



Mount Druitt Public School

Principal Report

Mrs Uthmeyer



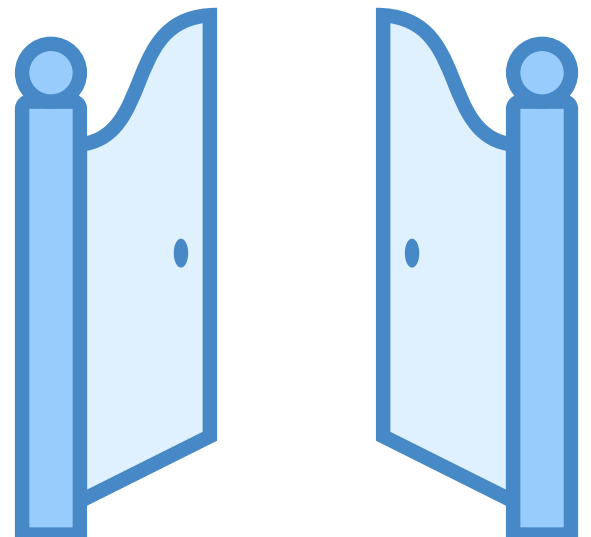
New MultiCat Classes



Our new demountables have been installed, however we are waiting for the finishing touches to be done before they are handed over to the school. After the new ramps, WIFI and blinds are installed we should be able to have classes move into them. We are very excited to have two new classes being established that will cater for the students in our community that need the extra support.

New Security System

You may have noticed some changes with the front gates. We are beefing up our security by installing electric car park, pedestrian gates and CCTV cameras. We will also be installing a pedestrian crossing through the carpark but please take care when walking this route. Cars should not be accessing this area, however between 8:30 - 9:00am and 3 - 3:15pm. Although, there are some disruptions, it will be well worth it. Thank you for your patience.



Is your child ready for social media?

One of the biggest issues we are facing at the moment is student access and exposure to social media. We witness this first hand on a regular basis with students posting and being exposed to inappropriate content that is far beyond their maturity levels and understanding. This significant problem has led the NSW Government to host a social media summit, to address the increasing harm online platforms are having on our children and young people.

As a parent of teenagers, I know the importance of empowering myself and my children in order to stay safe. Educate yourself about the steps you can take if things get out of hand or potentially dangerous. And please remember that the minimum age for most applications such as TikTok, Facebook, Snapchat and Instagram is 13. Please talk to your children about the things they can do to minimise risks.

- Provide a clear expectation about their online behaviour
- Use strong passwords and update them regularly
- Encourage them not to share passwords with friends
- Teach them about the consequences of sharing something online
- Encourage them to connect only with people they know offline
- Keep identifying information to a minimum eg do not reveal their location
- Encourage them to talk with a trusted adult about online issues
- Contact Police immediately if you become aware of grooming on social media
- Change privacy settings so only friends and family can view their profiles and posts
- Be aware of what your child is doing online and who they talk with
- While social media is usually a regular part of a young person's life, it's good to know that your child is staying safe
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Please make sure you screenshot any inappropriate messages and send them through to your child's teacher if you feel that we can assist in any way. Report and block any inappropriate content or users and encourage your children to do the same.

Please access the websites below for further help and information

<https://www.esafety.gov.au/parents>

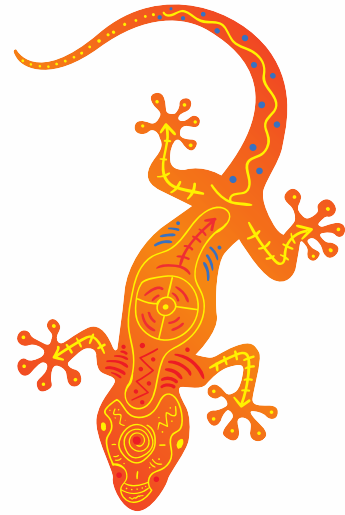
<https://www.esafety.gov.au/communities/cultural-linguistic/translations>

NAIDOC Week

Keep the fire burning!

We had a great visit from Dalmarri who did a range of different activities and experiences with our students.

All students enjoyed their day and can share what they learnt with others.



Believe and Achieve

Why attendance matters



When your child misses school they miss important opportunities to:



Learn



Make friends



Build skills through fun

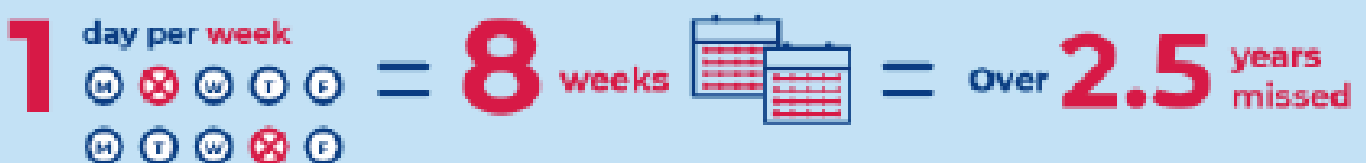
Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...





they miss weeks per year

and years over their school life



Calendar



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 3	Education Week				
			iCAS Digital Technology	iCAS Writing Open Day	Book Fair Red Nose Day 
WEEK 4	Science Week				
		Debating		iCAS English Spelling Bee Regional Finals 	
WEEK 5	Book Week				
			iCAS Science RHHS Gateway Program	iCAS Spelling Bee Book Picnic 	
WEEK 6	3 - 6 Check in Assessment	Zone Athletics Carnival 	3 - 6 Check in Assessment	iCAS Mathematics	3 - 6 Check in Assessment



MultiCat

Term Overview



<h3>English</h3>	<p>InitialLit: Students will be engaging in the InitialLit literacy program. This program teaches children how to read and spell through daily lessons, using research-based teaching methods. It also uses a range of engaging storybooks to develop children’s vocabulary and oral language.</p> <ul style="list-style-type: none"> InitialLit teaches children that words are made up of sounds and that those sounds are represented by letters. They will also learn key terminology such as ‘vowel’, ‘syllable’, ‘phoneme’, ‘grapheme’, and ‘digraph’. There will be regular opportunities to assess your child’s developing reading and spelling skills. Reading comprehension is assessed more informally during time spent in reading groups. <p>Sentence a Day / Comprehension: We will be focusing on a specific picture book a week, focusing on literal and inferential questions. We will be focusing on basic punctuation and grammar.</p> <p>Writing: Students will develop their skills in writing coherent sentences.</p>
<h3>Mathematics</h3>	<p>Number and Algebra Representing Whole Numbers</p> <ul style="list-style-type: none"> Counting sequences, number patterns, the structure of tens in whole numbers Forming Groups - Skip counting <p>Measurement and Space</p> <ul style="list-style-type: none"> Time (Naming and ordering the months, tell time to the half hour) Position (Following directions) Length (Measuring and comparing lengths) <p>Statistics and Probability Data (Representing data with objects and drawings)</p>
<h3>Integrated Unit - Science & Technology & Geography</h3>	<p>Polar Regions Students will explore the two Polar regions of Earth. Through this exploration they will identify the weather and climate, geographical features and the people within the regions. Students will identify the different animals and plants in each polar region and learn about their special adaptations they have to survive their environment. Students will apply knowledge learnt about the Polar regions to compare their similarities and differences then look at exploring options and identify why it is important to reduce environmental impacts on these polar environments. This unit will integrate English, Science and Technology, Geography and Creative Arts to fully integrate the learning experience to reinforce and consolidate all learning across different lessons.</p>
<h3>Creative Arts</h3>	<p>Visual Art This term students will use their imagination and the elements of drama in imaginative experiences that allow them to partake in role play related to our integrated unit of work ‘Our Oceans’. Students will think and imagine what it is like to act out like different sea creatures. In Visual Art this term, Students will explore creating art works related to our unit of work on oceans. They will experiment with different mediums and learn how different materials create different results in visual art. Students will develop an appreciation of other students work.</p>
<h3>PDHPE</h3>	<p>Personal, Development and Health: Staying Safe (Child Protection) Through this unit, students will describe their unique qualities and strengths and consider how these can be used to help themselves and others stay safe when responding to situations. They will understand that everyone has the right to be safe. Students will practise a range of protective strategies for responding to various situations. Students will build their understanding of connection and belonging by identifying groups they belong to and recognising behaviours which include and exclude others.</p> <p>Physical Education: Further development of problem-solving skills will support students to maintain their involvement in physical activity. Learning how to create a relevant and meaningful movement challenge and to solve the problem within the activity, will provide students with the knowledge, understanding and skills to create lifelong physical activity experiences for themselves and others.</p>

MultiCat Term Overview



COMMUNICATION BOOK

Please bring your communication book daily. All important messages and notes will be placed in the book. If you would like to communicate with us, please ensure to use the book.

LIBRARY

Students will visit the library on Tuesdays. We strongly encourage students to borrow from the library. To borrow, they will need a library bag which is available to purchase from the Library for \$2.

HOME READING

Students are strongly encouraged to read their Home Reading books that are sent home weekly with homework.

HOMEWORK

Homework will go out weekly and is to be returned every Friday. Students also have a research project on a Polar Explorer to complete over the term.

If you have any questions or concerns, please speak with Miss Matijevic or Miss Dayman.

Early Stage 1 Term Overview



<p>English</p>	<p>Reading: Each week the class teacher will be reading with your child on 3-4 separate occasions. Students will be put into groups to read with the teacher based upon their ability. We encourage children to read at home and parents/carers to read to children on a regular basis. Our focus will be on teaching students how to use decoding skills when reading and developing their comprehension skills. Students will be engaged with and responding to quality texts while developing their comprehension skills.</p> <p>Writing: Students will be responding to and creating informative and imaginative texts. Teachers will be focusing on building the students' ability to write down their ideas in sentences. A focus will be on rereading written work to ensure student's writing makes sense. Students will be provided opportunities to expand their vocabulary through word of the day and sentence of the day programs.</p>
<p>Mathematics</p>	<p>Students will be developing their mathematical thinking and skills in a range of areas:</p> <ul style="list-style-type: none"> • Representing whole numbers: Count, order, read and represent numbers to 30. • Combining and separating quantities : Adding two amounts together and counting a total +Use concrete materials or fingers to solve subtraction problems. • Forming groups: Form groups and share collections equally into groups. • Patterns and Algebra: Recognise, describe, and repeat a pattern. • Two-dimensional spatial structure: Sorts and recognises 2D shapes in everyday life+ Describes and compares areas using everyday language. • Three-dimensional spatial structure: Sorts and recognises 3D objects in everyday life & .Compares the volume and capacity of a range of objects. • Geometric measure: Describe and identify two equal parts & Describes and compares lengths and distances using everyday language. • Non-spatial measure: Tell time (o'clock) using digital and analog clocks • Data: Represent and interpret data.
<p>Science & Technology</p>	<p>Students will be learning to describe different materials found in their world. They will make observations about the properties of materials and how they affect their use. Students will explore the properties of materials and sort them according to their use. Students have opportunities to interact with technology and will be learning how to follow steps to navigate computers.</p>
<p>History</p>	<p>Students will be learning to describe different materials found in their world. They will make observations about the properties of materials and how they affect their use. Students will explore the properties of materials and sort them according to their use. Students have opportunities to interact with technology and will be learning how to follow steps to navigate computers.</p>
<p>Creative Arts</p>	<p>This term, students will be learning to use their body movements, facial expressions and voice to create dramatic performances. They will be participating in a range of activities to develop their ability to improvise, take on a character (role), communicate with an audience, and participate in a scripted Readers Theatre. Throughout the term, students are encouraged to reflect on their own performances and appreciate the work of others.</p>
<p>PDHPE</p>	<p>This term, students will be learning to use their body movements, facial expressions and voice to create dramatic performances. They will be participating in a range of activities to develop their ability to improvise, take on a character (role), communicate with an audience, and participate in a scripted Readers Theatre. Throughout the term, students are encouraged to reflect on their own performances and appreciate the work of others.</p>

Home Reading: Students are encouraged to borrow books from our home reading room located near the stage area. Home reading is open every day 8.30am to 8.50am. Parents/carers are encouraged to read with their child daily.

Tricky words: All Kindergarten students have been learning tricky words in Semester 1, please remind your child to **practise them at home** by reading their taught words, writing their words, and using the words to write sentences.

If you have any concerns, please make an appointment to see your child's classroom teacher or Miss Gerges (Kindergarten Relieving Assistant Principal).

Stage 1 Term Overview



<h2>English</h2>	<ul style="list-style-type: none"> • InitialLit: Students will be engaging in the InitialLit literacy program which teaches children how to read and spell through daily lessons, using research-based teaching methods. It also uses a range of engaging storybooks to develop children's vocabulary and oral language. There will be regular opportunities to assess your child's developing reading and spelling skills. Reading comprehension is assessed more informally during time spent in reading groups. • Sentence a Day / Comprehension: We will be focusing on a specific picture book a week written by Oliver Jeffers, focusing on literal and inferential questions. We will be learning about run on sentences, contractions, possessive apostrophes, proper nouns, adverbs, noun groups and prepositional phrases. • Writing: Students will develop their skills in writing persuasive sentences.
<h2>Mathematics</h2>	<p>Number and Algebra</p> <ul style="list-style-type: none"> • Counting and separating quantities <p>Word problems, addition and subtraction strategies, representing equality</p> <ul style="list-style-type: none"> • Forming Groups <p>Equal groups to represent multiplication Represent and explain multiplication as the combining of equal groups</p> <p>Measurement and Space</p> <ul style="list-style-type: none"> • Time: Describe duration using units of time and tell time to the quarter-hour using the language of 'past' and 'to'. • Length: Compare and order lengths and recognise and use formal units to measure the lengths of objects. • Area: Compare rectangular areas using uniform square units of an appropriate size in rows and columns. • 3D objects: Describe the features of three-dimensional objects. <p>Statistics and Probability</p> <ul style="list-style-type: none"> • Chance: Identify and describe activities that involve chance.
<h2>Science & Technology</h2>	<p>Material World:</p> <p>Students will explore how different materials change when combined, heated, or cooled. They will look at natural materials, including those used by Aboriginal people for building shelters. After learning about these materials, students will design, create, and assess a product made from natural materials. They will also practise basic computer skills in the Computer Room.</p>
<h2>History</h2>	<p>Past and Present Family Life:</p> <p>Students will examine how family structures and roles have evolved over time. They will compare how families were organised in the past with how they are today, noting similarities and differences.</p>
<h2>Creative Arts and Physical Education</h2>	<p>Moving to Music:</p> <p>This term, students will enjoy an integrated Music and Physical Education program themed around the seasons. They will engage in various physical activities, such as mirroring movements and improvisation. Students will also practise singing and playing music and learn about traditional Indigenous musical instruments like the didgeridoo and clapping sticks.</p>
<h2>PDHPE</h2>	<p>Staying Safe and Healthy:</p> <p>Students will think about how their choices affect their health and well-being. They will learn about different health issues and discover ways to stay healthy, safe, and active. The unit will also include exploring Aboriginal and Torres Strait Islander perspectives on healthy living.</p>

LIBRARY

Students will visit the library once a week. We strongly encourage students to borrow from the library. To borrow, they will need a library bag which is available to purchase from the Library for \$2.

HOME READING

Students are strongly encouraged to borrow books from our Home Reading room. It is open daily from 8:30am-8:50am. If you require your child's reading level, please speak with your child's classroom teacher.

If you have any questions or concerns, please speak with your child's teacher, or book an appointment with Miss Burnard (Stage 1 Assistant Principal).

Stage 2

Term Overview



<p>English</p>	<p>This term students will be exploring imaginative texts. Students will learn to create imaginative texts to engage an audience. Students will develop an understanding of narrative structure including; orientation, compilation, resolution, setting and character. Students will also experiment with different poetic forms and experiment with a range of literary devices.</p>
<p>Mathematics</p>	<p>This term students will become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Topics covered this semester will include;</p> <ul style="list-style-type: none"> • Fractions • Representing numbers using place value • Addition and Subtraction • Multiplication and Division • Volume • Chance • Time • 2D space • Area • Angles
<p>Science & Technology</p>	<p>This term students will explore Digital Technology. Students will focus on digital systems and how they transmit data. Students will explore different types of data and have the opportunity to learn how to interpret patterns and develop skills in visual programming.</p> <p>Students will also explore Material World and engage in a range of experiments to identify the three states of matter. Students will investigate how solids and liquids change various states of matter.</p>
<p>History</p>	<p>Students examine natural and human features of Australia and the diverse characteristics of Australia's neighbouring Countries. They explore the different climates, settlement patterns and demographic characteristics of places and use this information to imagine what it would be like living in different places. Students consider how people's perceptions of places are the basis for actions in protecting places and environments.</p>
<p>Creative Arts and Physical Education</p>	<p>In Creative Arts, students will explore the Forms and Elements of Dramathrough drama games, activities and imaginary text: specifically, 'Imagine' by Alison Lester.</p> <p>Students will learn how to create stories and characters using dramatic action, improvisation, voice and facial expression, movement and role playing. These skills will be practised in relation to the text and other imaginative stimuli. Students will also develop skills in dramatic expression, self-awareness and creative thinking.</p>
<p>PDHPE</p>	<p>This Term PDHPE focuses on personal safety from a range of contexts. From healthy choices, people of significance, appropriate responses to emergency and tools to stay safe, students will cover the necessary skills and contexts needed to maintain a safe and healthy lifestyle.</p>

Stage 3

Term Overview



<p>English</p>	<p>This term in English, Stage 3 will be crafting a variety of informative texts, such as information reports, explanations, procedures, and recounts. Students will construct these texts while learning about structure, features, and effective writing techniques. Students will also engage in activities to enhance their grammar and punctuation in writing. Stage 3 will be improving sentence structure and clarity by learning about sentence expansion, types of sentences and correctly using commas.</p>
<p>Mathematics</p>	<p>In Mathematics, stage 3 students will be developing their mathematical thinking, problem solving and skills in a range of areas:</p> <p>Number and Algebra -</p> <ul style="list-style-type: none"> • Addition and Subtraction • Multiplication and Division • Representing fractions, decimals and percentages. <p>Measurement and Space-</p> <ul style="list-style-type: none"> • Length • Mass • 2D Shapes • 3D Objects • Volume & capacity
<p>Science & Technology</p>	<p>Stage 3 students will learn about the growth and the survival of living things and their adaptations over time suit their environment. They will strengthen their research and enquiry skills through a combination of collaborative and independent learning surrounding the structural, behavioural and physiological adaptations of plants and animals. Students will also investigate how and why food and fibre are produced in sustainable, managed environments that enable people to grow and be healthy.</p>
<p>Geography</p>	<p>This term, stage 3 will investigate how people change the natural environment in Australia and other places around the world. Students will develop an understanding of the management of places by the state and local governments in Australia. They will also examine how people including Aboriginal and Torres Strait Islander Peoples, have influenced the country's environmental characteristics.</p>
<p>Creative Arts</p>	<p>In Stage 3, Students perform music through singing, playing and moving to a variety of music, both individually and in groups. They organise musical ideas to vary known repertoire, to create new work and to notate as a means of recording and communicating musical ideas. Students will listen to and appreciate a variety of repertoire demonstrating an understanding of musical concepts.</p>
<p>PDHPE</p>	<p>In health, students will focus on building an active and healthy lifestyle. This includes healthy food habits, physical activity and wellbeing, screen time, social and emotional health and safety. Students will also develop an understanding of how students' actions can influence their own health, safety and wellbeing, as well as that of their community (family, school, other social networks).</p> <p>In PE, students will be provided with opportunities to explore challenging movement activities from a variety of contexts such as rhythmic and expressive movement; individual/group/team physical activities; and lifelong physical activities. Students will manipulate and modify a wide range of movement skills into a variety of movement sequences and situations.</p>