

**Term 3 Week 8**

**3rd September 2021**

### **Message from the Principal**

It has been a fantastic week of achievement from our students with quality learning tasks being produced across all grades. Make sure you have a look at the work being showcased this week on the following pages. Once again I thank all families for supporting their child's learning at this time and as a community we are only 2 week's out from getting across the finish line for the term. Later today each stage will provide an update for the coming week and I encourage you to refer to our Learning from Home link on the SSPS Website.

### **SASS Recognition Week September 6-10**

Next week our school is celebrating School Administrative and Support Staff (SASS) Recognition Week. These amazing people do so much behind the scenes to help our school run smoothly and we really value and appreciate their work in many areas across the school. This year they've had to be increasingly flexible to adapt to changing scenarios and pandemic restrictions, highlighting the vital role they play in keeping our schools running efficiently every day, especially during this extended lockdown. During SASS Recognition Week we will acknowledge our SASS team with some school-based activities and families might like to reach out with some messages of appreciation.

### **Feedback from Practical Parenting in a Pandemic- Maggie Dent Webinar on Zoom**

Thanks to all families that took time to tune in to the Practical Parenting in a Pandemic Webinar on Wednesday afternoon. Feedback from families on the Maggie Dent Webinar was very positive. The webinar is being broadcast again on Monday and a recording of it will be available for families to access for the next few weeks. As soon as the link becomes available an Enews will be shared with families. This webinar includes free resources, a comprehensive handout and will be available as a recording for a month after the event for schools to access.

### **Community Wellbeing Resources on the SSPS Website**

As mentioned last week we are endeavouring to include relevant wellbeing resources for families to utilise onto our SSPS website. Each week as Stage updates are added to the website there will also be some new wellbeing resources for families to access.

<https://sanssouci-p.schools.nsw.gov.au/learning-at-our-school/learning-from-home0.html>

## Kindergarten Enrolments for 2022

The current restrictions will unfortunately impact on this year's 2022 Kindergarten Orientation Program and timeline. More information will be provided as we finalise details but in the meantime I strongly encourage all families to submit an enrolment form as soon as possible for any younger siblings starting school in 2022. Follow the Kindergarten 2022 link on the school website for more information or email the school.

<https://sanssouci-p.schools.nsw.gov.au/kindergarten-orientation-2021.html>

## First Nation's Zoom

Some of our First Nations students also participated in a Zoom, where they were shown some traditional dancing from the Torres Strait. Ryka, who has visited SSPS before led the group virtually and our students were able to pick up the steps and follow along with ease. There were lots of smiles all round as our children danced the morning away. We are already looking forward to the next few sessions with Ryka.

*Mr Thornton & Mrs Willoughby*



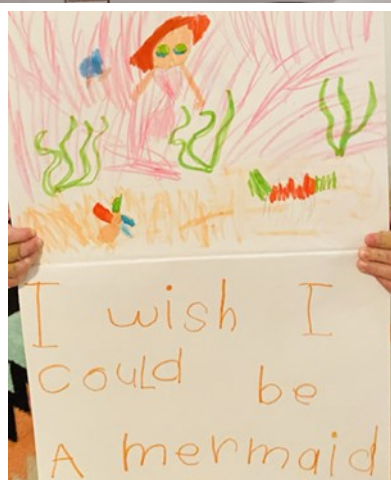
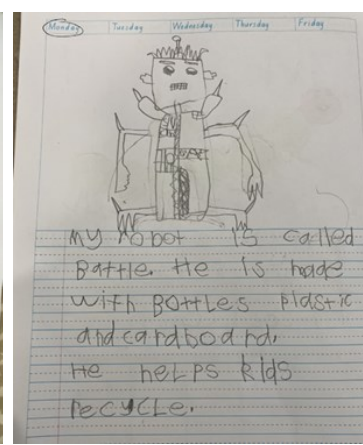
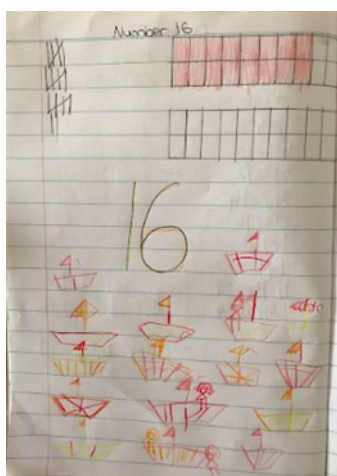
## RUOK Day

RUOK? As you may be aware Wednesday September 9 is 'R U OK? Day'. It's a reminder to check in with your family members, friends and loved ones but to also take some time for yourself. We all deserve some self-care especially with the extended lockdown we are living in today. We are all here to support each other so please reach out if you need someone to talk to. Visit [www.ruok.org.au](http://www.ruok.org.au) to learn how to have a conversation that could change a life.

[www.ruok.org.au](http://www.ruok.org.au)

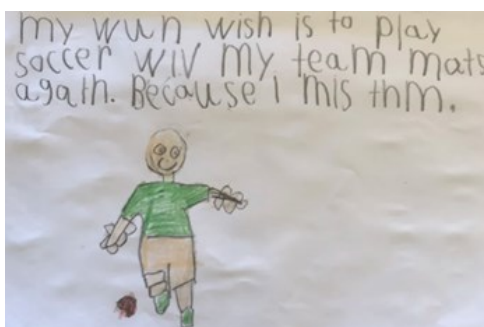
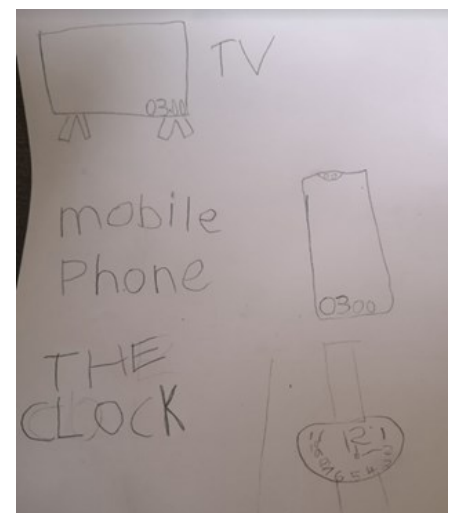
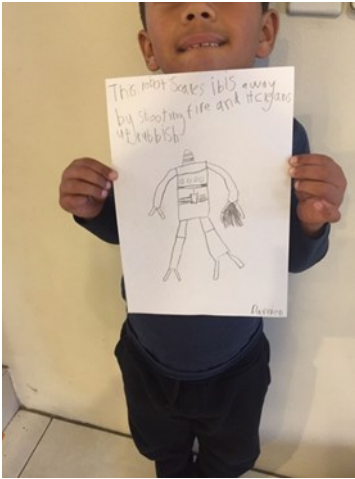


**Early Stage One** has engaged in lots of meaningful learning activities across all key learning areas with the assistance of their parents and carers. We are very proud of the work they have been submitting on Google Classroom over the last two weeks! Kindergarten students have been engaged in reading using PM online, sentence writing, sight word games, maths tasks such as 'friends of 10' as well as money and time activities. They have also completed 'letter of the week', Fathers day craft, rainbow fish painting and library activities. In Science, Technology & Geography the focus has been on exploring and caring for our school environment. Students have engaged in various activities to support a solution to an environmental problem in our school such as mapping, designing posters, creating signs and a robot out of recycled materials to assist with the solution. They have also been able to investigate how rubbish travels to the ocean and its impact on marine life. For PDHPE, students have continued to explore the importance of both car and pedestrian safety. Please look at a sampling of their effort and fantastic work! Well done to our Kindergarten students and all the parents supporting their learning from home! We also wish all the dads and grandfathers a Happy Fathers Day on Sunday!





## Early Stage One





## Stage 1 - Week 8

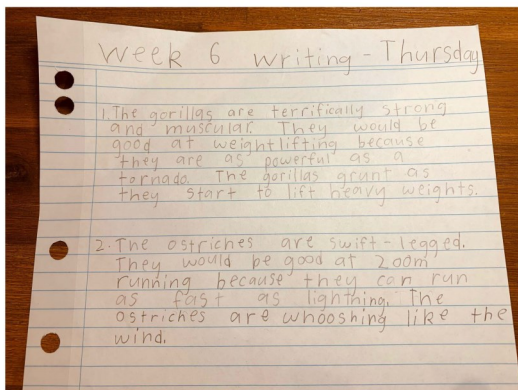
Stage 1 students have done some amazing work in the past two weeks. The Year 1 and Year 2 teachers are extremely proud of all our students, who have again worked very hard. There just isn't enough space to showcase all the wonderful work samples teachers are seeing each day. Keep it up Stage 1 - we are very proud of you!



Palmer-Jane 1/2 T - Olympic Writing



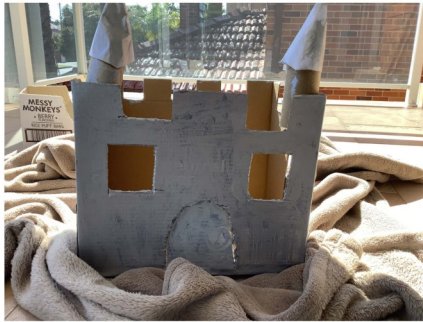
Mea 1/2T - Art



Chloe 1/2T - Olympic writing



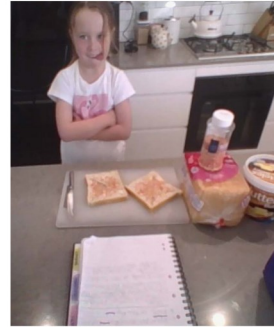
Klara 1/2T - Position



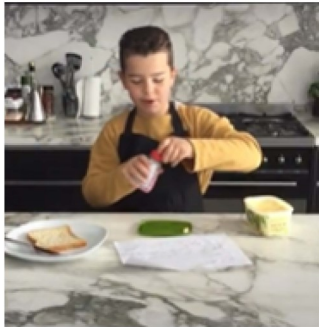
**Costa 2R - Junk Construction Castle**



**Scarlett 2R - 3D Objects**



**Ivy 2R - Fairy Bread**



**Dimitri 2R - Making Fairy Bread**



**Loui 2R - Junk Construction Castle**



**Zara 1M**



**Ross 1M**

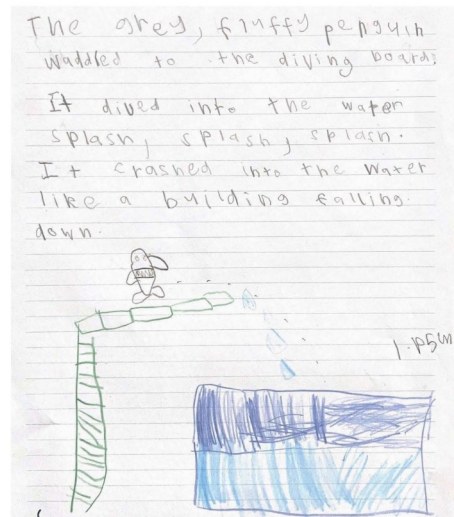


**Mohamed 1M**



**Harry 1M**





**Carter 1K - Animal Olympics Writing**

Your turn:

I went to Queensland on a big wide aeroplane with my Dad, Mum and my Auntie. We went on scary rides and we saw Scooby Doo.

We have a pet fish, he is orange. My dad said when my sister gets little bit bigger we can get a dog. A beautiful black guard dog from the pet shop. I can't wait to play with him fetch a stick.

**Dean 1K - Common Noun Sentences**

## Position

1. The spoon is on the **right** of the bowl.
2. The toast is on **top** of the plate
3. The peanut butter is **above** the plate
4. The glass is on the of the **left** of the peanut butter
5. The bowl is **below** the cheerios

**Max 1K - Position Work**

### Big Red Kangaroo

If there were an animal Olympics, I would enter a kangaroo in the long jump and high jump events.

The Big Red Kangaroo has beautiful shades of bright red and orange colours of fur like autumn leaves that fall.

Big red stands very tall with his ears pointing up and eyes focused on the bar. He gets ready to jump with his big muscly legs. He pounces in thump, thump, thump then he leaps over the bar.



**Ellyse 1K - Animal Olympics Writing**

# STAGE 2

## Online Learning

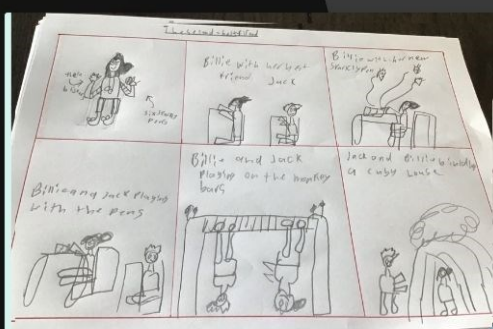
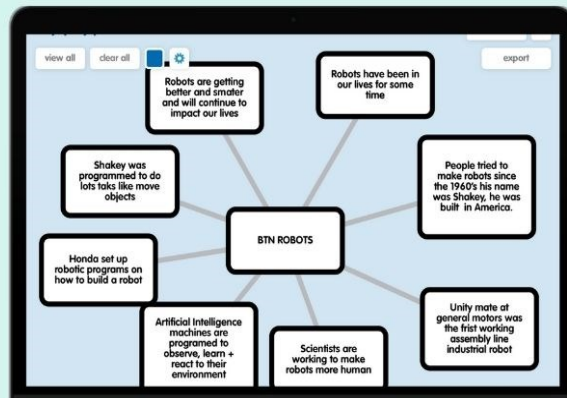
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### Week 7 & 8

It has been another busy fortnight in Stage 2. Students have had the opportunity to participate in the Virtual Binwise Zoom, nature journaling with the Royal National Park Education Centre as well as Pond Predators and the Plants and Pollinators Zooms with Observatory Hill EEC. On top of all of this they have still managed to submit many high quality work samples. Here is a snapshot from the last fortnight:



Alysha T-3N

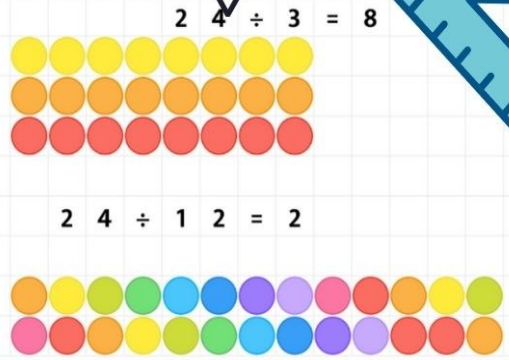


Estelle T-4T  
Popplet & Storyboard

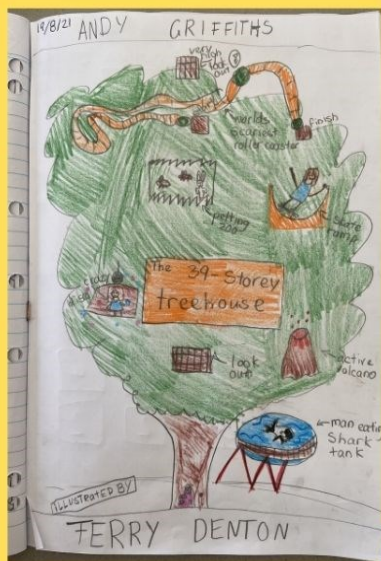


Jacob M-3T- Tube Dude

Kosta H 4D  
Number Talk







**Asha M 4T**

### Climate Change

Climate change has been happening on Earth for a long, long time now. Climate changes cause many different bad effects to the earth and from scientist's knowledge, they are saying that the sun is going to beam hotter on the Earth. All around the world there have been many discoveries of climate change. While climate change is around, many different bad weathers have occurred from the result of it, such as floods, hurricanes, bush fires, and many more. Scientists say that we cannot stop climate change because it is becoming so strong. After hearing this announcement, people still want to try their very best in order to stop climate change from harming people and damaging the Earth/world.

**Jacey M 3N**  
**Climate Change**



**Jaiden I 3T- Lava Lamp Science Experiment**



**Riley B**  
**3T**

### **Skip-Ball**



- Rules
1. Players follow the general rules of handball
  2. Players must skip nonstop until the end of the round
  3. Every time a player hits the ball he/she needs to switch and skip on another leg
  4. Player loses if the ball goes out of the court or if he/she fail to skip (place both feet on the ground at the same time)

Equipment

A handball  
A handball court or anywhere that you can play handball!

Player required

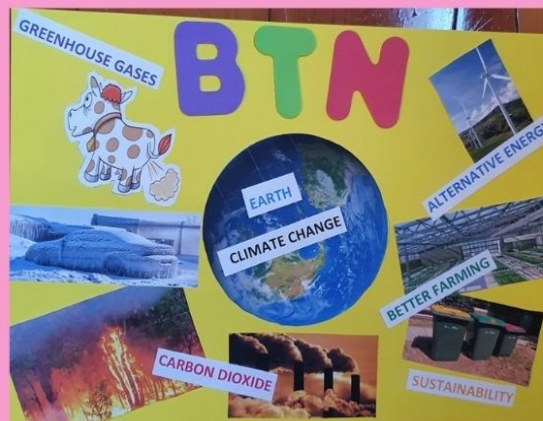
2-4

**Nathan Li- 4C**





**Sebastian S- 4D**  
**Science Experiment**



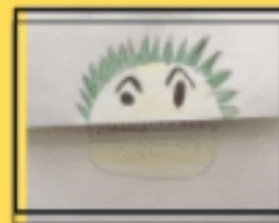
**Xeni L- 3P**

Record your 5 super sentences below:

1. Venus is the hottest planet in the solar system, whilst Uranus is the coldest.
2. I went to the supermarket to buy blueberries, chocolate and cheese because they are my favourite foods.
3. The violent tornado ripped through the country and destroyed everything in its path.
4. The government is trying to reduce plastic waste from ending up in our waterways.
5. The hairy monkeys were swinging from branch to branch making a lot of noise.



**Luka T 3N- Super Sentences**



**Alexis P**  
**4T**



#### Camping

Me and my dad went camping before this Covid situation and it was so much fun let me take you on a journey with me on my camping experience with my dad and his friends we started by packing our bags with many different things like sleeping bag, tent, food, drinks, water, rainbow fire, gloves, my bike, wood and lots of clothing.

Now its 5am in the morning and we are awake and ready to go well i was ready to go because i was so excited i even woke my mum and dad up, now that we are dressed and ready to go we say goodbye to my mum and get in the car we start driving but we stopped a couple of times our first stop was the petrol station we got out and got ice and got heaps of snacks it was time to get in the car and head off.

We then continue our long 3 hour drive we listened to my favourite music the whole way and played eye spy we even drove past Jenolan caves and finally we reach our long drive journey to Lithgow we pull up and my face was over excited but there is another 20-minute drive into the bush, and it was bumpy.

We finally pull up and start unloading this was a boys trip so everyone was there we start taking all the things of the trailers and cars and begin to set up the tent.

I was so excited to ride my bike but FIRST LET'S GO THROUGH THE RULES

Rule 1 get dressed in you're gear

Rule 2 put on motorbike boots

Rule 3 put on motorbike armour

Rule 4 put on my motorbike helmet

Rule 5 put on your motorbike gloves

And now we are good to go.

NOW for the fun part but again another rule from my dad "Be safe and be CAREFUL", me "Okay dad can i go now", Yes Philip off you go replied dad. Now that i'm ready and got my instructions i begin to ride around the campsite and i'm feeling a lot of emotions like butterflies, nervous, excited to happy and anxious. And now i am on my bike i am happy i have all of my gear on. Sad part is slippery sand and a big root from a tree what do i do i go over and go a short cut or call your dad and his friends but guess what to tell you the truth i did fall but lucky i had my gear on.

The night time was good too because we sat next to the fire and watched the rainbow fire it was a good night.



**Phillip J- 3P**



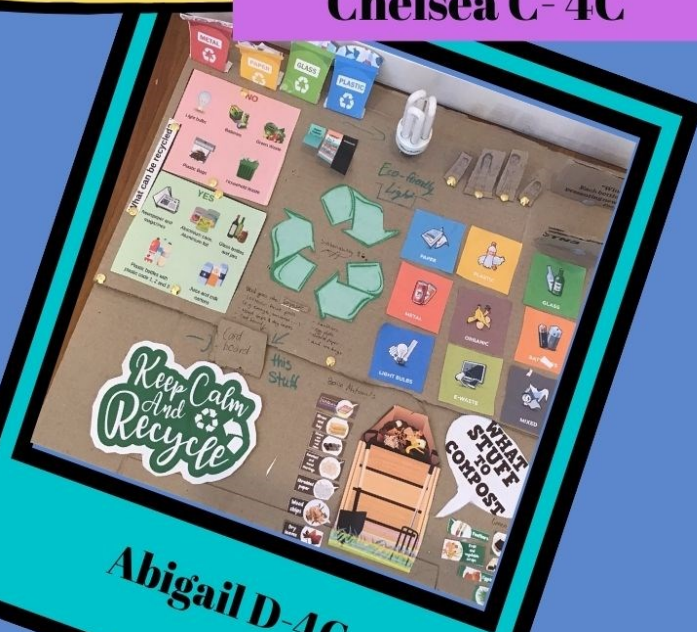
**Christina T- 4D**





Words, Meanings and Sentences.		
Word	Meaning	My sentence
<b>indigenous</b>	Originating in a particular place.	Wombats are <i>indigenous</i> to Australia.
<b>environment</b>	The circumstances, objects, or conditions by which one is surrounded.	We need to protect our <i>environment</i> and everything that lives in it .
<b>climate</b>	The weather conditions prevailing in an area or over a long period .	<i>Climate</i> change is occurring now because of the ongoing pollution of our land, sea and air .
<b>emission</b>	The production and discharge of something , especially gas and radiation .	From the hotel window, I could see the emission of pollutants coming from a nearby factory .
<b>pesticides</b>	A substance used for destroying insects or other <u>organisms</u> harmful to cultivated plants or animals.	All around the world people use <i>pesticides</i> to kill insects but it can affect our human health and can lead to death .
<b>boon</b>	A helpful ,beneficial thing or a favour .	My mum is running in Fred <u>Hollow's</u> charity run, which is a good boon for people who need eye surgery in disadvantaged communities.
<b>perennial</b>	Lasting or existing for a long apparently for an infinite time .	There are no rivers and only a few perennial streams on the island .

## Chelsea C- 4C



**Abigail D-4C**

Issac Fardouz

### 23.8.23

## INTRODUCTION

I love fizzy drinks so I wanted to see if I could make it at home.

Putting my science hat on and collecting all my resources and materials to get creative

## HYPOTHESES

I think it was dumb to be Tilly and sour all at the same time.

The teacher makes it sour and I'm going to add lots of baking soda to make it fizzy!

## NATERIALS

1. Lemon
2. Drinking glass
3. Water
4. Teaspoon of baking soda
5. Some tap water to make it pour

## PROCEDURES

1. Squeeze the lemon as much as I could, then poured it into a cup.
2. I poured equal amounts of water as the lemon juice.
3. We ate a teaspoon of baking soda (I added more).
4. Give it a shake if it needs to be sweeter add some sugar!



## RESULTS

My experience of now is a contrast

It was super easy as the clip (that I added some raw sugar to sweeten it up)

It was never fifty that way (weirded 0)

I've never had gumbo but I think it was very close to what I think it would taste like!

## CONCLUSION

8 sealed super near but super easy 29C



NAME:

**Isaac F 3P**

## Science

## Stage 3 Quality Work Showcase

### Year 5

**5K**

This is a sample Gabriella's Information Report on the levels of government in Australia. Gabriella has been consistently producing quality work like the sample below.

#### Levels of Government in Australia

Australia is a democracy, which means that we vote for leaders to represent our interests in government. Everyone over the age of 18 must vote. It is mandatory. Australia is also a constitutional monarchy which means that the Head of State is a King or Queen, in Australia's case, the monarch of the United Kingdom.

There are three levels of government in Australia. We vote for representatives at each of these levels. The levels are: Local, State and Federal.

#### Local Government

The Local government responsibilities are looking after local libraries, waste disposal and cleaning parks. Local government also looks after town planning, rubbish collection, water and sewage and dog registration. The Local government collects taxes (rates) from all local property owners. The Local government also receives money from the Federal and State government.

#### State Government

The State government responsibilities include school libraries, health emergency services, and planning laws. The State government also looks after roads, prisons, housing and public transport. The State government receives more than



**5S**

Emilija created a spectacular Maths BYOD activity. This task required her to create a riddle and produce division sums to *Crack The Code* and solve the answer to the riddle. Emilija has been producing high quality work day after day.

#### How did the gun lose its job?

1.  $240 \div 8 =$
2.  $160 \div 8 =$
3.  $154 \div 7 =$
4.  $180 \div 4 =$
5.  $105 \div 3 =$
6.  $385 \div 11 =$
7.  $84 \div 3 =$
8.  $8 \div 240 =$
9.  $171 \div 9 =$
10.  $56 \div 4 =$

35 28 45 19 22 20 30 14  
F R O E G T I D

**5W**

Abby wrote three Haiku Poems using her spelling words. She followed the structure of the Haiku poem well! Abby has been putting a lot of care and effort into each task she uploads.

🌸🌸🌸 Haiku Poems 🌸🌸🌸  
🐙 By Abby J 🐙

☀️ The Sun ☀️

In the supreme sun  
My hair glistens in the light  
Bringing a red tinge

🥳 Birthday 🥳

My thirteenth birthday  
What a great birthday party  
Can't believe my age

😊 My favourite thing 😊

My favourite thing  
Is to be independent  
And I never whinge

**5HW**

Mia K has been getting creative designing her digital 'high fiving cat'. This showcases both her creativity and technical capabilities. The expression on the cat's face communicates the many different emotions and thoughts that you too may be feeling during lockdown. We can empathise with the cat's action of high fiving or waving hello to a friend you haven't seen in a while. A brilliant creative piece. WELL DONE!



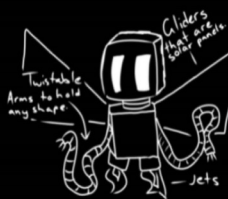


## Stage 3 Quality Work Showcase Year 6

**6T**

This is Delarah's paragraph about a futuristic invention, where she practised both her creativity and use of future tense.

In the future I can imagine robots that deliver mail, packages and even UberEats! They could fly over cities and oceans, with packages in hand. There would never be deliveries going to the wrong location and it would be guaranteed to always deliver the mail in time. The robots will have a huge solar panel on their backs, which will charge their huge batteries that are placed inside them when they are made. They will replace trucks and cargo ships, which will be a great benefit for the environment. Robotic mail is going to be a great invention if there was another pandemic because it will reduce the close contact between humans.



**6K**

Noah C located several everyday objects and measured their properties of length, width and height. His table shows his understanding of applying the formula for calculating volume and converting it to their equivalent capacity amount.

Image	LxWxH Cm	Volume CM3	Capacity ML
	6x6x6=	216cm3	216ml
	21x11x10=	2310cm3	2310ml
	21.5x9x26=	5031cm3	5031ml
	28x4x3.5=	392cm3	392ml
	9x5x19.5=	877.5cm3	877.5ml

**6V**

One of Talia's slides explains how to calculate the displacement of an object whilst learning about volume and capacity.

### How to find displacement? Page 2

2. Then you have to write down the current level of the drink, put the object you want to measure in.

**For Example:** I am going to be putting in 4 marbles.



**6HW**

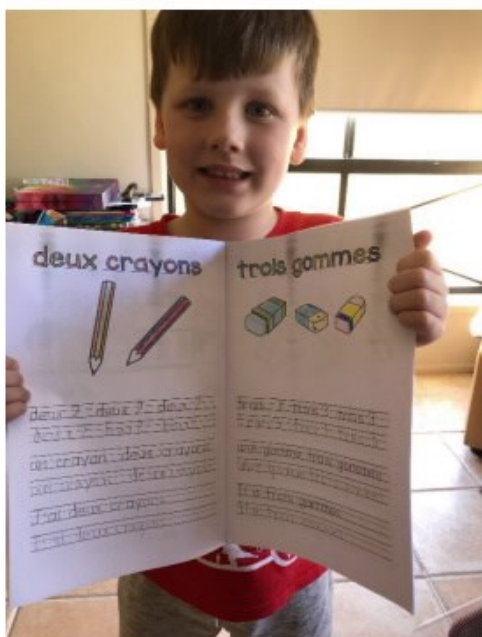
During our Health studies, oats were identified as the healthiest cereal to start the day. **Harper** designed a cereal box to entice consumers to eat oats. She called her cereal 'Oaty Otters'.



Bonjour!

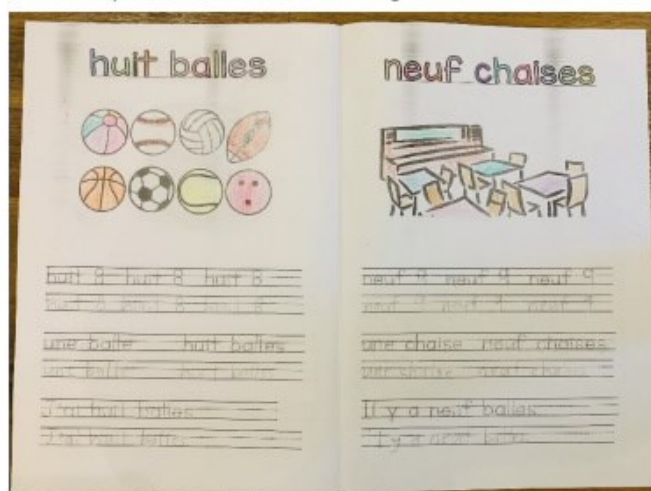
French students across Years 1-6 have worked very hard throughout Term 3 and I have been incredibly proud and impressed with the quality of work that has been submitted every week. Thank you to parents and carers who have been assisting students with their French work. Bon travail!

Madame Seav



Harry W. 1M

**Year 1 French students** have done an excellent job working hard on their French numbers and school booklets. The work produced every week has shown consistency and dedication to learning French.

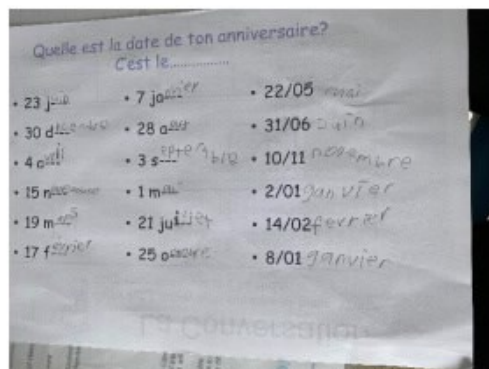


Chloe H. 1/2T

**Year 2 French students** have been building upon their French skills on numbers, months and birthdays. Throughout the term students have combined all their learning and their work reflects all the amazing French they have learnt so far.

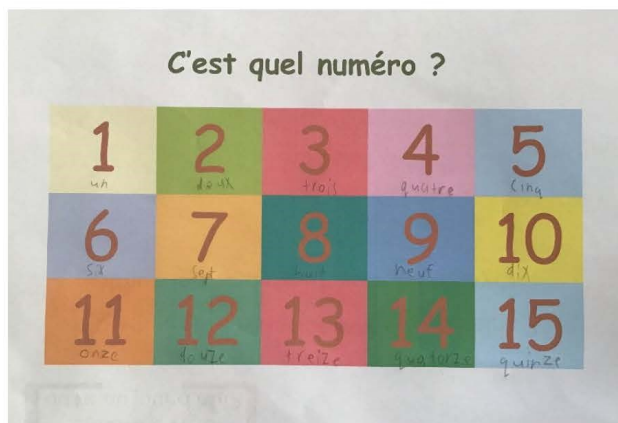


Maximilian M. 2P

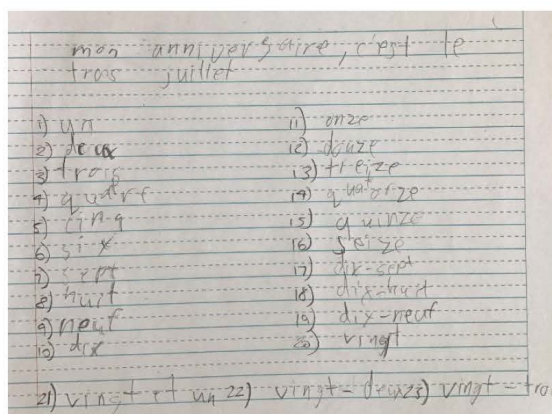




Ferghus W. 2R



Luke B. 2P



**Stage 2 French students** engaged in a cultural study about France. Students produced fantastic presentations on cultural aspects of France and completed a cross-cultural comparison with Australian culture. The work samples here reflect just some of the many high quality French projects that were submitted.



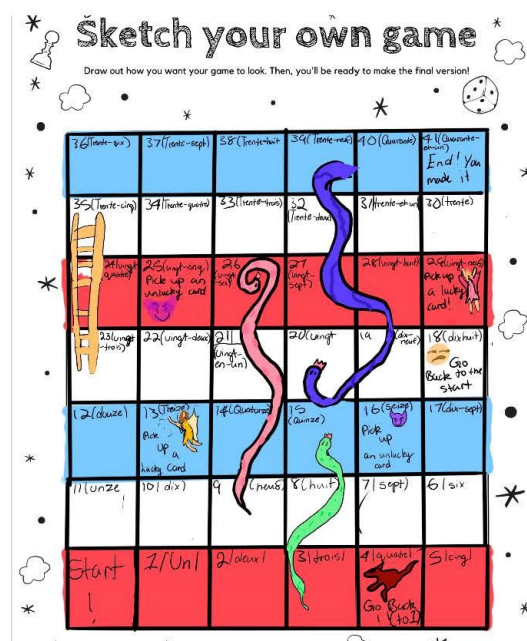
Fabio P. 4C

Jayden W. 3T



Asha M. 4T

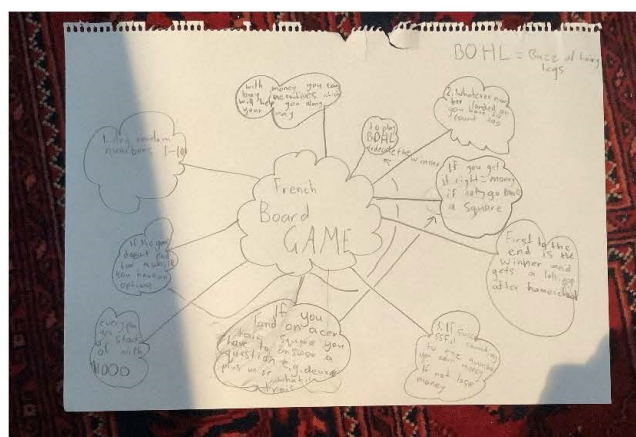
**Stage 3 French students** have put their creative thinking caps on and have designed their own French board games. For the past few weeks, students have been revising and practising their French number skills to enable them to create a board game incorporating French themes and numbers. The quality of work and ideas that students came up with were incredible! They had fun with the brainstorming process and are excited to create their very own French board games to play at home with their families.



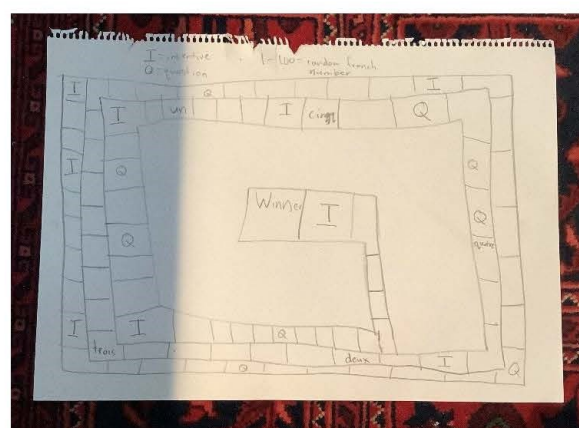
Lauren M. 6T



Devina R. 5W



Noah R. 6K







# Enrolment policy

## Information for parents

The Enrolment of Students in NSW Government Schools policy is in place to assist schools to meet their obligations under the *Education Act 1990* - to ensure that every student has a place at their local school. The policy also communicates to staff and the community a transparent enrolment process.

### Why was the enrolment policy revised?

Across the state, many communities are changing. Some are growing at rates never seen before. Some schools that used to be able to accept out-of-area enrolments, no longer have the room to do so.

The revised policy is designed to support schools to manage all enrolment applications, encourage greater consistency in decision-making and make sure the enrolment choices are clear for parents.

### What are the changes?

#### The enrolment cap

The enrolment cap is the number of students that can be enrolled at a school based on the school's permanent accommodation. The enrolment cap tells us whether the school may or may not have the capacity to accept non-local enrolments. It is not a target or limit on the number of local enrolments a school can take.

Each school with a local intake area will have a cap set by the department from Term 4 2019.

Within the enrolment cap, a number of enrolment places (the buffer) must be kept aside for the likely number of local students who will need to enrol during the year. For this reason, a school will not take non-local students once they reach their buffer, unless there are exceptional circumstances.

#### 100-point residential address check

Parents planning to enrol their child at a school that is near or at their buffer or cap will be asked to complete the 100-point residential address check to confirm they live within the school's designated intake area. This means you will need to provide documents to verify your child's current address.

So that schools only seek information relevant to your child's enrolment, a list of approved documents for the residential address check is available from the school or the department's website at <https://education.nsw.gov.au/policy-library/policies/enrolment-of-students-in-nsw-government-schools>.

#### Selection criteria for non-local enrolment

Sibling enrolments are now clearly prioritised (where possible) and selection criteria for non-local enrolment will not include student ability, performance or achievement.

[education.nsw.gov.au](https://education.nsw.gov.au)





## What has not changed?

Schools will continue to enrol students who live in their local intake area, regardless of the school's cap status.

There are no changes to enrolment rights of siblings of non-local students. In schools with available places, each enrolment application is considered on its merits, including if siblings currently attend the school. If the school is below capacity, out-of-area applications for siblings of current students will be given enrolment priority.

Schools will continue to provide families with support and advice during the enrolment process, including assessment of exceptional and compelling circumstances particularly for vulnerable students and their families.

Schools will also continue to apply the policy fairly and consistently using transparent and accountable processes when making decisions around enrolment applications. Parents have a right to appeal to determine whether the stated processes have been applied in a procedurally fair manner.

## But what do the changes mean for me?

### What if my child is already enrolled but we do not live in that school's intake area?

Your child will remain enrolled at the school as the revised policy does not affect students already enrolled in NSW Government schools.

**We were in area when my child was enrolled in the school. The department has since changed the school's boundary and our residence is now out of area. I have other children and I want them all to go to the same school. What are my options?**

At times it is necessary for the department to make adjustments to a school's local enrolment intake area. This could mean a family with a child/children already enrolled is then outside the local intake area. When this happens, the family will still be able to enrol siblings together at the school, regardless of whether the school is over the buffer or cap.

### I already have a child enrolled as an out-of-area student in a NSW Government school. Can I enrol my other children at that school too?

This will depend on the capacity of the school:

- If the school is **not near its buffer**, then siblings should be able to be enrolled at the school. In fact, siblings of students currently enrolled will be prioritised, where possible, over other non-local enrolment applications.
- If the school is **nearing its buffer**, then the school will form a non-local enrolment panel. The panel considers non-local enrolment applications when the number of non-local applications received exceeds the number of places available below the buffer. Again, in this instance, siblings of students currently enrolled will be prioritised, where possible, over other non-local enrolment applications.
- If the school is **at capacity** they will not accept non-local enrolment applications unless there are exceptional circumstances.

### I have already accepted an offer for my child to attend a school in 2020 that is not my local school. What happens now?

The enrolment will proceed. Non-local enrolments accepted before Term 4 2019 for students starting in 2020 should not be affected.

### What is the criteria for enrolment in a school that is not my local school?

Schools that are able to accept non-local enrolment applications establish a non-local enrolment selection panel, if demand exceeds the number of places below the school's buffer.

Schools are required to make the selection criteria available to the school community.

### My circumstances are challenging and I think this school is best for my child. We live outside the school's intake area. What should I do?

We understand that not everyone's circumstances are the same, and that there are instances where exceptional circumstances will need to be considered.

Your circumstances should be discussed with the principal of your local school who can assist you to negotiate an out-of-area enrolment if there are exceptional and compelling circumstances.

## Contact

For general enquiries contact: 1300 679 332 or email: [DoEInfo@det.nsw.edu.au](mailto:DoEInfo@det.nsw.edu.au)

For enrolment enquiries, speak to your local school. Find school contact details at: <https://education.nsw.gov.au/public-schools/going-to-a-public-school/finding-a-public-school>





# Year of the Tiger drawing competition – Sydney Lunar Festival 2022

We're inviting budding young illustrators aged 5 to 12 years to enter their best tiger drawings to be showcased as part of the Sydney Lunar Festival.

The City of Sydney is inviting budding young illustrators aged 5 to 12 years to submit their best Tiger drawings to be showcased as part of the Sydney Lunar Festival.

From 29 January to 13 February 2022, the Sydney Lunar Festival will be celebrating the Year of the Tiger.

Selected illustrations will be displayed throughout the City through its street banners, bus shelters, billboards and other advertising channels.



Six winning designs will be selected with each winner to receive a \$150 gift card from Riot Art & Craft.

For more information about the competition, you can visit <https://www.cityofsydney.nsw.gov.au/cultural-support-funding/sydney-lunar-festival-2022-year-of-the-tiger-drawing-competition>

Entries close at 11.59PM, Sydney time on Monday 13 September 2021. Please make sure you read the terms and conditions before entering.







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