



# newsletter

22nd March, 2024

## Message

### from the

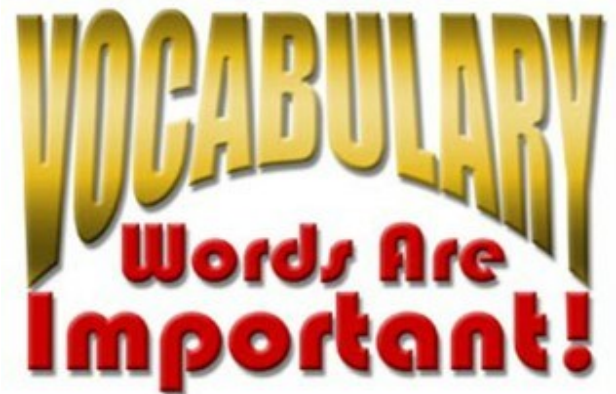
### PRINCIPAL

## *Principal's Report Term 1 Week 8*

I cannot believe that Week 8 has finished! As we speed towards the end of Term 1, I trust and hope this term has been a happy and positive one for you all.

## Building Your Child's Vocabulary

Early vocabulary knowledge consistently predicts children's later reading achievement. So how do children build their vocabulary? Mostly, young children learn words from talking with parents, brothers and sisters and friends. You can also help children learn more words by using a variety of methods to develop their awareness of words. Always keep the learning of new words fun.



### Here are some ideas to use at home.

- Act out and illustrate words when you are reading aloud. Children who know very few words enjoy sounds and actions as well as direct explanations of what a word means. Children with larger vocabularies often prefer to discuss the new word and its meaning.
- Read poetry and rhymes. Look for collections of poems that appeal to children. Repeat them often so children learn them by heart. Make up nonsense verses when out in the car. Make it a game to find as many words as possible to rhyme with their names or other words they already know well.
- Use new words in new contexts. Try to use a new word again in your conversations and discussions. Make using it as natural as possible. Say to your child, "This is the word we read last night. Remember?"
- Explain what a new word means. Link it to other words they already know.
- Look at the letters and sounds in new words. Make it a regular game when reading together to say new words, sound them out and look at the letters and letter combinations.
- Choose a letter and everyone thinks of as many words as they can beginning with that letter.
- Use family outings to point out words on signs and in shops. Even young children can identify initial letters and guess what the word means. Ask them the names for things.
- Play word games but keep them short and move on when children lose interest.
- Play with word associations. You say a simple word like 'dog' and they have to reply with the first word that comes to mind. Then they say a word and you say the first word you think of. You can also play this game with rhymes.
- Look out for board games you can play that use words.

# Those Who Read Succeed!

**Please talk to your child about the book they are currently reading and foster a love of reading culture at home.**

Why read 20 minutes at home?

<b>Child A Reads:</b>
20 minutes per day
3,600 minutes per school year
1,800,000 words per year

<b>Child B Reads:</b>
5 minutes per day
900 minutes per school year
282,000 words per year

<b>Child C Reads:</b>
1 minute per day
180 minutes per school year
8,000 words per year

The average word count for a typical novel is anywhere from 70,000 to 120,000 words

Between 15 and 25 books a year!



3 or 4 books a year



Less than one book per year



Want to be a better reader? Simply read!

## **We have Zero Tolerance of Bullying at Barnier Public School**

Bullying can be verbal, physical or psychological.

Students are strongly encouraged to report any incidents of bullying to a member of staff immediately. Such reports will be taken very seriously. Staff will take a strong, proactive, positive and problem-solving approach to these incidents.

### **Parents can make a difference**

Please report any incidents of bullying immediately to a member of staff so that bullying can be dealt with in a timely and effective manner.

All school policies are regularly and routinely reviewed in schools.

Barnier Public School has a detailed and comprehensive Anti-Bullying Policy. We strive to create a school culture that promotes caring for others, positivity and wellbeing as well as high expectations for behaviour and conduct.

**Reporting bullying does help to stop it occurring and enables us to deal effectively with such incidents when they occur.**

**A recent study into this issue in schools found that the most powerful action someone witnessing bullying in the school setting can do is simply go and stand next to the person being bullied and show their support. This gesture is an extremely powerful one and sends a strong message to everyone that bullying is not acceptable or tolerated and that people being bullied will be protected and cared for.**

Please speak to your child about this. We thank all members of the Barnier Public School community for your support and cooperation ensuring that Barnier Public School is a safe and happy school for everyone!





# Attendance Matters

Every student. Every day.

## School Attendance Matters

Missing a day here or there may not seem like much, but absences add up. Everyday matters and we are here to support all students in attending and engaging with their learning every day of the term.

We work very hard at Barnier to provide all students with the very best opportunities to learn, achieve, to be supported and excel. In order to make the very most of these opportunities they must be at school every day. The exceptions to this are, if they are unwell and/or infectious. They must stay home and rest if this is the case.

It is not ok to take a family holiday or overseas trip during school terms. It is not ok for your child to have a day off school because they woke up late or went to bed late the night before. It is not ok to allow your child to have a day off school because they don't feel like going. It is not ok for your child to have a day off because their parent or carer was too tired or too busy to bring them to school. It is not ok for your child to have a day off school to go shopping or celebrate their birthday.

School attendance matters! Your child's education matters!

If a child's yearly attendance rate is 90% from Kindergarten through to Year 9 in high school, by the time they finish year 9, they would have missed more than an entire year of their education. Please think about this, think about all the missed learning opportunities.

The first 2 hours of every school day is prime learning time. This is the time when your child will be most receptive to high level and challenging learning experiences. This is the time of the day that they will learn the most. The very important learning of the school day is done at this time. Please ensure that your child is at school on time every day so that this valuable learning time is not missed.

School attendance and punctuality is important, it matters and we all want the very best for our Barnier students.





## Due to NAPLAN, we are celebrating Harmony Day in Term 2.

Happy Harmony Day to all our Barnier families. We look forward to celebrating with you all next term. More information about this will be provided to our school community when events are finalised. Thank you for your understanding.



### Lost Property Bins



Our lost property bins are located near the canteen. They are almost always full to overflowing with jumpers, jackets, hats, drink bottles, lunch boxes, umbrellas, toys and other items. Our beautiful P&C mums go through them regularly. Labelled items are returned to their owner. Items that are not labelled are disposed of or cleaned and sold through the Pre-Loved Uniform Shop.

It would be great if all your child's belongings are clearly labelled with your child's name and CURRENT class. This would make life much easier for our P&C mums who give up their personal time to help manage lost property at Barnier.

Please speak to your child about the importance of taking care of their belongings so that they don't end up in the lost property bins, thank you.

We often have students and parents searching through the lost property bins for lost items. That is absolutely fine, however we would appreciate unclaimed items being placed back into the bins rather than being thrown on the ground and left there for others to clean up.

We thank everyone for their cooperation with keeping our school tidy.



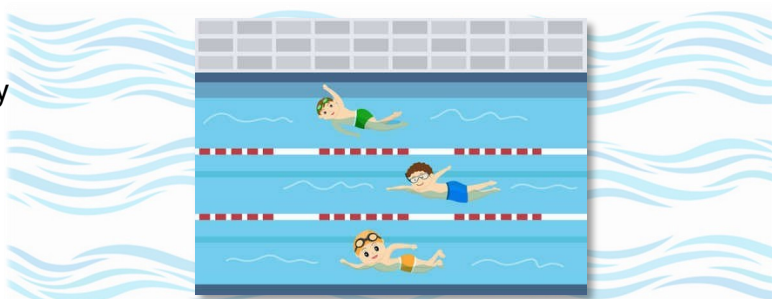
### Litter on school grounds

Unfortunately we are still seeing litter on the ground at Barnier, although the vast majority of our students place their rubbish in the bin which is great to see.

Please remind your child to keep our school clean and place their rubbish in the bins provided so that we can all enjoy our beautiful school environment, thank you.

### Barnier Public School Swimmers

Congratulations to our Z one Swimming Team. They represented our school at the Zone carnival this term with pride and determination. Best wishes and congratulations to those who qualified for Regionals. What an amazing achievement!



Have a great fortnight everyone,

*Warm regards,  
Mrs Mandy Hollis  
Principal*



## "Say cheese"



School photographs will be taken at school on **Monday 6th May, 2024**. Students are required to wear **full school summer uniform**. This includes black shoes, white socks and no colourful hair accessories.

Envelopes for individual student photographs have been sent home with students. Please complete the order form on the envelope and return it to your child's class teacher on **Monday 6th May, 2024**. Alternatively, online ordering is available at [WWW.ADVANCEDLIFE.COM.AU](http://WWW.ADVANCEDLIFE.COM.AU). Please see the order envelope for more online ordering information.

Should you wish to have a family photograph taken, please collect a family photo envelope from the school office foyer. These photos are for school aged students attending the school and no family photo will be taken unless an order form has been given to the photographers on **Monday 6th May, 2024** beginning from 8:15am in the school hall. **Parents are encouraged to remind students at drop off to go straight to the hall for their family photograph.**

Please read the instructions regarding payment carefully, noting that all late orders placed with the photographer may incur a handling fee (charged by the photography company).

**All late orders will need to be ordered through Advanced Life directly, using the details provided on your order envelope. NO LATE ORDERS WILL BE ACCEPTED THROUGH THE SCHOOL.**

Payments can be made by;

- **Cash** – place the correct money in your envelopes as the photographers do not carry change.
- **Online Credit Card Payments** – Credit card payments will only be accepted for online orders. Visit [WWW.ADVANCEDLIFE.COM.AU](http://WWW.ADVANCEDLIFE.COM.AU) and follow the prompts. Please write your receipt number in the space provided on the envelope.

It is vital to the smooth operation of the pre-payment system that each child returns their own envelope, even if payment is enclosed in a sibling's envelope.

## order your school photos now

to order visit: [www.advancedlife.com.au](http://www.advancedlife.com.au)

enter code: **W4T MQL QDY**



scan to order

or collect a cash order envelope  
from your school office

**advancedlife**  
school photography & print specialists



# Longneck Lagoon - School Leaders

On Monday 11 March, Barnier PS School Leaders and House Captains ventured to the Longneck Lagoon Leadership Excursion in Scheyville. It was a sunny day, perfect for outdoor activities. The leaders were involved in numerous team-building activities to build and test their leadership skills. Activities like the River Crossing, Obstacle course and Helicopter were fun activities which really saw the students use their cooperation, negotiation and communication skills.

A big thank you to Longneck Lagoon staff for providing such a great day for the boys and girls who attended.

We will be back next year to continue building leadership at Barnier PS.



## Barnier P&C

### Annual General Meeting (AGM)

At the AGM held on 11th March the following people were appointed to the executive. Thank you to those who attended and a big thank you to the people who have taken on a role.

The following executive positions were filled at the meeting.

**President** - Sarah Vincent

**Vice President (Communications)** - Kylie Gleeson

**Vice President (Events)** - Karen Bernardini

**Secretary** - Kylie Smith

**Treasurer** - Pandelis Hassos 🐼

### Future meeting dates

Our general meetings are held on Mondays in Week 3 and Week 7 of each school term, commencing at 7.30pm. Our next meeting will take place onsite in the Library.

We are always hoping new members will join the small but committed P&C. Being a member means that you will be able to support our school community with fundraisers, events and direction. As a member you do not need to organise any events, but simply attending the meetings will help you feel connected to the school and the 'Barnier Family'.

### Easter Raffle

Easter Raffle Prizes are ready to go!

On Sale now until Thu 28 Mar | 7.00AM

Purchase your tickets, view the prize list & full T&C's via the weblink.

<https://rafflelink.com.au/barnierpandceaster24>

### Mother's Day events

*Save these dates!*

Mother's Day Stall – Wednesday 8th May. More details to come.

Mother's Day Breakfast- Friday 10th May. Before school. More information to come.

### Next meeting

Please join us on Monday 13th May at 7pm online

Your Barnier P&C

**email us** : [president@barnierpandc.onmicrosoft.com](mailto:president@barnierpandc.onmicrosoft.com)

<https://www.facebook.com/barnierpandc/>



# Event Reminders

## Term 1 Weeks 9 & 10 & 11

### Week 9

**Wednesday 27th March** ~ Book Club Issue 2 closes (online ordering via LOOP only)

**Thursday 28th March** ~ Easter Hat Parade  
~ Deposit due for Stage 3 Camp  
~ The Confidence Club Incursion payment due today.  
~ Year 6 Into Year 7 Expression of Interest due today.

**Friday 29th March** ~ Good Friday Holiday

### Week 10

**Monday 1st April** ~ Easter Monday Holiday

**Thursday 4th April** ~ Incursion Stage 2 and 3 (years 3,4,5,6)

**Friday 15th March** ~ Stage 3 Assembly (years 5 & 6)

### Week 11

**Monday 8th April** ~ Whole School Assembly 1:30pm

**Tuesday 9th April** ~ Years 3 - 6 Cross Country

**Friday 15th March** ~ Stage 2 Assembly (years 3 & 4)  
~ [Last Day of Term 1](#)

## Term 2 Weeks 1 & 2

### Week 1

**Monday 29th April** ~ Staff Development Day

**Tuesday 30th April** ~ [Students Return to School](#)  
~ Reconciliation Week

**Thursday 2nd May** ~ Harmony Day

**Friday 3rd May** ~ Summer PSSA Round 1

### Week 2

**Monday 6th May** ~ School Photos

**Wednesday 8th May** ~ Mothers Day Stall  
~ Year 5 Interrelate

**Thursday 9th May** ~ Stage 1 Assembly - hosted by 1G (years 1 & 2)

**Friday 10th May** ~ Stage 3 Assembly (years 5 & 6)  
~ Summer PSSA Round 2





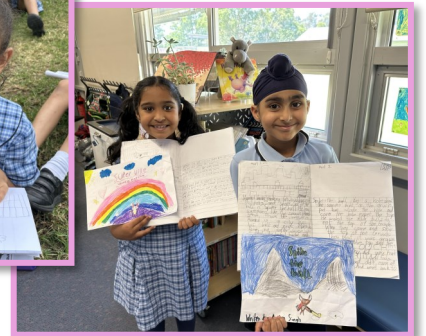
# YEAR 2 NEWS

TERM 1 2024

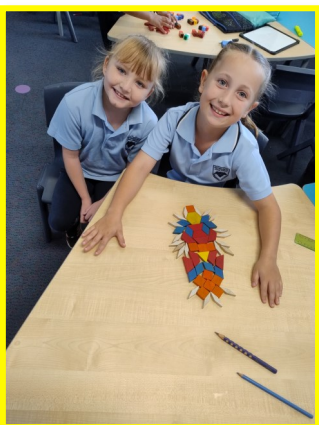
**What a start to the year! 2B** have settled nicely into Year 2 life. We work hard each day, give our best effort and learn from our mistakes. 2B have been particularly focusing on reading and encouraging our classmates by giving timely and constructive feedback. Check out some of these pictures of our awesome readers!



**2P** have had an enthusiastic start to the new year! We worked hard and are extremely proud of the narratives we wrote about our Super Animal Adventures. As a class, we have enjoyed learning all about landscapes in Science - while we took in the beautiful views of Barnier. Together, we are looking forward to learning and growing this year!



**Recently in mathematics, students in 2M** have been exploring and comparing the attributes and properties of 2D shapes. We have also been having fun identifying the repeated core in patterns, and how they can be expanded to create symmetrical mandalas. This learning has been linked to nature as we have identified repeated patterns within the environment, such as, those found in a spider's web.





# Information for parents and students

## School Travel Passes



Students who require a School Opal card or travel pass but have not yet applied need to apply or update their details as soon as possible.

In the Opal network, students should travel with a Child/Youth Opal card until they receive their valid School Opal card. If outside Greater Sydney, parents should contact their local bus operator to discuss their travel needs.

New Student Opal cards (including new Term Bus Passes) will be sent to the student's nominated postal address within two weeks of their application being approved.

Students living in rural and regional areas will receive their travel pass from their nominated transport operator. It may be issued via their school or be sent directly to them at home. **Note:** some rural and regional operators do not issue travel passes. Students/parents should confirm with their nominated operator if they do not receive a pass.

## Terms of Use

**Students using School Opal cards must tap on and tap off** in line with the Opal terms of use.

This includes travel within the approved times between 6.30am and 7.00pm from Monday to Friday on school days only. Students must use their child/youth Opal for any travel outside these times.



All students are required to comply with the Student code of conduct. The code of conduct aims to ensure the safety and well-being of school children and other passengers. It is important that parents ensure their child is aware of this, as failure to comply with the code of conduct can result in a suspension from travel.

Further information can be found at [transportnsw.info/school-travel](https://transportnsw.info/school-travel)

**FALL INTO THE FUN AT**

# **AUTUMN Vacation Care**

Head to our **WEBSITE** to view the onsite program

**VISIT** [nwcc.com.au](https://nwcc.com.au)  
**EMAIL** [bookings@nwcc.com.au](mailto:bookings@nwcc.com.au)

FROM PONY RIDING TO  
MAGIC SHOWS – OUR  
TAILOR MADE **BARNIER PS**  
VACATION CARE PROGRAM  
HAS SOMETHING FOR  
EVERY CHILD!

**BOOK NOW!**  
Places will fill  
up quickly

**ULTRA  
KIDZ OSHC**  
An Extension  
of NWCC



Dear Parents and Carers,

Please drive and park safely when dropping off and picking up your children from school. Please adhere to all road and parking laws at all times. This is extremely important.

The safety of our students is our highest priority.



## **Moving Forward - Peer Support 2024**

Barnier Public school is very excited to be running Peer Support this year. We will be implementing the Peer Support Australia module Moving Forward. Below is some information regarding the module and what your child/ren will learn. This will commence in Term 2.

### **About Peer Support**

The Peer Support Program provides a fun and engaging environment for young people. Modules are designed to equip young people with skills to deal proactively with life experiences, develop a sense of self-worth and belonging, and to encourage taking responsibility for decisions and actions. A teacher supervises each group which includes: two Peer leaders and multi age groups of 8-10 younger students.

### **Moving Forward Module**

“Resilience is the capacity to adapt in challenging situations utilising a range of protective factors. These experiences provide opportunities to develop and practise strategies to enhance wellbeing.”  
*Peer Support Australia 2012.*

*Moving Forward* is based on the evidence resilience can be developed within students by recognising and utilising protective factors and employing a range of strategies in challenging situations. Moving Forward focuses on developing the following skills:

- \_ planning
- \_ resilience
- \_ coping
- \_ communication.

### **What your child will learn:**

- \_ identify personal qualities and strengths
- \_ acknowledge their achievements
- \_ identify the people who provide support
- \_ utilise a 3 step model
- \_ develop a range of coping strategies
- \_ develop resilience

### ***Peer Support Coordinators***





# PARENT INFORMATION

## MOVING FORWARD: RESILIENCE MODULE

### What is Resilience?

“**Resilience** is the capacity to adapt in challenging situations utilising a range of protective factors. These experiences provide opportunities to develop and practise strategies to enhance wellbeing.” - Peer Support Australia, 2012

### Skills

Moving Forward focuses on developing the following skills:

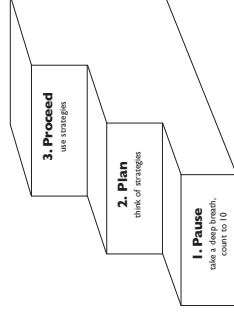
- planning
- resilience
- coping
- communication

All children benefit from their participation in Moving Forward by:

- identifying their personal qualities and strengths
- acknowledging their achievements
- identifying the people in their lives who provide support
- utilising a 3 step model
- developing a range of coping strategies
- developing resilience

### Pause, Plan, Proceed Model

The introduction of the 3 step model ‘Pause, Plan, Proceed’ highlights the process children may use to cope with challenging situations. It is acknowledged resilience can be practised and refined over time. Children will build on their experiences and learn to move forward.



### 3 Factors

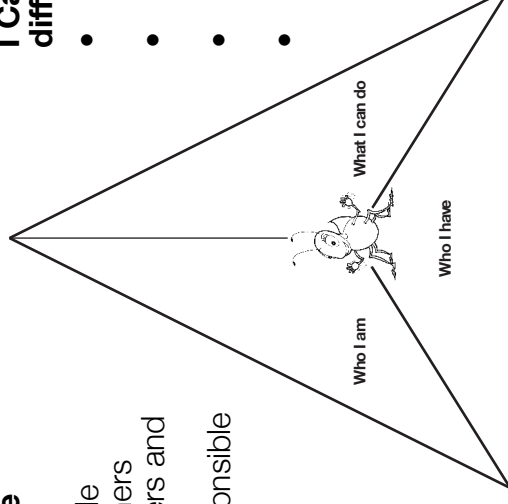
Resilience can be developed within children through the recognition of their qualities and strengths (I am), the protective factors already present in their lives (I have) and by providing opportunities to develop a range of skills and coping strategies (I can). To overcome challenges, children draw from these 3 sources.

#### I Am - a worthwhile person

- loved and loveable
- willing to help others
- respectful of others and myself
- willing to be responsible for what I do

#### I Can - make a difference

- talk to others about how I feel
- find someone to help me when I need
- find ways to solve problems
- control my feelings when needed



#### I Have - people who I trust who support me

- show me how to do things
- want me to learn to do things on my own
- help me when I need
- keep me safe

What does research tell us about resilient children?

Children who are resilient:

- talk about their accomplishments and personal achievements of which they are proud
- express a sense of belonging and connectedness
- demonstrate a sense of autonomy and personal responsibility when they talk about their lives
- have definite plans and positive views about their future
- have at least one skill which gives them pride and acceptance
- tend to be responsive, socially adept, capable of initiating and sustaining close relationships with adults and peers and are able to show appropriate empathy
- have good communication and conflict resolution skills and possess a healthy sense of humour
- are typically able to think creatively and flexibly about problems, to make plans and take action on them
- are able to ask adults for help when needed and show resourcefulness in dealing with problems
- show a healthy degree of independence, are able to think and act autonomously from adults and are able to reflect critically on their environment
- have a well developed sense of their own identity and believe in their own ability to effect changes in their environment
- are better placed to take opportunities and turn them into positive experiences

“Resilient learners persist where others give up. Persistence in the face of adversity requires a feeling of safety about not having achieved an answer yet.” Andrew Fuller

Protective factors

Peer groups at school are a powerful protective factor for children. They believe being connected to peers is an important protective factor in their own lives and friendship and socialising are the most important factors in liking school.

The following protective factors assist in developing resilience in young people.

Environmental	Personal skills and beliefs
<ul style="list-style-type: none"><li>• feeling connected</li><li>• feeling cared for and supported by adults</li><li>• having a sense of belonging and worth in their family</li><li>• having one caring adult outside the family unit</li><li>• being involved in community life</li></ul>	<ul style="list-style-type: none"><li>• knowing how to think helpfully and optimistically</li><li>• having skills for resourcefulness and adaptivity</li><li>• demonstrating competence in social skills</li><li>• being emotionally literate</li><li>• having a healthy self esteem</li></ul>

Family Strengths

The following can enhance family resilience:

communication	togetherness	sharing activities	affection
support	acceptance	commitment	resilience

## What can parents do to promote resilience?

Children should see mistakes as a basis for learning - too much protection from disappointment and failure may not give children the chance to learn how to deal with their mistakes or difficult situations.

Parenting SA

- model resilient behaviours when facing challenges
- remind children of appropriate ways help manage feelings
- praise accomplishments, particularly those which have required perseverance
- continue to help children learn to recognise and name their feelings as well as those of others
- continue to help children become increasingly aware of their temperament as well as the those of others in their life
- gradually expose children to adversities or prepare them by talking, reading books and identifying and discussing resilience factors which may be helpful
- encourage children to demonstrate empathy, to be pleasant and do kind things for others
- encourage children to use communication and problem solving skills to resolve interpersonal problems or to seek help with them
- communicate with children, discussing, sharing and reporting on the days' events, ideas, observations and feelings
- help children begin to accept responsibility for their own behaviour and to understand their actions have consequences
- provide opportunities for children to set goals, make decisions, show initiative and take responsibility both independently and with support
- establish family rituals to celebrate events and daily routines
- help children feel more secure by showing them they are loved, wanted and that they belong
- ensure children are getting enough sleep
- encourage regular physical activity they enjoy
- encourage time spent outdoors to clear the mind
- ask for their opinion so they have practise at communicating their views

## What is the Peer Support Program?

The Peer Support Program provides a fun and engaging environment for young people to address social issues. Modules are designed to equip children with skills to deal proactively with life experiences. The Peer Support Program promotes wellbeing, which encourages positive relationships, connectedness and a sense of responsibility.

### How does the Peer Support Program work?

Trained Year 6 Peer Leaders, supervised by a teacher, facilitate structured activities with multi aged groups of 8-10 students.

Briefing and debriefing sessions, led by teachers, take place before and after each session.

Modules consist of 8 x 30 minute sessions, conducted weekly, once a year.

***Peer Support Australia provides school communities with an evidence based, peer led approach to enhance the mental, social and emotional wellbeing of young people.***



Peer Support Australia  
Suite 2.01a, Building 3 35-41 Waterloo Road  
Macquarie Park NSW 2113  
Phone: 1300 579 963  
Email: [office@peersupport.edu.au](mailto:office@peersupport.edu.au)  
[www.peersupport.edu.au](http://www.peersupport.edu.au)





# WYNDHAM COLLEGE

## 2024 OPEN NIGHT

**SPEAK WITH  
OUR HIGHLY  
EXPERIENCED  
HSC TEACHERS**



**DISCOVER OUR  
EXTENSIVE AND  
ENGAGING  
CURRICULUM  
AND FACILITIES**



**YEARS 11 & 12**

**TUESDAY 14TH MAY**  
**5.00 - 7.00 pm**



**STAY CONNECTED:**  
**Scan the QR code to hear**  
**what our students have to say**



**NIRIMBA EDUCATION PRECINCT**  
**EASTERN ROAD, NIRIMBA FIELDS**



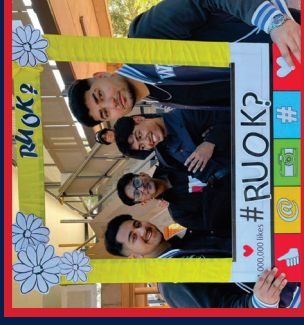
# WYNDHAM COLLEGE

*A school as unique as you are*

Student development is enhanced by learning in a senior learning environment. We understand the aspirations, learning, social and cultural needs of our students.

### WHY WYNDHAM?

- Programs for high potential & gifted students - Platinum Club
- Band 6's across all Key Learning Areas
- Teachers with extensive HSC marking experience
- Comprehensive Wellbeing programs
- Sports Academy - home of the 'Wolverines' and sports coaching program
- Access to the Vocational Innovation Centre
- Students selected for ArtExpress & Shape Exhibitions
- School Spectacular featured performers
- Great Barrier Reef fieldtrip opportunity in Year 12



☎ 9208 7100

wyndhamcol-h.schools.nsw.gov.au

wyndhamcol-h.school@det.nsw.edu.au