and inquiry, design and applying technologies. Children pose questions, test ideas, and develop and evaluate arguments based on evidence.



## In Kindergarten

Students:

- sketch or model ideas for a product, place or space and recount how their ideas suit their purpose
- explore a range of existing products, places and spaces, and discuss their likes and dislikes
- observe the way a variety of familiar objects move, eg sliding, rolling, spinning and bouncing on the ground

- describe what plants and animals, including humans, need to stay alive and healthy, eg food, water and air
- describe how people respond to familiar changes in their environment, eg day and night and seasonal changes
- identify how plants and animals respond to changes in the environment, eg trees losing their leaves and the thickness of animals' fur.

## Some Year 1 and Year 2 examples

Students:

- explore and observe different sources of light and sound in students' daily lives and the senses that detect them
- describe some physical features of a landscape that has been changed by flood, drought or other weathering and erosion
- record the changes in growth of a plant or animal in different ways
- predict how materials will change when they are

combined, eg sugar in water, different coloured paint and cooking ingredients

- study a range of familiar information sources and technologies and identify their purposes, eg television programs, websites, digital games, newspapers and magazines
- use a structured design process, everyday tools, materials, equipment and techniques to produce solutions.

## Some Year 3 and Year 4 examples

Students:

- identify some different ways in which heat is produced in the environment, eg by electricity, burning and friction
- carry out tests to investigate the forces of attraction and repulsion between magnets
- demonstrate that the rotation of the Earth on its axis is the cause of night and day, eg by using models of the Earth and sun
- investigate the role of living things in a habitat, eg plants as producers and microbes (micro-organisms) as decomposers
- observe and record changes in the length and direction of shadows during the day to show how the movement of the

Earth around the sun can be used to measure time, eg by using a shadow clock or sundial

- examine some built environments, eg a playground or shopping centre, and study the design considerations such as purpose, access, environmental considerations and movement within the space
- demonstrate appropriate safety and etiquette in relation to computer usage, eg general computer care, file security, maintaining confidentiality of passwords, printing and sharing resources.

## Some Year 5 and Year 6 examples

Students:

- construct simple circuits incorporating devices, eg switches and light globes
- use models to demonstrate that the Earth revolves around the sun, and the moon revolves around the Earth
- present ideas and explanations about how the structural features and behaviour of some plants and animals help them to survive in their environment, eg shiny surfaces of

leaves on sand dune plants and nocturnal behaviour in some animals

- describe how Aboriginal and Torres Strait Islander peoples use observations of the night sky to inform decisions about some everyday activities, eg food gathering and ceremonies
- plan and use a design process to produce solutions to meet design requirements.



# Human Society and Its Environment (HSIE)

Human Society and Its Environment (HSIE) provides opportunities for students to explore the past and present to develop an understanding of their personal and community identity. They investigate the interactions between people, places and environments that shape their nation and world. They learn to participate in society as informed, responsible and active citizens.



## In Kindergarten

Students:

- tell stories of family, school and local events that are celebrated or observed at home
- talk about how families are similar or different, using stories and/or photographs
- discuss holidays and special events in Australia and other countries
- listen to stories from other cultural backgrounds, including Aboriginal and Torres Strait Islander peoples
- talk about the importance of the places they live in and belong to
- show care for their home, classroom, school and/or the environment.

## Some Year 1 and Year 2 examples

Students:

- talk about families and identify various family traditions
- tell stories about events and important days using language such as 'then and now', 'a long time ago'
- learn about the local community and how it has changed over time
- talk about historical sites in the local community
- discuss and observe how technology has changed over time
- use maps and globes to locate places and countries
- show an understanding of the relationships between environments and people and what they can do to help protect their environment
- identify roles and responsibilities in families, school and their community.

## Some Year 3 and Year 4 examples

Students:

- learn about the stories of Aboriginal and Torres Strait Islander peoples and their relationship with Country/Place
- investigate the cultural diversity or background of the local area
- learn about celebrations and commemorations in Australia and the world, eg Anzac Day
- investigate British colonisation of Australia and its impact
- discuss why people value environments differently
- investigate the various ways to care for their local environment and what they can do at home and school to help protect the environment
- describe similarities and differences between communities in Australia and other places in the world, including religions, languages and cultures.

## Some Year 5 and Year 6 examples

Students:

- learn about people, groups and events in the past, eg convict life and the gold rushes
- explain events that led to Australia's Federation
- describe experiences of Australian democracy and citizenship, including changing rights over time
- talk about stories of migration and learn what it means to be Australian
- examine different cultures and their contributions to Australian identities
- investigate how the natural environment influences people and places eg bushfires
- investigate the ways people influence places and how they are managed eg local planning
- investigate Australian and global connections and recognise global responsibilities.

There are many different ways for teachers to organise lessons effectively. Talk to your child's teacher about what they expect to cover in class and how you can help your child at home.

# Creative Arts

Creative Arts gives students experiences in the visual arts, music, drama and dance. They have opportunities to explore their creativity in each of these areas.

Students learn to appreciate the meanings and values that each artform offers. They perform and express themselves through the visual arts, music, drama and dance.



## In Kindergarten

Students:

- make their own artworks about real and imagined experiences using materials such as paints, watercolours, sponges, crayons, brushes and sticks
- make simple 3D constructions with boxes and use playdough or clay to make models

- perform dance and drama with movement and expression
- sing, play and move to music, and experiment with sound
- copy the beat of music using clapping, tapping or percussion instruments.

## Some Year 1 and Year 2 examples

Students:

- sing songs, play and move to music using their voices and percussion instruments
- move to music in a variety of ways such as imagining they are a machine or a butterfly
- dramatise a story, eg *Possum Magic*

- make sculptures and 3D models using a variety of techniques such as carving, cutting, modelling clay, and simple print techniques such as screen printing
- talk about how music can represent ideas and feelings through different sounds, tempo and volume.

## Some Year 3 and Year 4 examples

Students:

- focus more on the detail of artwork subject matter such as facial expressions, body angles
- sing and move to the beat of music, identify structure and changes in pitch, tempo and beat
- develop dance performances using known dance movements and improvised moves to create a sequence

- play music using percussion instruments such as drums, triangles or maracas, as well as clapping, tapping of hands and feet
- follow percussion charts to create a group musical performance
- role-play characters from plays, working in groups as well as individual roles.

## Some Year 5 and Year 6 examples

Students:

- improvise with photographs and other artwork to make their own artwork
- move to music and perform in singing and dancing combinations
- take on roles and situations adapted from their imagination and from literature including poetry

- talk about different features of the music and differences in style, eg folk, rock
- take on roles to demonstrate characterisation such as challenging stereotypes or exploring status and relationships in performances.

# Personal Development, Health and Physical Education (PDHPE)

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, skills and attitudes students need to lead healthy, active and fulfilling lives. Students learn about the importance of good food and regular exercise and develop positive attitudes towards a healthy lifestyle.

Students learn how bodies grow and change over time. They learn skills to play individual and team sports, and the values of sportsmanship and teamwork.



## In Kindergarten

Students:

- become aware of safe and unsafe places and situations, eg near roads or water
- identify people who can help, and describe actions such as 'no, go, tell' that might be taken in unsafe situations
- label different parts of the body and name their functions, eg ears are for hearing
- identify how people care for each other
- participate in regular physical activity through creative play and minor games
- learn and practise fundamental movement skills such as hopping and jumping.

## Some Year 1 and Year 2 examples

Students:

- identify medicines and describe how they are safely used and stored
- learn and practise fundamental movement skills including hopping, skipping, kicking, overarm throwing
- identify the qualities of positive relationships, eg cooperation and caring for others
- recognise choices that keep them healthy and safe, eg sun protection, eating habits, participation in physical activity, road use
- link movement skills together in simple sequences, eg jump-hop-run
- develop positive interaction skills, eg sharing, helping others.

## Some Year 3 and Year 4 examples

Students:

- become aware of the influences on healthy choices, eg television advertising and unhealthy eating
- practise fundamental movement skills in different physical activities, eg playing with a racquet or bat
- learn the rules and play a range of team sports in class and school teams
- realise the harm that can be caused by drugs, tobacco and alcohol
- identify the body changes that occur throughout life
- participate in a range of physical activities and learn how they contribute to a healthy and active lifestyle
- identify safe behaviours in a variety of contexts, eg in the water, on the road.

## Some Year 5 and Year 6 examples

Students:

- explain the benefits of personal lifestyle choices, eg eating healthy food, participating in physical activity
- value differences in others and develop an understanding of discrimination
- demonstrate teamwork, tactics and precision when performing in a range of physical activities
- explain the importance of communication in relationships and positive ways to deal with conflict
- recognise the effects their decisions can have on the health and safety of others
- consider their physical activity levels and participate in physical activities that enhance health.

There are many different ways for teachers to organise lessons effectively. Talk to your child's teacher about what they expect to cover in class and how you can help your child at home.



## What is an 'integrated unit'?

Your child's teacher may refer to an 'integrated unit' as part of their class program.

'Integration' means that material from more than one syllabus is being taught in a single unit – for example, designing, making, writing and illustrating, researching, presenting research, reading, using music and dance. This could involve several learning areas such as English, Science and Technology, Human Society and Its Environment, and Creative Arts.

Teachers may integrate some outcomes and content from different learning areas around a common issue, idea or theme – for example, 'How can we look after the places we live in?', 'Why and how did Australia become a nation?', 'What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?' Teachers have found that this approach can deepen students' understanding and enjoyment of what they are learning.

Integration is not undertaken in a classroom at all times during the day. Teachers also plan explicit skills-based lessons to ensure that students develop core skills in English and Mathematics.

### Example: 'How do places, people and cultures differ across the world?'

This is an example which may be taught in Year 5 or Year 6.

**HSIE:** research Japanese culture including traditional dress and costumes, art, beliefs, environment, food, geography and history

**Mathematics:** select appropriate technology to collect data, measure and graph using scale and 2D and 3D shapes

**Science and Technology:** investigate environmental, cultural and safety factors to design and make a model of a Japanese garden

**English:** learn how to write reports and summarise information gathered during research about Japan; read widely about the culture and traditional tales of Japan



**Languages:** design a bilingual postcard of a Japanese garden to be sent home to a friend

**Creative Arts:** investigate the significance of colour in Japanese culture, design a mask or puppet, listen to traditional Japanese music and learn about traditional Japanese dance

**PDHPE:** develop team skills, problem-solve in designing and making, learn traditional games of Japanese children and compare them to Australian games and activities, host a 'Japanese meal'

## Resources for parents

BOSTES has produced a number of very popular and useful guides to help parents understand and be active participants in their child's schooling.

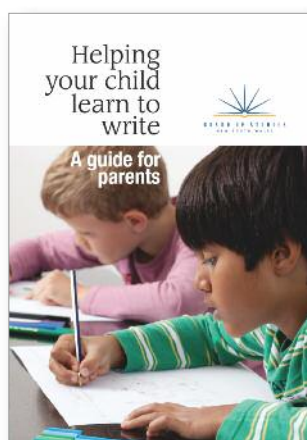
These are available from BOSTES Shop Online



### Helping your child learn to read: A guide for parents

Reading is one of the most important skills that we use every day. Parents can help their children learn to read by showing them how we use reading to make sense of the modern world.

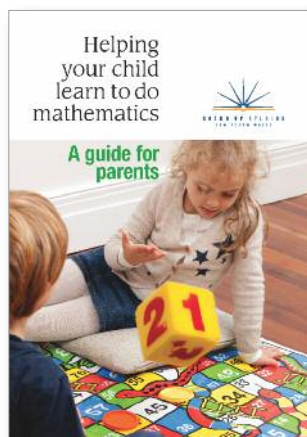
This guide is designed to assist parents in teaching their children, from birth through the primary school years, about reading in the home. It includes a section on helping children who are having trouble learning to read, and offers a range of useful hints and tips to build your child's skills and confidence.



### Helping your child learn to write: A guide for parents

From scribbling to drawing to experimenting with the shapes of letters, children progress at their own speed towards writing fully formed words.

This guide outlines how simple things that you can do at home – such as providing a range of craft materials to help develop the muscles in small hands, or reading to your child every day – can help your child learn to write. The guide also helps parents to understand the types of writing that are taught at primary school. It includes a comprehensive list of commonly used grammar terms.



### Helping your child learn to do mathematics: A guide for parents

This guide shows how you can help your child learn mathematics simply by involving them in everyday activities. It clearly relates each aspect of the Mathematics Syllabus to common household tasks.

The guide is designed to assist parents in teaching their child, from birth through the primary school years, about mathematical ideas in the home. It also helps parents understand what their child is learning about mathematics at primary school.

## Helping your child learn about grammar: A guide for parents

This guide outlines the technical terms of grammar and how they are used in the classroom and in everyday life. It shows how to apply correct grammar in writing and outlines simple ways to help your child use the correct grammar in their speaking and writing.

### The Best of WriteOn 2014

This anthology features Gold, Silver and Bronze pieces of imaginative, informative and persuasive writing by NSW primary school students. *The Best of WriteOn 2014* is a wonderful resource for teachers, parents and students.

Families can use this anthology:

- to teach and enjoy quality writing
- to compare the standard of young people's writings
- as a best-practice guide to help young people improve their writing skills.



## Free online resources for parents

### Transition to school – A guide for parents

This online resource has been developed for parents of preschool children who are preparing their child for Kindergarten. It answers the common questions parents ask and provides good links to useful resources.

**[k6.boardofstudies.nsw.edu.au/wps/portal/go/parents/transition-to-school](http://k6.boardofstudies.nsw.edu.au/wps/portal/go/parents/transition-to-school)**



## Some words and phrases explained

### Key learning areas (KLAs)

These are the mandatory subject areas taught in all NSW schools. There are six KLAs in primary school and eight KLAs in secondary school.

In secondary school, Science and Technology becomes a separate learning area. Languages is also introduced as a mandatory learning area.

You can find out more about KLAs on the BOSTES website.

### Program Builder

Teachers are using a new tool called Program Builder to develop teaching and learning programs for their students. You may hear teachers talking about this tool. It is available to all NSW teachers.

### Stage statements

The BOSTES Stage statements help primary teachers summarise the teaching and learning required for each syllabus. You can read the statements for each primary learning area on the BOSTES website. The BOSTES Stage statements for primary schools replace the BOSTES foundation statements as each of the new syllabuses is introduced (see page 2 for details of the implementation schedule).

### Syllabus

A syllabus describes what should be covered in each learning area at each stage of schooling. 'Syllabus' and 'curriculum' are often used to describe the same thing, although 'curriculum' can also be a more general term to describe everything taught in schools.

### Online syllabuses

The five new NSW syllabuses are available in an interactive format at:

**<http://syllabus.bos.nsw.edu.au/>**

The other NSW primary syllabuses are located at:

**[www.boardofstudies.nsw.edu.au/k-6/](http://www.boardofstudies.nsw.edu.au/k-6/)**



## Here are some useful websites

### **BOSTES home page**

[www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

### **K–6 syllabuses**

[www.boardofstudies.nsw.edu.au/k-6/](http://www.boardofstudies.nsw.edu.au/k-6/)

### **New NSW syllabuses for English, Mathematics, Science and Technology, History and Geography**

<http://syllabus.bos.nsw.edu.au/>

### **Parents guide to the new syllabuses**

<http://syllabus.bos.nsw.edu.au/support-materials/parents-guide/>

### **BOSTES Shop Online**

[shop.bos.nsw.edu.au](http://shop.bos.nsw.edu.au)

### **Assessment Resource Centre (ARC)**

<http://arc.boardofstudies.nsw.edu.au/>

### **Aboriginal Education**

<http://ab-ed.boardofstudies.nsw.edu.au/>

### **NSW Department of Education**

[www.dec.nsw.gov.au/](http://www.dec.nsw.gov.au/)

### **Catholic Education Commission NSW**

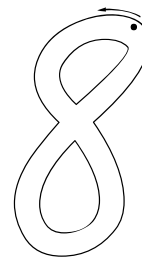
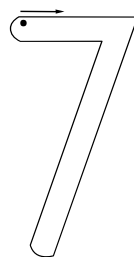
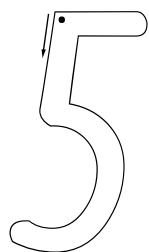
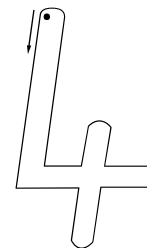
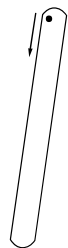
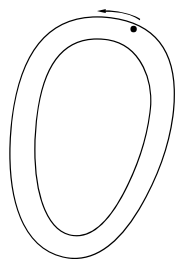
[www.cecnsw.catholic.edu.au](http://www.cecnsw.catholic.edu.au)

### **Association of Independent Schools of NSW**

[www.aisnsw.edu.au](http://www.aisnsw.edu.au)

### **NSW Parents' Council**

[www.parentscouncil.nsw.edu.au](http://www.parentscouncil.nsw.edu.au)





If teaching your child to write letters please use the correct NSW Foundation font as shown below as shown below.

a b c d e f g h

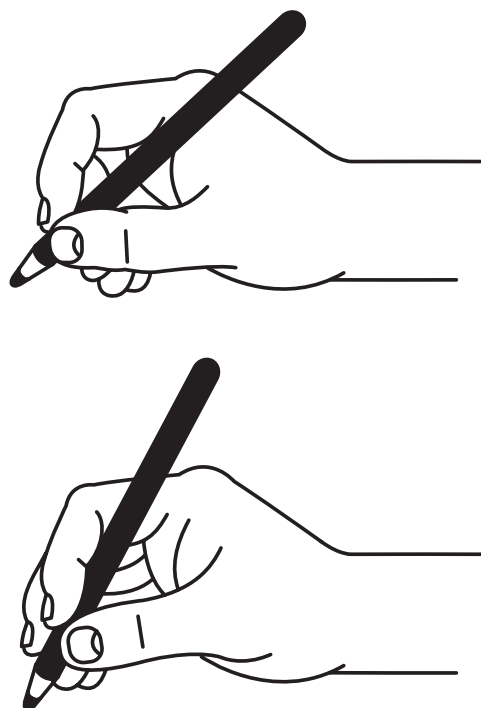
i j k l m n o p

q r s t u v w

x y z

### Definition

Pencil grip is only one component of handwriting. Most children naturally develop a pencil grip that is comfortable for them. In any kinder or school class a variety of pencil grips will be seen. Acceptable pencil grips include those shown in Figure 1.



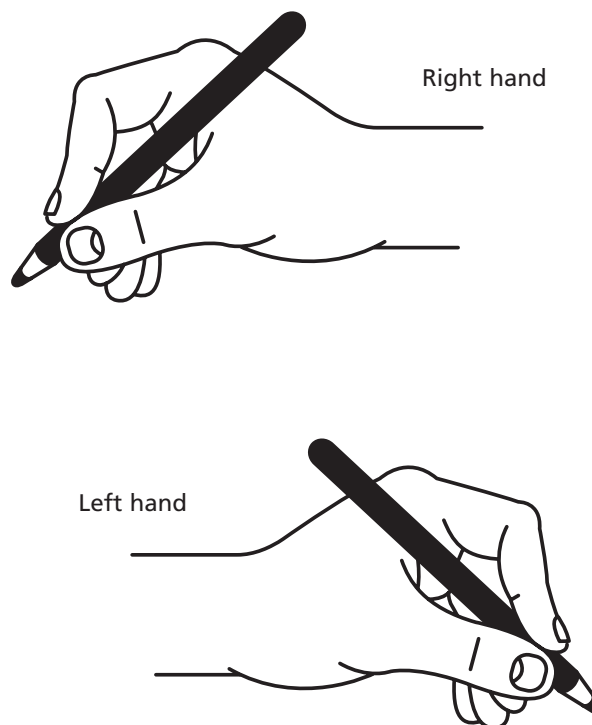
**Figure 1:** Acceptable pencil grips.

A pencil grip is only a problem if a child has difficulty writing legibly, at a reasonable speed, or complains of a sore or tired hand when writing.

If an awkward grip pattern becomes a habit it is more difficult to change later. Pencil grips are easier to change in kinder and the early school years.

Encourage your child to hold her pencil in a way that allows her hand and fingers to move freely and easily when writing or drawing. General guidelines for a good pencil grip, as shown in figure 2, include:

- ▶ the pencil is held in a stable position between the thumb, index and middle fingers
- ▶ the ring and little fingers are bent and rest comfortably on the table
- ▶ the index finger and thumb form an open space
- ▶ the wrist is bent back slightly, and the forearm is resting on the table
- ▶ the pencil is held about 1–2 cm from the tip.



**Figure 2:** A good pencil grip.

## Helpful strategies

- ▶ Show your child the correct finger and thumb positioning for holding the pencil and help him place his fingers and thumb in these positions.
- ▶ Try a commercially available pencil grip. Your child, however, will need to learn how to correctly and consistently hold the grip. Pencil grips are available from your occupational therapist.
- ▶ Encourage your child to practice for a few minutes each day until your child automatically and consistently uses a suitable pencil grip.
- ▶ Give feedback to your child to help him become aware of his finger and thumb positions and praise him whenever he demonstrates a suitable pencil grip.
- ▶ Encourage your child to do lots of fun and interesting drawing and writing activities using different types of texts, coloured pencils, crayons and chalks so he is motivated to practice.

## Sitting and paper position

General guidelines for a good sitting position, as shown in figure 3, include:

- ▶ bottom back on the chair
- ▶ feet flat on the floor
- ▶ forearms rest comfortably on the table
- ▶ table and chair suitable for your child's size.

The paper position should be sloped at the same angle as the writing arm and steadied with the non-writing hand (Figure 4). This will help your child see what she is writing and make it easier for her writing hand to move across the page.

**Please talk to your occupational therapist if you have any queries about the above information.**



Figure 3: A good sitting position.

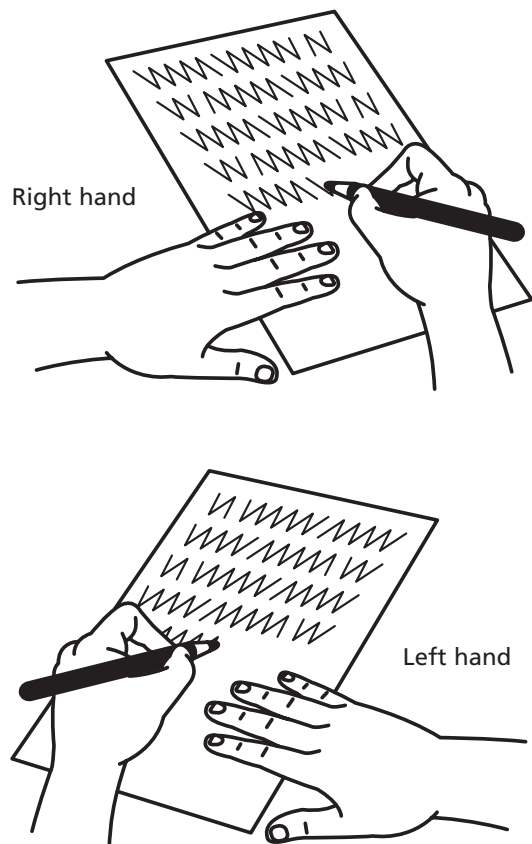


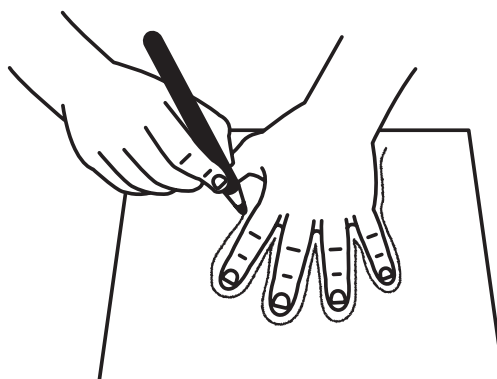
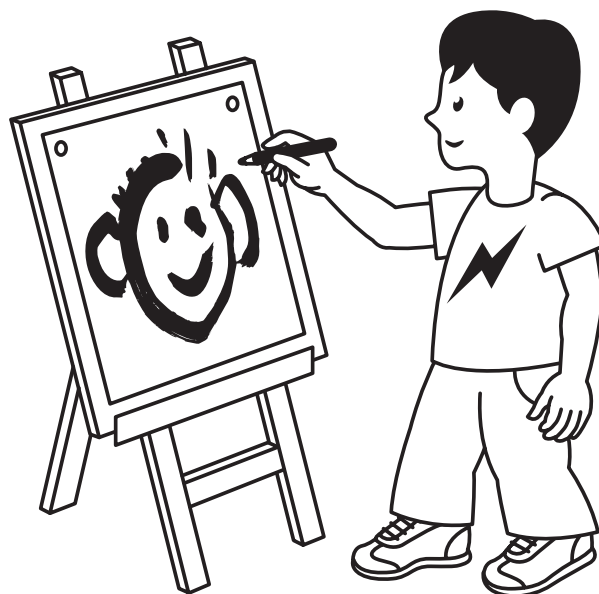
Figure 4: Correct paper position.



### Fun drawing and writing activities

- ▶ Provide a range of pencils, textas, crayons and chalks. Use different coloured and sized paper and cardboard.
- ▶ Vary where your child does his activities for example, work at a table, easel, blackboard, whiteboard or draw on concrete with chalks.
- ▶ Make birthday cards or special occasion cards.
- ▶ Use colouring and activity books such as dot to dot or mazes.
- ▶ Copy and draw shapes and letters.
- ▶ Draw or write on a Magnadoodle or Megasketcher.
- ▶ Draw around hands and feet.
- ▶ Stencils or tracing.
- ▶ Duo drawing – draw some dots or squiggles and your child joins them to make a picture, or draw the outline of a person and he draws the eyes and mouth.
- ▶ Play O and X's.
- ▶ Write a shopping list.
- ▶ Make a list of your favourite football teams or favourite movies.
- ▶ Write friends' names and addresses in a book.
- ▶ Keep a diary.

Please talk to your occupational therapist if you have any queries about the above activity ideas.



### Activities that develop and strengthen thumb and finger muscles

Encourage your child to do these activities with her preferred hand and use her thumb and index finger (and middle finger if required).

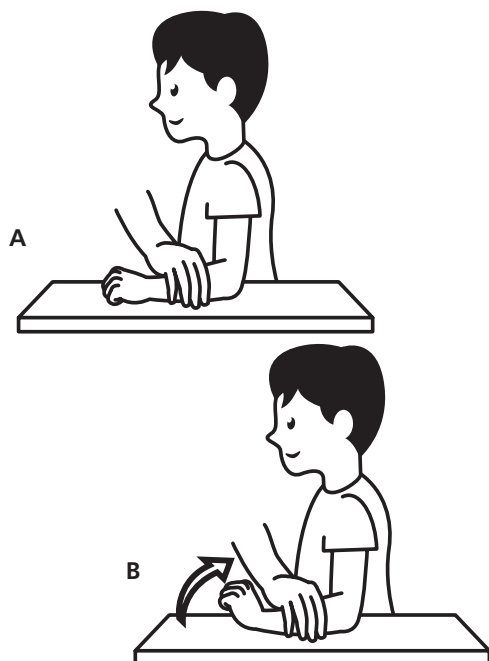
- ▶ Play finger games such as incy wincy spider.
- ▶ Do up buttons on pyjamas and clothes.
- ▶ Use tweezers to pick up small beads or toys and put them into a container.
- ▶ Remove coins from a purse one at a time.
- ▶ Roll, squeeze, push and poke playdough, clay or therapy putty. Make a birds nest by pinching the playdough between the thumb and fingers, then make eggs for the nest by rolling the playdough into balls. Encourage your child to hold small playdough balls between her thumb and index finger and squash the playdough until her fingers meet. (Pretend the playdough is a bug or egg.) Repeat with the thumb and middle finger, and then with the thumb, index and middle fingers all together.
- ▶ Encourage your child to hold an object (a coin or marble) against the palm of her hand with her ring and little fingers whilst doing some of the above activities.
- ▶ Tear up coloured paper for pasting or collage activities.
- ▶ Threading activities such as beads or lacing cards.
- ▶ Building with duplo and lego.
- ▶ Squeeze clothes pegs to remove them from the rim of a peg basket (or ice-cream container) or squeeze pegs positioned on a clothes horse to remove dolls clothes or dress ups.
- ▶ Use stickers or sticky tape to stick things down.
- ▶ Play board games such as trouble, snakes and ladders or pick up sticks.
- ▶ Water plants with a spray bottle.
- ▶ Squirt a water pistol at a target.

**Please talk to your occupational therapist if you have any queries about the above activity ideas.**



### Activities that strengthen the wrist

- ▶ Encourage your child to draw or write, as much as possible, on a vertical surface as this can help your child to achieve a good wrist position. For example, use an easel, blackboard, or tape some paper to a wall.
- ▶ Encourage your child to do other activities vertically. For example, placing stickers on a window or a piece of paper taped to the wall, playing Connect 4 or threading activities.
- ▶ Rolling and kneading playdough.
- ▶ Wrist lifts – place your child's arm on the table and hold his forearm. Encourage him to make a fist and bend his wrist back as far as possible for 5 seconds. Repeat 5 to 10 times.



Please talk to your occupational therapist if you have any queries about the above activity ideas.





# The simplest way

## ... to pack a healthy lunch box

The average school child will eat more than 2,500 lunches during their 13 years at school.



Cancer Council's website [healthylunchbox.com.au](http://healthylunchbox.com.au) is a one-stop-shop for everything families need to know about packing a healthy lunch box.

Parents will find information on the five food groups, what constitutes a healthy lunch box, sandwich alternatives, sandwich filling ideas, snack ideas, swaps for unhealthy snack foods, recipes and tips. The website features an [interactive healthy lunch box builder](http://healthylunchbox.com.au) where parents can get their kids involved in planning the lunch box and choosing foods they will eat and enjoy.

[healthylunchbox.com.au](http://healthylunchbox.com.au)

# For Hearing's Sake

## Blow Your Nose



### Why blow noses?

Most ear infections actually start with a blockage of the **eustachian tube**. This tube runs from the back of the nose up to the middle ear cavity. Its function is to allow air into the middle ear so that the ear can function efficiently.

If the space at the back of the nose is blocked, the chances of the **eustachian tube** functioning properly are reduced. This increases the probability of ear infections, and related hearing problems. Regular nose blowing will reduce the risk of this becoming a problem. A child should begin to be able to blow their nose effectively at about two and a half years of age.

The two most common causes of nasal blockage are enlarged adenoids and a build-up of mucus. If your child is over three and **cannot** blow their nose, it is wise to have medical problems investigated first. Ask your doctor about adenoids, especially if your child snores noticeably or is unable to breathe through the nose. You may also need to use medications to reduce congestion in the nose before they can learn to blow.

If all medical issues have been dealt with and they still can't blow, they need to be taught how.

### Teaching nose blowing

Start by encouraging them to be aware of when their nose is blocked. Use a mirror so they can see if their nose is running.

The next stage is breathing through the nose with mouth closed. Try getting them to hum a tune, breathing through the nose first, then out while humming.

Once they can breathe through the nose, they need to start blowing with a little more force. At this stage they should be holding a tissue over their nose with both hands. Two hands is easier than one.

You may need to teach them that wiping the face doesn't hurt. Most children have experienced forceful wiping of the face, when they have been grubby. Now they need to wipe the face softly, ensuring that excess mucus is collected in the tissue, rather than smeared over their cheeks. This will take time and some effort.

Once they have mastered the technique of blowing, they need to learn to use the right amount of force. If the blow is too soft, it will have to be repeated often. If it is too hard, it may hurt the nose and ears. Getting the pressure just right is a skill in itself.

After the blow, they should check that the nasal passage is clear. The easiest way to do this is to blow again with some force while listening for any obstruction. Sometimes it takes several blows to remove all obstructions.

Encourage your child to blow their nose at least 5-6 times per day, especially in winter when it is most likely to be blocked. At about five years of age it should be possible to blow through one nostril at a time. This will need to be reinforced often in the initial stages until it becomes habitual.

### Tissues or handkerchiefs?

For purpose of hygiene it is recommended that children use tissues when blowing their nose. When finished, the tissue can be thrown in the bin. There is a risk that infected matter which is collected in a handkerchief will be transferred to the hands every time it is touched.

# Stopping the spread of childhood infections

Last updated: 15 August 2019

***Infections are common in children and often lead to illness. Excluding children from early childhood education and care services while they are sick helps to stop the spread of infection to other children.***

Many children first enter early childhood education and care services at a time when their immune systems are still developing. They may not have been exposed to the common germs that cause infections before and they may be too young to be vaccinated against some diseases.

The way that children interact means that diseases can quickly spread in a variety of ways. Children (particularly younger children) will have close physical contact with other children through play; they often put objects in their mouths; and they may not always cover their coughs and sneezes.

Simple steps can reduce the chance that childhood infections spread to other people in the family and in childhood education and care services, and to vulnerable people in the community.

## Chickenpox (Varicella)

Chickenpox is usually a mild childhood illness that causes a rash of red, itchy spots that turn into fluid-filled blisters. They then crust over to form scabs, which eventually drop off. Most people recover without complications, but sometimes the infection can lead to serious complications, such as pneumonia and inflammation of the brain.

Early in the illness, the virus is spread by coughing. Later, it is spread by direct contact with the fluid in the blisters.

Children with chickenpox should avoid others by staying at home, cover their coughs and sneezes with a tissue, and wash their hands regularly. Children with chickenpox shouldn't share toys, utensils, food or drinking cups.

Chickenpox is now less common because children are vaccinated at 18 months of age.

**Keep at home?**      **Yes. Children should be excluded until all blisters have dried—this is usually at least 5 days after the rash first appears.**

### More information

See factsheet: [www.health.nsw.gov.au/Infectious/factsheets/Pages/chickenpox.aspx](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/chickenpox.aspx)

## Conjunctivitis

Conjunctivitis is a common eye condition where the outer surface of the eye becomes inflamed. This is often caused by an infection (virus or bacteria) and is usually highly contagious.

Conjunctivitis is spread by direct contact with discharge from the eyes, nose or throat of someone with the infection, or by contact with contaminated fingers or objects.

**Keep at home?**      **Yes. Children should be excluded until the discharge from their eyes has stopped.**

### More information

See website: [www.healthdirect.gov.au/conjunctivitis](http://www.healthdirect.gov.au/conjunctivitis)



## Gastroenteritis

---

Gastroenteritis (or gastro for short) is a bowel infection that causes diarrhoea and sometimes vomiting. Diarrhoea is runny, watery bowel motions. Bouts of gastro can cause dehydration, which can be dangerous for very young babies and young children.

Gastro is spread by contact with the vomit or faeces of an infected person, either directly or by contact with objects, food or drink that have come in contact with vomit or diarrhoea.

**Keep at home?**      **Yes. Children should be excluded until there has not been a loose bowel motion for 48 hours**

### More information

See factsheet: [www.health.nsw.gov.au/Infectious/factsheets/Pages/viral-gastroenteritis.aspx](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/viral-gastroenteritis.aspx)

## Glandular fever

---

Glandular fever (also known as infectious mononucleosis) is a common viral infection that can cause fever, a sore throat with exudate (deposits of fluid) around the tonsils and throat, and enlarged lymph nodes (or 'glands').

The symptoms usually develop four to six weeks after infection with the virus. In young children, glandular fever usually causes mild or no symptoms.

Glandular fever spreads through close, personal contact and is transmitted by saliva. Young children can become infected by saliva on toys, shared cups or the hands of carers.

**Keep at home?**      **No. Children do not need to be excluded unless they are sick.**

### More information

See factsheet: [www.health.nsw.gov.au/Infectious/factsheets/Pages/mononucleosis.aspx](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/mononucleosis.aspx)

## Hand, foot and mouth disease

---

Hand, foot and mouth disease is a common viral infection. It is not related to the disease in cattle with a similar name (foot-and-mouth disease).

Symptoms of hand, foot and mouth disease include tiny blisters on various parts of the body, including in the mouth, and on the fingers, palms of hands, buttocks, nappy area, soles of the feet, upper arms or upper legs. The blisters last a little longer than a week. Some children may also have a fever, sore throat, runny nose or cough. The most troublesome symptom is often the blisters in the mouth, which make it difficult for the child to eat or drink.

The virus is in the fluid of the blisters and can be spread by becoming airborne during coughing and talking. It's also found in the child's faeces.

Symptoms usually start three to five days after the child is exposed. Careful hand washing especially after wiping nose, using the toilet and changing nappies helps prevent spread.

**Keep at home?**      **Yes. Children need to be excluded until all blisters have dried up.**

### More information

See factsheet: [www.health.nsw.gov.au/Infectious/factsheets/Pages/handfootmouth.aspx](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/handfootmouth.aspx)

## Head lice

---

Head lice are insects that live in hair and suck blood from the scalp. They can cause itching of the scalp but they do not cause disease or illness.

Female head lice lay their eggs and glue them to the base of hair shafts, and the eggs hatch after seven to ten days. The immature lice grow into adults and start biting the scalp to feed on blood.

Check your child's head once a week for head lice. If you find any lice or eggs, begin treatment immediately. Check for effectiveness of the treatment every 2 days until no lice are found for ten consecutive days.

**Keep at home?**      **No. Not excluded if effective treatment begins before the next day of attendance. The child does not need to be sent home immediately if head lice are detected.**

### More information

See website: [www.health.nsw.gov.au/environment/headlice/](http://www.health.nsw.gov.au/environment/headlice/)

## Hepatitis A

---

Hepatitis A is caused by a virus and is highly infectious. The virus grows in the liver and passes into the faeces. It can cause abdominal pain, loss of appetite, nausea, fever and tiredness, sometimes followed by yellow skin and eyes (jaundice), dark urine and pale faeces.

Symptoms can last from one week to several months. Young children may not show any symptoms of the infection.

Hepatitis A is usually spread when virus from the faeces of an infected person is swallowed by another person. In children, the virus can be transferred onto hands and eventually mouth after handling soiled nappies, linen or towels of an infectious person.

Careful hand washing is important to prevent spread. Vaccination may prevent illness if given within two weeks of contact with the infectious person.

**Keep at home?**      **Yes. Children should be excluded until your doctor provides a medical certificate of recovery and until at least 7 days after the onset of jaundice.**

### More information

See factsheet: [www.health.nsw.gov.au/Infectious/factsheets/Pages/hepatitis\\_a.aspx](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/hepatitis_a.aspx)

## Impetigo (school sores)

---

Impetigo is a skin infection caused by common skin bacteria, which commonly occurs in young children. Impetigo appears as flat, yellow, crusty or moist patches or blisters on the skin, usually in exposed areas such as the face, arms and legs.

The bacteria can spread by contact with the sores or infected fluid. Because the sores are usually itchy, children can scratch them and spread the infection, via their hands, to other parts of the body or to other people. The infection can also be spread by touching contaminated clothing or other items. The disease is very infectious, but it is not dangerous.

**Keep at home?**      **Yes. Children should be excluded until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing.**

### More information

See factsheet: [www.health.nsw.gov.au/Infectious/factsheets/Pages/impetigo.aspx](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/impetigo.aspx)

## Influenza

---

Influenza ('the flu') is a viral infection that starts in the throat but can cause fever, cough, chills, headache, and muscle aches and pains. The infected person usually recovers in two to seven days.

Flu is very infectious as it can spread through the air by coughing and sneezing, as well as by hands, cups and other objects that have been in contact with an infected person's mouth or nose. Symptoms usually start one to three days after being exposed.

Annual flu shots offer the best protection against flu and they are free for young children aged from 6 months to under five years. Teaching children about covering their coughs and sneezes (including with their elbow if they don't have a tissue), and washing their hands regularly are important ways to prevent the spread of flu and many other diseases.

**Keep at home?**      **Yes. Children should be excluded until they are well again.**

### More information

See factsheet: [www.health.nsw.gov.au/Infectious/factsheets/Pages/influenza\\_factsheet.aspx](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/influenza_factsheet.aspx)

## Measles

---

Measles is now a rare infection in Australia, but is a highly infectious and serious viral disease. Symptoms include a fever, cough, and sore, red eyes (conjunctivitis). This is followed by a rash of large, flat, reddish blotches that often join up and completely cover the skin. The rash spreads over the entire body, and usually disappears within 6 days.

People with measles are usually infectious from just before the symptoms begin until four days after the rash appears. The time from exposure to becoming sick is usually about 10 days. The rash usually appears around 14 days after exposure.

Children are routinely vaccinated against measles at 12 and 18 months of age.

**Keep at home?**      **Yes. Children should be excluded for at least four days after the rash appears.**

Non-immunised children who are contacts of a measles case are excluded for at least two weeks after they have been exposed to the case. The local public health unit will provide specific advice.

**More information**

See factsheet: [www.health.nsw.gov.au/Infectious/factsheets/Pages/measles\\_factsheet.aspx](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/measles_factsheet.aspx)

## **Meningococcal disease**

---

Meningococcal infection is caused by a particular group of bacteria which can cause severe infections. Symptoms may include meningitis (infection of the outer lining of the brain and spinal cord), septicaemia (infection of the blood), joint infection, eye infection, pneumonia and rash.

In infants and young children, symptoms can include fever, refusing feeds, fretfulness, vomiting, rash of reddish-purple spots or bruises, high-pitched or moaning cry, or pale or blotchy skin. The child may be difficult to wake.

Symptoms usually begin three to four days after exposure but the illness can then progress very quickly and become life-threatening.

Children are routinely vaccinated against four major strains (ACWY) of meningococcal bacteria at 12 months of age. Vaccines against the B strain of meningococcal disease are available but are not included in the National Immunisation Program schedule.

**Keep at home?**      **Children suspected to have meningococcal disease should get urgent medical attention.**

The local public health unit will provide specific advice about cases and their close contacts.

**More information**

See factsheet: [www.health.nsw.gov.au/Infectious/factsheets/Pages/meningococcal\\_disease.aspx](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/meningococcal_disease.aspx)

## **Molluscum contagiosum**

---

Molluscum contagiosum is a common viral skin infection which causes a rash of pearly, skin-coloured lumps that can appear anywhere. In children, the lumps are mostly on the face, trunk, and upper arms and legs. The lumps are usually small, with a white centre and an indented surface.

The disease is not serious and usually disappears on its own but this may take several months.

The virus spreads by direct skin-to-skin contact, especially where there are minor breaks in the skin, and is most common in children. Symptoms usually take from two to seven weeks to appear.

Direct contact with the lumps should be avoided but they do not need to be covered up. Good hygiene including regular hand washing should be encouraged.

**Keep at home?**      **No. Children do not need to be excluded.**

**More information**

See website: [www.healthdirect.gov.au/molluscum-contagiosum](http://www.healthdirect.gov.au/molluscum-contagiosum)

## **Mumps**

---

Mumps is an infection caused by a virus that is now uncommon in Australia due to immunisation. About one-third of people with mumps will have only mild symptoms or no symptoms at all.

When symptoms do occur, they include swelling of glands around the jaw (the salivary glands), high fever and headache. Boys may have tender testicles, and girls may have pain in the lower abdomen.

The virus spreads by direct contact with droplets from the sneeze or cough of an infected person. Susceptible people usually develop symptoms about two weeks after being exposed.

Children are routinely vaccinated against mumps at 12 and 18 months of age.

**Keep at home?**      **Yes. Children should be excluded for nine days from the onset of swelling.**

**More information**

See factsheet: [www.health.nsw.gov.au/Infectious/factsheets/Pages/mumps.aspx](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/mumps.aspx)



## Ringworm

---

Ringworm is the name for a tinea fungal infection when it occurs on the scalp or body. It is called 'athlete's foot' if it is between the toes or on the feet, and 'jock itch' if it is in the groin. Despite the name, no worms are involved.

Fungal infections on most areas of skin appear as a flat, spreading, ring-shaped scaly patch. The outer edge is usually reddish. The area often contains fluid, including pus, but may be dry and scaly, or moist and crusted.

The germ spreads by direct skin contact or by touching contaminated clothing or other articles, infected animals or contaminated soil. Children are infectious as long as the condition persists or until treatment has started. Good hand hygiene reduces the risk of spread.

**Keep at home?**      **Yes. Children should be excluded until the day after anti-fungal treatment has started.**

### More information

See website: [www.healthdirect.gov.au/ringworm](http://www.healthdirect.gov.au/ringworm)

## Rubella (German measles)

---

Rubella is a viral illness that causes a mild fever, runny nose, swollen glands (lymph nodes) and a pink blotchy rash that lasts a short time. Some people have no symptoms.

Unfortunately, rubella can cause serious harm (birth defects) to unborn babies if pregnant women are infected, particularly during the early stages of pregnancy.

Rubella is now very rare because children are vaccinated at 12 and 18 months of age.

**Keep at home?**      **Yes. Children should be excluded until fully recovered or for at least 4 days after the rash appears.**

### More information

See factsheet: [www.health.nsw.gov.au/Infectious/factsheets/Pages/rubella-german-measles.aspx](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/rubella-german-measles.aspx)

## Scabies

---

Scabies are tiny mite creatures (bugs) that burrow under the skin causing intense itching and sometimes a rash. The rash is due to an allergic reaction to the mite. Scabies tends to be worse around wrists, armpits, buttocks, and the groin and between fingers and toes.

Scabies is highly contagious and is passed from person to person through close skin contact. Infestation may also occur by sharing clothing, towels, and bedding. Symptoms usually appear two to six weeks after exposure.

Scabies are easily treated with gentle scrubbing of the skin followed by drying and applying permethrin cream or lotion that you can buy from pharmacies. People who have had close contact with an infected child should be examined for infestation and be treated if necessary. Wash linen, towels and clothing worn in the past 2 days in hot water and detergent.

**Keep at home?**      **Yes. Children should be excluded until the day after appropriate treatment has started.**

### More information

See website: [www.healthdirect.gov.au/scabies](http://www.healthdirect.gov.au/scabies)

## Scarlet Fever

---

Scarlet fever is a type of bacterial throat infection that also causes a red (scarlet) rash. It usually affects school-aged children aged 5 to 15 years. Symptoms of scarlet fever usually appear between 1 and 3 days after infection and include a very red sore throat, swollen glands and fever. The rash usually starts about 12 to 24 hours after the other symptoms start.

Treatment with antibiotics means most people recover in about a week, but left untreated it can spread to other parts of the body and cause serious health problems.

To avoid giving it to other people, children should cover their nose and mouth when coughing or sneezing, and wash their hands regularly.

**Keep at home?**      **Yes. Children should be excluded until the day after appropriate antibiotics have been started and the child feels better.**

### More information

See website: [www.healthdirect.gov.au/scarlet-fever](http://www.healthdirect.gov.au/scarlet-fever)

## Slapped Cheek

---

Slapped cheek disease (also known as Fifth disease) is a fairly mild viral illness caused by a parvovirus (B19). It gets its name from its most obvious symptom – a red rash that makes children's cheeks look like they've been slapped. Other symptoms include a mild fever, an itchy lace-like rash, and possibly cough, sore throat or runny nose.

Parvovirus B19 can rarely cause problems for unborn babies during pregnancy. Most pregnant women have been exposed to the virus as a child and so are not susceptible, and even when infection occurs most pregnancies are unaffected.

Slapped cheek is spread through the air by coughing and sneezing, as well as by hands, cups and other objects that have been in contact with an infected person's mouth or nose. People usually stop being infectious once the rash appears.

To avoid giving it to other people, children should cover their nose and mouth when coughing or sneezing, wash their hands regularly, and avoid sharing drinks.

**Keep at home?            No. Children do not need to be excluded.**

### More information

See website: [www.healthdirect.gov.au/scarlet-fever](http://www.healthdirect.gov.au/scarlet-fever)

## Whooping Cough

---

Whooping cough (pertussis) is a highly infectious disease caused by infection of the throat with the pertussis bacteria. It affects infants, children and adults. The disease usually starts like a cold, with a runny nose, tiredness and sometimes a mild fever. A cough then develops, usually in short bouts followed by a deep gasp (or 'whoop'). Not every person makes the whooping sound—this is more common in non-immunised children. The cough can last up to 3 months.

Young infants may stop breathing and sometimes turn blue. Adolescents and adults may just have a persistent cough. One in four children will also develop pneumonia; some have fits (convulsions); and some may develop inflammation of the brain (encephalitis).

Whooping cough is particularly serious in children under 12 months of age, and hospitalisation is often necessary.

Whooping cough spreads by airborne droplets. It can also spread through contact with surfaces that have been contaminated by infectious airborne droplets (e.g. hands, tissues, toys, eating utensils). Symptoms usually start nine to 10 days after exposure.

Vaccination is the best way to protect against whooping cough. Children are immunised at 6 weeks, 4, 6 and 18 months and 4 years of age. Specific antibiotics are used to treat whooping cough and may be recommended for some people that have been in close contact to help prevent infection.

**Keep at home?            Yes. Children should be excluded for 21 days from the start of their symptoms, or until they have taken an appropriate antibiotic for at least 5 days.**

### More information

See website: [www.health.nsw.gov.au/Infectious/factsheets/Pages/pertussis.aspx](http://www.health.nsw.gov.au/Infectious/factsheets/Pages/pertussis.aspx)

## Further information

---

For further information please call your local Public Health Unit on 1300 066 055 or visit the NSW Health website: [www.health.nsw.gov.au](http://www.health.nsw.gov.au)

Other sources of information:

- HealthDirect website: <https://www.healthdirect.gov.au/>
- *Staying Healthy - Preventing infectious diseases in early childhood education and care services*. (5<sup>th</sup> Edition). National Health and Medical Research Council (NH&MRC): [www.nhmrc.gov.au/about-us/publications/staying-healthy-preventing-infectious-diseases-early-childhood-education-and-care-services](http://www.nhmrc.gov.au/about-us/publications/staying-healthy-preventing-infectious-diseases-early-childhood-education-and-care-services).



Myers Street

The Boulevard

Rocky Point Road

Endeavour Street

PRIMARY OVAL

STAGE 1  
PLAYGROUND

PLAY EQUIP

SPORT COURT

BLOCK B

K-2  
COLA

3-6  
COLA

FUTSAL  
COURTS

BLOCK A

CANTEEN  
COLA

CANTEEN

ASSEMBLY  
HALL

KINDERGARTEN  
PLAYGROUND

F

G

E

D

C

H

CAR PARK

ACCESS ROAD

CAR PARK

GATE 5

GATE 4

GATE 3

GATE 6

GATE 1

GATE 2

ACCESS TO SCHOOL  
VIA PEDESTRIAN GATE  
9:30AM-3:00PM

Kindy packs to be picked  
up from **Gate 1**.



# PARKING GUIDE

## SANS SOUCI PUBLIC SCHOOL



The following key will assist you in identifying where to park near Sans Souci Public School:

- 5 Minute Parking (School days)
- Bus Zone (At all times)
- Bus Zone (School days)
- Clearway (6am - 10am, Mon - Fri)
- Disabled Parking Only (At all times)
- No Parking (At all times)
- No Stopping (At all times)
- No Stopping (School days)
- Parking Area (No time restrictions)
- Parking Area (With time restrictions)

\* School days means 8.30am - 9.30am and 2.30pm - 4.00pm during school days.

This map is to be used as a guide only.  
This information is accurate as at October 2016.

**GEORGES  
RIVER  
COUNCIL**

## Parents Online Payments

Dear Parents and Carers

I am very pleased to announce that Sans Souci Public School is now online for student payments. The 'Parent Online Payments' system is a simple, convenient and secure option for parents to make school payments.

Payments can be made using either a Visa or MasterCard credit or debit card (No AMEX cards). The secure payment page, hosted by Westpac, is accessed via our website.

### What expenses can be paid online?

- Voluntary School Contributions
- Excursions, PSSA Sport, Band, Dance, Recorder
- Competitions
- Sales to Students
- Other

### Making a Payment Online

When you access Make a Payment you must enter:

1. Student Name
2. Date of Birth
3. Reference or Invoice number (if applicable)
4. Payment Option (from permission note)
5. Payment Description (from permission note)
6. Payment Amount

These details need to be entered each time you make a payment as student information is not held within the payment system. No student's details are given to Westpac. As a consequence, payments for each child need to be made separately. This is a secure payment system hosted by Westpac that ensures that your credit/debit card details are captured in a secure manner. (The card details are not passed back to the school).

Under payment options, enter the details provided on the permission note. All permission notes are posted on the website for your convenience on the **Permission Notes and Forms** tab.



### Sans Souci Public School

Encouraging respectful relationships through our values

T: 02 9529 6123

E: [sanssouci-p.school@det.nsw.edu.au](mailto:sanssouci-p.school@det.nsw.edu.au)

[MAKE A PAYMENT](#) | [ENROLMENT](#) | [NEWS](#) | [NEWSLETTER](#) | [EVENTS](#) | [GALLERY](#)

[About our school](#)

[Supporting our students](#)

[Learning at our school](#)

[Contact us](#)

[Notes and Newsletters](#)



You can print your own receipts or have the receipt emailed to your email account. This gives you immediate proof that you have paid for the activity. Your payment will be reconciled against the school's bank statement.

Please note that payments that are made online by 5.00pm will be available to process against your child's account the following day. Payments that are made after 5.00pm will take 2 working days to appear. As a receipt has been issued from the payment page a further receipt will not be issued by the school.

Sans Souci Public School

Encouraging Respectful Relationships

Rocky Point Rd

Sans Souci NSW 2219

Phone: 0295296123

Make a Payment

Enter your payment details below. Fields marked with an asterisk (\*) are mandatory.

Student Details

Student Registration Number

If this 9 digit number is on the Statement issued by the school it will be to the right of the student's name

\*

Given Name

\*

Surname

\*

Enter both Class/Year & Ref Number, or Date of Birth:

Class or Year

Ref Number

This number may be on the top of the invoice or statement issued by the school. It may have the heading Ref.

Date of Birth

DD/MM/YYYY

e.g. 14/05/2010.

If you wish to make a payment for another student, first complete this payment. There will be an option to re-use your details for another payment.

Cancel Payment

Next Section

Contact Details

Payment Items

Card Details

## Permission Notes

*Making an online payment does not constitute permission.* It is important to return your permission note to school as normal so that the school has a written record of student involvement. Without a signed permission note your child will not be able to participate in specified activity. Please return your completed permission note to your child's class teacher unless other specified. Remember to include the receipt number if you have paid online.

For any enquiries regarding the Online Payment process, please contact the School Administration Office on 02 9529 6123.

Mr R Jennings  
Principal  
14 October 2021

**Sans Souci Public School**

**P** 02 9529 6123 **F** 02 9583 1252 | Rocky Point Road Sans Souci NSW 2219 | [sanssouci-p.school@det.nsw.edu.au](mailto:sanssouci-p.school@det.nsw.edu.au)



# BECOME A PARTNER IN YOUR CHILD'S EDUCATION



**Our school has an exciting  
new Parent Portal and  
Parent App available now.**

**The Portal and App key  
can be obtained from our  
school's administration  
department.**



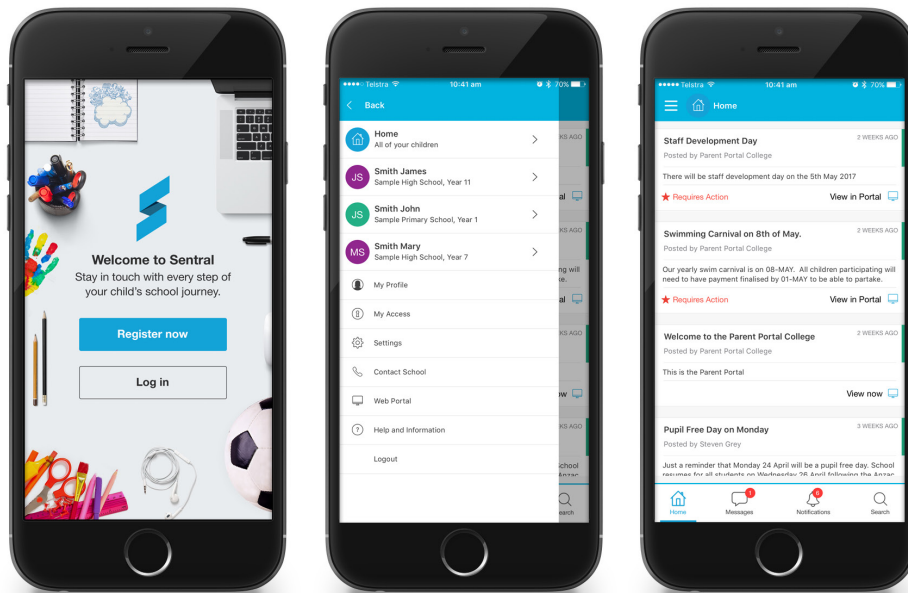
**SENTRAL**

Helping schools work smart



# Our school's new parent portal and app empowers all parents.

Keep fully updated, manage and control everything related to your child's education. Communicate with the school seamlessly through push notifications, instant messaging, payment gateways and much more all at the power of your fingertips.



## With the new parent portal and app, now parents can:



### Better Informed

Receive push notifications about everything that's important for your child.



### At your fingertips

Information that's most relevant and needs your attention appears clearly on your mobile device.



### Communicate easily

With our instant messaging feature, have conversations with the school staff and get the feedback you want.



### Instant payments

Pay for excursions, school fees and so much more. Right away with your credit card and record / track your bills.



### Track homework

Know exactly what your child needs to complete at home.



### Permit instantly

No more notices to sign or papers given to your child for carrying back. Approve instantly on your parent app.

**All your children across multiple schools in one app\***

**Manage all your children's education progression on one platform**

\* Schools must all be users of Sentral

**Portal and App key can be obtained from our school's administration department.**

### Download the App today

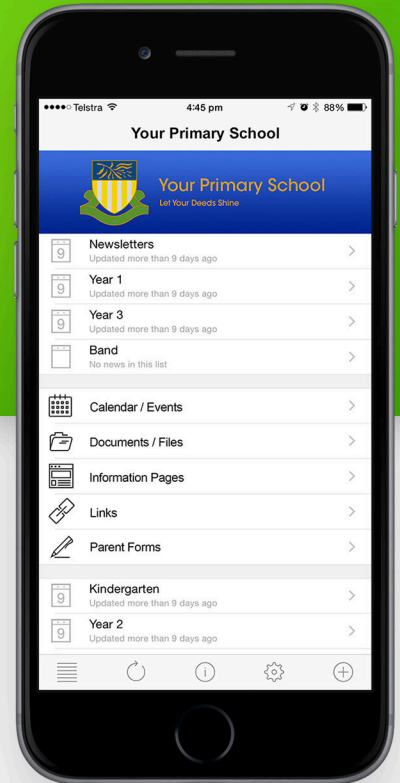
For **IOS** [www.applestore.com](http://www.applestore.com) or **Android** [www.playgoogle.com](http://www.playgoogle.com)





# SchoolEnews

Schools send free alerts and notes, newsletters, notices, events, news and more to parents.



## How to install School Enews

### iPhone and iPad Users

- 1) Press App Store icon on your device
- 2) Press Search and type in "Enews"
- 3) Press "Get", the app will download
- 4) Press "Open" and accept "push alerts"
- 5) Search for your school name

### Android Users

- 1) Press Play Store icon on your device
- 2) Press magnifying glass and type in "Enews"
- 3) Press "Install", the app will download
- 4) Press "Open"
- 5) Search for your school name

### Configure Push Alerts

- 1) Press "Settings / Cog" icon
- 2) Turn off the lists you don't want

### Other Smartphones and Tablets

Visit <http://app.schoolenews.com> for more apps

*School Enews delivers news directly to parents and students!*



## Subscribe for Email Updates

- 1) Visit your school website
- 2) Click "School Enews" or "Newsletters & Notes" top heading (might differ slightly)
- 3) Under the "Subscribe" heading, tick on appropriate lists
- 4) Enter in your name and email address.
- 5) Click Subscribe (IMPORTANT: An email will be sent to your email address, you MUST click the "Activate Now" inside this email that is sent to you)



Don't forget to Like us on [Facebook.com/schoolenews](https://www.facebook.com/schoolenews)  
Find out more at [www.schoolenews.com](http://www.schoolenews.com)

## Special Religious Education and Special Education in Ethics Participation

A feature of the public education system in NSW is the opportunity to provide time in class for education in ethics, faith and morality from a religious or non-religious perspective, at the choice of parents. The school website ([www.sanssouci-p.schools.nsw.edu.au](http://www.sanssouci-p.schools.nsw.edu.au)) provides information on these options to support parent/carer choice.

A parent/carer may at any time notify the school in writing that they wish to change their decision. Students will continue the same arrangement as the previous year, unless a parent/carer has requested a change in writing.

For more information about Special Religious Education (SRE) and Special Education in Ethics (SEE), including the list of approved providers, please visit: <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/religion-and-ethics>

Students not attending SRE or SEE are given supervised alternative meaningful activities. The following options are available at Sans Souci Public School.

### SRE Options

- ☐ Option 1: Combined Christian SRE Curriculum overview can be found at <https://whysre.com.au/>
- ☐ Option 2: Orthodox Curriculum overview can be found at [http://www.greekorthodox.org.au/?page\\_id=3854](http://www.greekorthodox.org.au/?page_id=3854)
- ☐ Option 3: Islamic Curriculum overview can be found at <https://www.isre.org.au/>
- ☐ Option 4: Catholic Curriculum overview can be found at <https://ccd.sydneycatholic.org/publications/curriculum-resources/>

**SEE Option** - If you have declined for your child to attend SRE you may like your child to attend SEE.

- ☐ Special Education in Ethics Curriculum overview can be found at <https://primaryethics.com.au/>

### OR

- ☐ If you do not wish for your child to attend either SRE or SEE your child will participate in alternative meaningful activities.



## **Sans Souci Public School Parent & Citizens Association**

The SSPS Parents and Citizens (P&C) Association would like to extend a warm welcome to you and your family as your child begins their school journey at this great school. The P&C is an active group of parents that take on several events, activities and fundraising programs to fund projects that contribute to a better learning environment for all of its students. We host Mother's and Father's Day Stalls, an Annual Trivia Night, and Biennial School Fair, just to name a few. The P&C also supports the school on a variety of important issues as necessary. As a parent of SSPS, you are invited to join our P&C. We aim to meet in Week 3 and Week 7 of each Term on a Tuesday. Meetings are either online via Google Meet or in the School Library. The P&C relies on parents volunteering their time and becoming involved, as this is what will make a difference to our school. The more parents involved, the easier the tasks and more fun had by all!

### **PARENT LIAISON PROGRAM & CURRENT FAMILIES FACEBOOK GROUP**

The P&C coordinates a Parent Liaison Program. This program is important in building strong partnerships within the school community, involving parents, teachers and the P&C and is supported by the school. The program sends out friendly SMS reminders of class notices, school events, P&C announcements, and requests for helpers for school or P&C activities, as well as welcoming new families to the class and also promoting a social aspect, possibly involving an out of school class get together. It is also a great point of contact if you are unsure about a sports or library day or need last minute information about an excursion or event. We strongly encourage all parents and carers to participate in this valuable program and believe that it will enhance communication and promote a cohesive and well-informed community. Providing your contact details for inclusion in the program is vitally important. Please note your information will remain with your Class Representative and will not be given out to any other parents. Please complete the form <https://forms.gle/ckfbK679hyeA9Hju7> to be part of the program.

In addition to the Parent Liaison Program, the P&C has a Current Families Facebook Group <https://www.facebook.com/groups/222081595569581>, this is used as another communication tool for the P&C and a chance to ask questions to the school community.

### **P&C CANTEEN**

The P&C provides a wonderful canteen service to the school operating 5 days per week, for lunch orders and healthy snacks. We are only able to achieve this service with the help of volunteers. If you can spare a ½ day or full day a week, fortnight, month or even once a year, your help will be appreciated. The canteen operates between 8:30am and 2:30pm with volunteers being able to start after they drop their child to class. The children love to see their parents work behind the counter and feel very special indeed when their Mum, Dad or Grandparent serves them. All profits from the canteen and uniform shop are donated back to the school. This helps improve classroom resources, school facilities, and anything else the school may need.

### **UNIFORMS**

The P&C, through the canteen, exclusively supplies all sports uniforms (Infants & Primary), School Bags, Library/Excursion Bags and Hats that feature the school logo. These items will be available for purchase during Kindergarten Orientation with cash or cheque only. *Sorry, there are no creditcard facilities available at the canteen.*

**\*Second Hand Uniforms are available to purchase at the canteen only on Monday to Wednesday.**

**\*Freshly laundered donated uniforms are \$2.00 each or \$5.00 each for Girls' Winter Dress or Waterproof Jackets**

**Prices are as follows:**

Products	Price	Products	Price
Bucket Hats	<b>\$15.00</b>	School Shorts Unisex	<b>\$32.00</b>
Library/Excursion Bags	<b>\$15.00</b>	School Skorts - Girls	<b>\$32.00</b>
Large School Bags	<b>\$50.00</b>	Years Kindergarten -2 Sports Polo Unisex	<b>\$32.00</b>
		Years 3-6 PSSA Sports Top Unisex	<b>\$32.00</b>
<i>School Packs includes School Bag, Bucket Hat, Library/Excursion Bag</i>			<b>\$75.00</b>

We look forward to meeting you and your family and invite you to join the school community that makes a real difference to our children's education.

Also, follow us on Facebook (Sans Souci Public School P&C) for upcoming events and information.

Kind Regards

Eulalia Verde

P&C President 2021 Sans Souci Public School [president@sanssoucipublicpc.com.au](mailto:president@sanssoucipublicpc.com.au)





**SAVE TIME with our ONLINE CANTEEN!**

**Sans Souci Public School Canteen  
accepts online orders using MunchMonitor**



### Setting up an online account is easy!

1. Go to **www.munchmonitor.com**
2. Click **LOGIN**
3. Click **REGISTER**
4. Enter

- School ID: **sanssoucips**
- Password: **munch2219**

 **SETUP A NEW ACCOUNT**

 Your School ID

 Your School Password

**SUBMIT**

5. Click **Submit**
6. Enter your email address
7. Enter the password you want. Make sure you can remember your password
8. Review and tick on the Terms of use
9. Click **Create your Account**
10. Click on the **Activation Link** in the email we sent
11. Follow the steps to **create your Parent Profile**
12. **Add Students** to your account
13. Click on **Account Top-up** to transfer money into your account
14. **You are now ready to order online!**

### Quick Information

#### Using MunchMonitor Online Ordering

- You can place orders online up to 4 weeks in advance
- Top-up your account online using VISA/MasterCard
- List allergies to alert canteen staff
- You can order anytime you want using web browsers such as Chrome or Safari
- You can use desktops, laptops, tablets or smart phones with internet access
- It only cost \$ 5.00 (incl. GST) per school term for the family account
- No sign up fee
- No transaction fee

Call us at **1300 796 190** or email us at **help@munchmonitor.com**  
if you require further assistance.

**MunchMonitor...making your school day easier**



**Facebook.com/MunchMonitor**

# Sans Souci Public School

## Uniform List

09/09/2021

**FREE COURIER DELIVERY FOR PURCHASES OVER \$100** (orders under incur a \$9.95 delivery fee)

Please visit our website for details on future promotions

### BOYS UNIFORM

<u>Summer</u>		Retail Price	
SHIRT:	School Blue (Midford) Short Sleeve Shirt	from	\$25.00
SHORTS:	Grey Gaberdine Scags Style 120 (Regular fit, Zip Pocket with Drawcord)	from	\$24.00
	Grey Gaberdine Scags Style 188 (Generous fit, Zip Pocket, Fly front, Drawcord)	from	\$27.50
SOCKS:	School Stripe Sock – 1 Pair Pack		\$ 9.50
<u>Winter</u>			
SHIRT:	School Blue (Midford) Long Sleeve Shirt	from	\$30.00
TROUSERS:	Grey Scags Style 134	from	\$38.00
SOCKS:	School Stripe Sock – 1 Pair Pack		\$ 9.50
	Plain Grey – 3 Pair Pack		\$ 8.00
	Plain Grey – 1 Pair Pack		\$ 3.00

### GIRLS UNIFORM

<u>Summer</u>			
TUNIC:	Regulation Summer tunic	from	\$54.00
SOCKS:	White – 3 Pair Pack		\$ 8.00
	White – 1 Pair Pack		\$ 3.00
SCRUNCHIE:	Summer Tunic Scrunchie		\$ 4.00
PONY BOW:	Maroon or Summer Tunic Bow on Elastic		\$ 4.50
MATERIAL:	Only available by paid order (Minimum 1 metre)		
<u>Winter</u>			
TUNIC:	Regulation Winter tunic	from	\$56.00
BLOUSE:	White Long Sleeve Peter Pan (no white skivvy)	from	\$31.00
SLACKS:	Maroon ½ Elastic Tailored Slacks (Changed from Grey in 2015) *NO BOOTLEG*	from	\$41.00
STOCKINGS:	Black (cotton blend)		\$ 8.50
SOCKS:	White – 3 Pair Pack		\$ 8.00
SCRUNCHIE:	Maroon or Winter Tunic Scrunchie		\$ 4.00
PONY BOW:	Maroon or Winter Tunic Bow on Elastic		\$ 4.50
MATERIAL:	Only available by paid order (Minimum 1 metre)		

### SPORT UNIFORM

POLO:	Maroon & White Polo with Emblem	(From School Only)	N/A
SHORTS:	Maroon Sport Shorts with Emblem	(From School Only)	N/A
SKORT:	Maroon Sport Skort with Emblem	(From School Only)	N/A
TRACKPANTS:	Maroon Fleecy Trackpants (SPORT ONLY)	from	\$32.50
	Girls Maroon Straight Leg Pant (Bootleg being phased out)	(SPORT ONLY)	\$28.50
SOCKS:	White Sport Sock		\$ 3.50

### GENERAL UNIFORM ITEMS

SLOPPY JOE:	Maroon Fleecy Vee Sloppy Joe with Emblem		\$37.50
JACKET:	Maroon Fleecy Zip Jacket with Emblem		\$43.00
	Maroon Flying Jacket with Emblem		\$60.50
HAT:	Baseball Cap with Emblem (Year 4 – Year 6)		\$11.00
	Wide Brim Hat (Kindy-Y3 – Kindergarten must Wear Bucket Hat)	(From School Only)	N/A

### MISCELLANEOUS

PAINTSHIRTS:	With towel, an attractive way to protect your child's schoolwear	from	\$21.00
RAINCOATS:	Many Styles Available (Including Clear over School Bag with coloured hood)	from	\$21.00
NETBALL KNICKERS:	Girls RIO Black Boyleg shorts to wear underneath dresses – 2 Pair Pack		\$13.50
MARKERS:	Black Fine Point Fabric Marker for labelling uniforms		\$ 4.00
HAIR ACCESSORIES:	SCHOOLIES hair accessories – assorted range of accessories in school colours		\$ 4.00

#Prices are subject to change without notice

Sans Souci Public School

# Kindergarten 2022 Enrolment Sale

10% OFF  
ADVERTISED PRICES ON  
ALL UNIFORMS<sup>#</sup>

1<sup>ST</sup> November 2021  
to  
31<sup>ST</sup> December 2021  
- In-store only\* -

10% Enrolment Sale is also available online in December

<sup>#</sup>Prices are subject to change without notice

\*In-store sale in Nov is subject to NSW Covid Restrictions



## Change of pick-up arrangement forms



I/We \_\_\_\_\_ give permission for my/our child  
\_\_\_\_\_ in class \_\_\_\_\_ to go home under the care of  
\_\_\_\_\_ on the day of \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_



I/We \_\_\_\_\_ give permission for my/our child  
\_\_\_\_\_ in class \_\_\_\_\_ to go home under the care of  
\_\_\_\_\_ on the day of \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_



I/We \_\_\_\_\_ give permission for my/our child  
\_\_\_\_\_ in class \_\_\_\_\_ to go home under the care of  
\_\_\_\_\_ on the day of \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_



Dear Teacher

.....(name of student) in class ..... was absent  
from school on ..... (dates) because he/she:

*Please tick one*

- ☐ Was sick
- ☐ Had a medical or dental appointment
- ☐ Was required for urgent family business
- ☐ Other .....



Yours sincerely

..... (parent/guardian signature) / / (date)

Contact phone number .....

Dear Teacher

.....(name of student) in class ..... was absent  
from school on ..... (dates) because he/she:

*Please tick one*

- ☐ Was sick
- ☐ Had a medical or dental appointment
- ☐ Was required for urgent family business
- ☐ Other .....



Yours sincerely

..... (parent/guardian signature) / / (date)

Contact phone number .....

Dear Teacher

.....(name of student) in class ..... was absent  
from school on ..... (dates) because he/she:

*Please tick one*

- ☐ Was sick
- ☐ Had a medical or dental appointment
- ☐ Was required for urgent family business
- ☐ Other .....












Yours sincerely

..... (parent/guardian signature) / / (date)

Contact phone number .....



# Kindergarten Countdown 2022

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Colour in each day as it comes!</b>				<b>December 31</b> 	<b>January 1</b> The Year 2022!	<b>2</b> Practise counting from 1 to 10. Can you do it?
<b>3</b> Practise counting back from 10!	<b>4</b> 	<b>5</b> Can you take your shoes off and put them on again?	<b>6</b> Are you having a nice time playing with your toys?	<b>7</b> Draw a picture of yourself going to school!	<b>8</b> 	<b>9</b> Can you remember your telephone number?
<b>10</b> 	<b>11</b> Try eating lunch out of your lunch box.	<b>12</b> 	<b>13</b> Do you know how to get a drink from a bubbler?	<b>14</b> Wear your new school shoes for a while each day.	<b>15</b> Have a fun weekend!	<b>16</b> Practise writing your name with your name card
<b>17</b> Can you undo the lid on your drink bottle?	<b>18</b> Have you practised unwrapping your sandwich by yourself!	<b>19</b> 	<b>20</b> Can you say your address?	<b>21</b> Catch up with your friends from Pre-school.	<b>22</b> 	<b>23</b> Have a walk around the school with mum and dad.
<b>24</b> How many days until you start school?	<b>25</b> Practise packing and unpacking your school bag.	<b>26</b> It's Australia Day	<b>27</b> <b>Term 1 Begins</b> The teachers are getting ready for you.	<b>28</b> Have you got your name on everything?	<b>29</b> How clever are you at trying to writing the numbers 1 to 10?	<b>30</b> 
<b>31</b> Are you an expert at writing your name yet?	<b>February 1</b> Best Start Testing 	<b>2</b> Best Start Testing	<b>3</b> Best Start Testing	<b>4</b> Best Start Testing	<b>5</b> Make sure you get plenty of rest because school begins soon!	<b>6</b> <b>Get to bed early tonight because you start school in two days' time</b>
<b>7</b> <b>The big day has finally arrived! It's your first school day!</b>	<b>8</b> Ring your grandparents and tell them about school!	<b>9</b> Do you remember your teacher's name?	<b>10</b> Tell mum or dad something you did at school today!	<b>11</b> <b>You've completed your first week of school! Well Done!</b>	<b>12</b> You have worked hard so you can have a rest today!	<b>13</b> <b>Back to school tomorrow!</b> 