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29th July 2022

## Principal's Message

Term3 Week 2



**Welcome back** to school, everyone! I hope you all had an enjoyable and happy school holiday. We are looking forward to a fantastic term full of great learning opportunities for everyone and some amazing and wonderful whole school events. We are particularly looking forward to our Education and Book Week events and our Athletics Carnivals.

### Staffing Update

Mrs Matkovic has taken up a permanent position at Riverbank Public School this term. We are very happy for her, as she has attained a permanent teaching position, however we are sad to have lost her as she was an amazing and wonderful teacher and a much loved member of staff. She will be returning for the Year 6 farewell in Term 4. We look forward to seeing her then.

Mrs Hibberd has moved on from Barnier this term, we wish her all the very best for the future.

We also welcome Mr Cheong to Barnier this term. Mr Cheong has been permanently appointed to our school and comes from Kingswood South. Welcome to Barnier, Mr Cheong. We look forward to working with you.

Mrs Van Cuylenberg, Mrs Bennett and Mrs Jennings will all be returning to Barnier later this term.

A special welcome back to Mrs Kaio, who returned part way through last term.

### Assisting in Classrooms

Last term I assisted in Stage 1 classrooms with reading and writing. This term I am continuing this on Mondays and working in Stage 2 classrooms every Tuesday and Friday morning during the literacy block. On Friday afternoons, I will also be reading to classes right across the school. I am looking forward to connecting with students and staff regularly and supporting our students' learning in the best way possible. I thank all teachers and students for welcoming me so warmly into their classrooms.

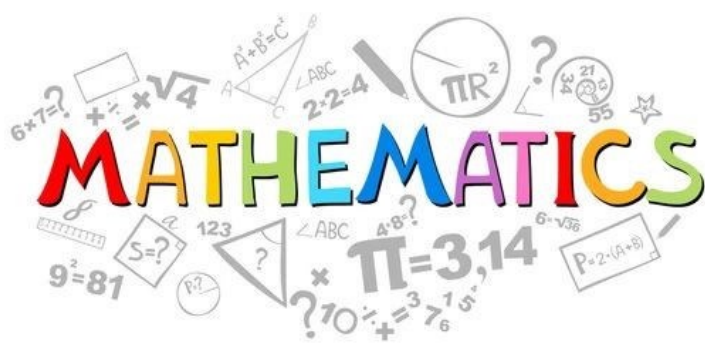




# Student Reports

Student reports were sent home with all students in the last week of last term, on Wednesday 29th June. If you did not receive your child's report or you have questions or concerns regarding your child's report, please contact the school office asap and we will organise a time to meet with you.

## Information for Parents



Our school has been working with Ms Kuldip Khehra this year. Ms Khehra is a Highly Accomplished Mathematics teacher from Quakers Hill High School. She has been working with us to enhance teaching and learning programs and practices in Mathematics at Barnier. We'll also be working with Eddie Woo later in the year, which is incredibly exciting!!



Eddie Woo with teacher, Kuldip Khehra at Quakers Hill High School with students, Liam Sammons, Anirav Punj, and Chelsea Ayscough. JANE BARRETT

## K-6 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

#### 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 and Year 2 examples

#### Students:

- tell the time to the half-hour and quarter-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
- 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 and Year 4 examples

#### Students:

- use mental strategies to multiply a one-digit number by a multiple of 10, eg  $3 \times 20 = 20 \times 20 = 60$
- 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
- 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  $\frac{10}{20}$
- 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 and Year 6 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  $\frac{1}{2}$ ,  $\frac{3}{4}$ ,  $\frac{2}{3}$  or 2.2, 2.0, 1.8, 1.6
- use 24-hour time and am and pm notation
- 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?

The following links contain excellent and useful information for parents wanting to learn more about Mathematics and how to help their child at home.

<https://education.nsw.gov.au/parents-and-carers/learning/maths/maths-a-to-z>

<https://education.nsw.gov.au/parents-and-carers/learning/maths/maths-tips>

<https://education.nsw.gov.au/parents-and-carers/learning/maths/mathematics-primary-school-homework-tips>

## **Attendance matters**

This semester we are going to continue to reinforce the importance of school attendance and punctuality for our students' learning.

Being late for school every day or leaving early negatively impacts a student's education greatly. Every minute counts!

Please ensure your child is

**in the line by quarter to 9!**

NSW Department of Education

### Why attendance matters

When your child misses school they miss important opportunities to...

- Learn
- Make friends
- Build skills through fun

education.nsw.gov.au

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### Minutes lost = days lost per year

A couple of minutes here and there doesn't seem like much, but...

When your child misses just...	they miss days per year
5 mins per day	3 days
30 mins per day	18 days

Patterns of lateness can have a serious impact on your child's education.

education.nsw.gov.au

## **Term 3 Covid Update**

Keeping our students and staff safe, while also keeping schools operating with minimal disruption to learning is our highest priority this term.

While we continue to face challenges, the wellbeing of our staff and students, and our students' education remain paramount. We will continue to implement our layered COVID-smart measures this term, which are aligned to the NSW Government's general community settings, including:

- staying home and getting tested if unwell, and only attending school when symptom free
- strongly encouraging mask-wearing for all staff and students, particularly in the first 4 weeks of term
- rapid antigen testing for symptomatic staff and students, and close contacts attending school to learn and work
- strongly encouraging staff, students and their families to get a flu vaccination

- good hygiene practices
- maximising natural ventilation
- boosted cleaning during the day, with particular attention given to high touch surface areas
- responding to local COVID-19 conditions when necessary, by working with the department's Health, Safety and Staff Wellbeing team.

## **What's new in Term 3?**

As community settings continue to change, we continue to update our COVID-smart measures in consultation with NSW Health, to provide appropriate protection to our school community.

- Boosted day cleaning

The department has made a slight change to its cleaning process. Cleaning of school sites will now be more concentrated during the day, with an increase in cleaning during school hours, and a subsequent reduction in out-of-hours cleaning. Boosted day cleaning will continue to focus on high-touch areas and other hard surfaces, door handles, lockers, light switches and handrails in stairways and movement areas.

## **What's continuing for Term 3?**

- Masks

Masks are an effective way of minimising the transmission of viral illnesses and infectious diseases, and protecting our community, especially those who are at higher risk of severe illness. We strongly encourage all staff and students wear a mask for the first 4 weeks of Term 3, particularly in indoor settings or when distancing is not possible. Masks remain required for staff working with students at greater risk of serious illness should they contract COVID-19. NSW Health advice recommends wearing a mask for people who have recovered from COVID-19 and recently completed their 7-day isolation period for an additional 3 days (from days 8 to 10 after receiving a positive COVID-19 result) to help minimise the risk of spreading COVID-19. Additionally, as outlined in the below section on close contacts, mask wearing is mandatory for staff and high school students returning to school as close contacts for 5 days and recommended for primary school students returning to school as close contacts for 5 days. Where students or staff are unable to wear a mask, they will be supported to learn or work remotely.



- Rapid antigen tests (RATs). The department will send another round of RATs to our school early this term, which we will provide to you in the form of 1 multipack of 5 RAT kits per staff member and student. These RATs can be used as required for symptomatic testing, such as if you are displaying even mild symptoms, [DELETE FOR SSPs/support units: and daily testing for close contacts returning to school]. Once these department-supplied RATs are exhausted, please continue to access store-purchased RATs which are now readily available in the community or PCR tests. Additionally, our school will be maintaining a reserve stock of RATs onsite to support symptomatic testing in the event of an outbreak in our school community. Please also remember that positive RAT results must be registered with ServiceNSW, and you must not attend work until your isolation period ends and you are symptom free.
  - Staff and students identified as close contacts remain able to attend school providing they are symptom free, notify the school and return a negative COVID-19 test result daily for 5 consecutive school days. Additionally, all staff and secondary students are required to wear a mask for 5 consecutive school days (except when eating/drinking or exercising). Primary students, while not required, are strongly encouraged to wear a mask for 5 consecutive school days (except when eating/drinking). Please note that staff and students identified as close contacts are still unable to attend overnight excursions, including camps. Visitors identified as close contacts who are engaging directly with students are required to return a negative COVID-19 test result before attending our school and wear a mask.
  - Maximising natural ventilation. The department has reviewed all school sites as part of its winter ventilation planning to ensure that local climatic conditions at each school are considered. The department has provided local guidance to our schools, including advice on maximising natural ventilation while balancing thermal comfort and the use of indoor and outdoor learning areas for school activities to support schools to adapt to local climate conditions through the winter months. If you do have any concerns about how we are implementing ventilation at our school, please don't hesitate to contact me and I will liaise further with our Assets Management Unit.
- Responding to our local situation. We will continue to liaise with NSW Health and the department's Health and Safety Case Management team to ensure our COVID-smart settings keep up with the latest developments. If local conditions require it, this may mean reintroducing temporary additional COVID-smart measures to act as a 'circuit breaker', including:
- mandating mask wearing for all staff and students in Year 7 and above (high school settings)
  - mandating mask wearing for all staff (primary school settings)
  - postponing or limiting non-essential activities like excursions, indoor assemblies and visitors to the school
  - directing cohorts to learn remotely for short periods of time.
- Reducing the risk of illness this winter. Finally, it is important to note NSW Health's advice to reduce our risk of not only COVID-19, but other illnesses that may affect our school at this time of year like flu and [respiratory syncytial virus \(RSV\)](#)[External link](#), both of which can be serious in young people. We can all protect our loved ones and our community by:
- staying home and getting tested if unwell
  - keeping up to date with our vaccinations - including the flu vaccine, which is available from your local GP, pharmacy or Aboriginal Medical Service now
  - getting tested immediately for COVID-19 if you become symptomatic and isolating until you receive a negative result and are symptom free
  - practicing good hand hygiene by washing regularly with soap and water or alcohol-based sanitiser
  - taking a RAT before visiting vulnerable loved ones or going to large gatherings and events.
- Please do not hesitate to contact the school office if you have any concerns or questions.

*Have a great fortnight, everyone!*

*Mrs Mandy Hollis*

*Principal*

## 2022

### Term 3

#### Week 3

##### *Tuesday 2nd August*

- Year 6 Fundraiser—Pyjama Day

##### *Wednesday 3rd August*

- Education Week—Open Classrooms
- Whole School Assembly

##### *Thursday 4th August*

- Year 6 Prosperitas (Selected Students)
- Blacktown Westpoint Performance for K-2 Dance & 3-6 Choir

##### *Friday 5th August*

- Winter PSSA

#### Week 4

##### *Wednesday 10th August*

- Kindergarten Assembly 2pm—2:30pm

##### *Thursday 11th August*

- 3-6 Athletics Carnival—Charli Bali Reserve

##### *Friday 12th August*

- Winter PSSA
- Stage 3 Assembly

#### Week 5

##### *Tuesday 16th August*

- K-2 Athletics Carnival

##### *Wednesday 17th August*

- Sydney Zoo Year 1

##### *Thursday 18th August*

- Sydney Zoo Year 2
- Final Prosperitas Night 6:30—8pm

##### *Friday 19th August*

- PSSA Semi Finals

## House Sports shirts

The P&C sells optional shirts for students to buy in their house colours. These can be worn at the various carnivals and sporting events throughout the year such as Swimming Carnival, Cross Country and the Athletics Carnival. Unfortunately, we have experienced a delay in receiving our latest order of sports shirts due to a supply issue. We are working hard to get these shirts back in stock as soon as possible. Our apologies to those people who have ordered these shirts and have not received them. If you have ordered a shirt and don't want to wait until the new shirts arrive, please contact us to arrange a refund. Alternatively, please sit tight and we will get your shirt to you as soon as we can. Thank you!



## Preloved uniforms

Thank you to our families for their preloved uniform donations. Please place any items you wish to donate in the P&C tub in the office foyer. We are repurposing and reselling good quality shirts, jumpers, jackets, summer and winter dresses with your kind donations. We can only resell jackets and jumpers with emblems on them. We will no longer be accepting pants and skorts as families are not buying from us, so they are staying in storage. Both preloved and new uniforms stores are accessible through Flexischools - the app used to purchase canteen orders.

We remind you that all Preloved items are washed, and we won't sell anything that our children wouldn't wear. The preloved uniform stall and sports shirts are run by volunteers. We will aim to fulfill preloved uniforms orders by Friday each week. If you have any preloved uniform enquiries, please contact us: [bpspreloved@outlook.com](mailto:bpspreloved@outlook.com)

A huge thank you to Raquel and her wonderful team of helpers for all their hard work in coordinating the sale of Preloved uniforms. There is a considerable amount of work that goes into this and we appreciate it.

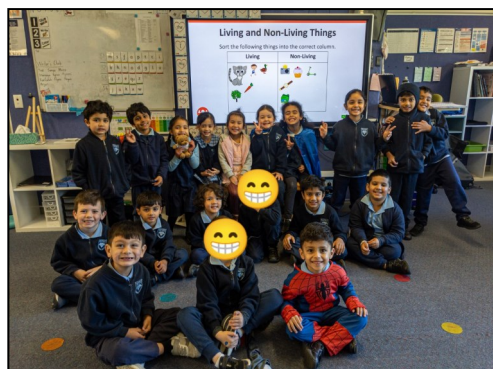
## Next meeting

Please join us next Monday 1st August at 7.30pm in the school library for our P&C meeting. We hope to see you there.

Your Barnier P&C

email us : [barnierpublicschool-pres@pandcaffiliate.org.au](mailto:barnierpublicschool-pres@pandcaffiliate.org.au)  
<https://www.facebook.com/barnierpandc/>

**KM** have had a great first few weeks of Term 3 as they have continued to learn new sounds in English. In Science, we started a new unit and have been learning how to identify living and non-living things, and the different needs of different living things.



**KN** have been working very hard to learn the correspondence between letters and sounds and love applying this knowledge to read and write. Our literacy block is the highlight of our day, where we learn new sounds, read, spell, listen to stories and write. We have enjoyed hands on mathematics lessons, which have helped us learn about subitising, equal and unequal groups, comparing lengths of objects and 2D shapes/3D objects. In science, we are learning about living and non-living things. We searched for living and non-living things in the playground, had great discussions about what makes something living or non-living and identified the needs of living things.



We are now taking **2023 Kindergarten online enrolments**.

Children may enter Kindergarten at the beginning of the school year in Department of Education schools if they turn five on or before 31 July 2023. Some children may benefit from being a little older and waiting until the next year but by law, all children must start school by their sixth birthday.

To enrol please visit our school website: [barnier-p.schools.nsw.gov.au](https://barnier-p.schools.nsw.gov.au) and select the **ENROLMENT** tab at the top of the page.

To assist us in processing your enrolment, please attached these items to your online enrolment:

- Your child's Birth Certificate
- Up to date immunisation statement
- All supporting documents for passport and visa holders.
- 100-point proof of residential address check (using the below guide)
- Any current health care plans

Document showing the full name of the child's parent	Points
1. Only one of (i.e. no additional points for additional documents) <ul style="list-style-type: none"> <li>1.1. Council rates notice</li> <li>1.2. Lease agreement through a registered real estate agent for a period of at least 6 months or rental board bond receipt</li> <li>1.3. Exchanged contract of sale with settlement to occur within the applicable school year</li> </ul>	40
2. Any of the following <ul style="list-style-type: none"> <li>2.1. Private rental agreement for a period of at least 6 months</li> <li>2.2. Centrelink payment statement showing home address</li> <li>2.3. Electoral roll statement</li> </ul>	20 each
3. Any of the following documents <ul style="list-style-type: none"> <li>3.1. Electricity or gas bill showing the service address*</li> <li>3.2. Water bill showing the service address*</li> <li>3.3. Telephone or internet bill showing the service address*</li> <li>3.4. Drivers licence or government issued ID showing home address*</li> <li>3.5. Home building or home contents insurance showing the service address</li> <li>3.6. Motor vehicle registration or compulsory third party insurance policy showing home address</li> <li>3.7. Statutory declaration stating the child's residential address, how long they have lived there, and any supporting information or documentation of this.</li> </ul>	15 each

For more information on enrolling in a NSW Public School, please visit <https://education.nsw.gov.au/public-schools/going-to-a-public-school/enrolment/>



Dear parents, guardians and carers

**Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)**

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, in line with the *NCCD guidelines* (2019).

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

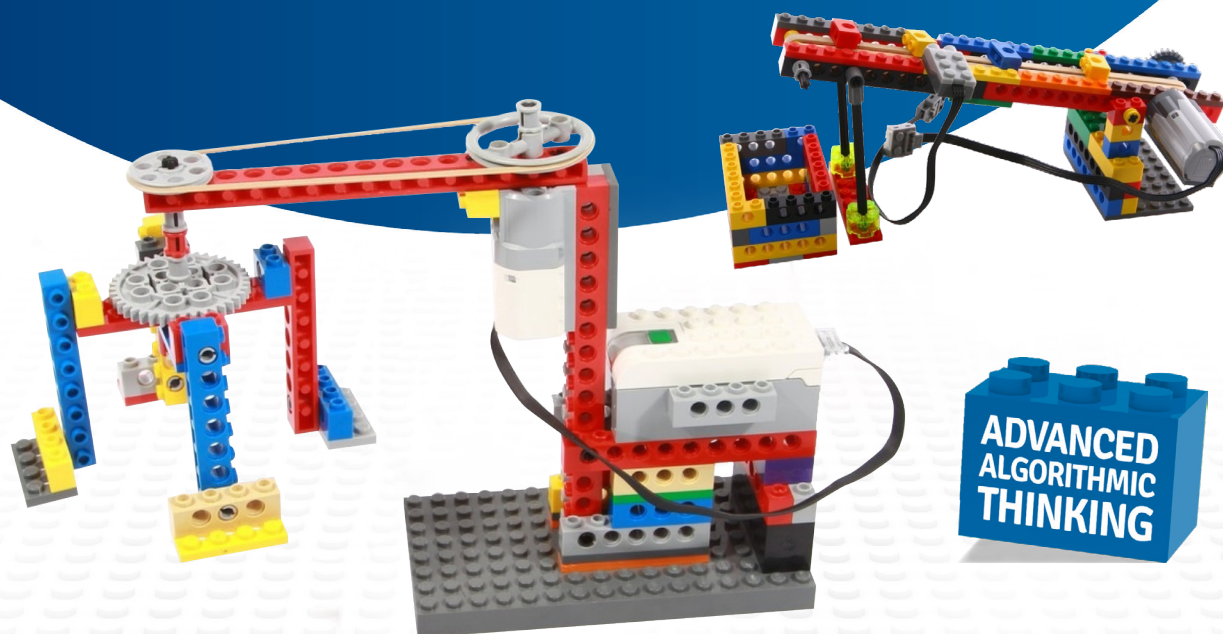
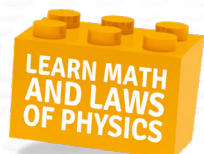
The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy](https://www.dese.gov.au/about-us/resources/departments-education-skills-and-employment-complete-privacy-policy-0) (<https://www.dese.gov.au/about-us/resources/departments-education-skills-and-employment-complete-privacy-policy-0>).

Further information about the NCCD can be found on the [NCCD Portal](https://www.nccd.edu.au) (<https://www.nccd.edu.au>).

If you have any questions about the NCCD, please contact the school.

Kind regards

**Principal**



**YOUNG ENGINEERS** Australia

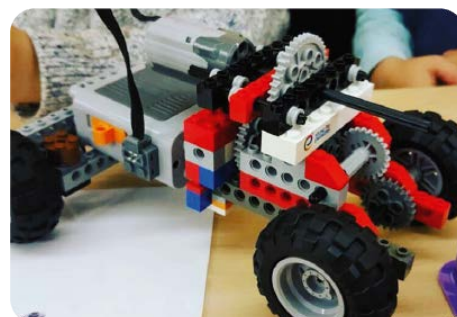
**Build Your Tomorrow. Today!**

Young Engineers provides practical application of STEM. We aim to ignite students' passion for Science, Technology, Engineering & Mathematics through hands-on workshops. Weekly sessions demonstrate scientific and coding concepts using Lego® prototypes.

## Barnier Public School

Term 3 2022 - Every Friday

Eligibility	Program Name	Time	Fee	Dates	Book online at
Yr K - 2	Build Up	2:55 to 4:25 pm	\$225	29/7-23/9	<a href="http://www.trybooking.com/CANGC">www.trybooking.com/CANGC</a>
Yr 3 - 6	Eng & Robotics	2:55 to 4:25 pm	\$225	29/7-23/9	<a href="http://www.trybooking.com/CANGC">www.trybooking.com/CANGC</a>



**APPROVED - CREATIVE KIDS SERVICE PROVIDER!**

Use Creative Kids voucher to avail rebate of \$100.  
Please go to [service.nsw.gov.au](http://service.nsw.gov.au) for more details.

**Engineering & Robotics Program** provides theoretical knowledge in software and mechanical engineering combined with mathematics and physics.

**Build-Up Program** is designed for little children where they start from learning the basics of building Lego Models including improving them and end up building models independently with a friend and enjoying group game.

**For more information  
please call 0416 100 089**

[infonwsydney@young-engineers.com.au](mailto:infonwsydney@young-engineers.com.au)  
[www.nwsydney.young-engineers.com.au](http://www.nwsydney.young-engineers.com.au)