

WOODPORT

Public School

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Issue 14 – 1 September 2021

Term 3 Week 8

WELLBEING WEDNESDAY

Feelings of wellbeing are fundamental for overall health and are strongly linked to happiness and life satisfaction. It is important that we feel good about ourselves to lead a happy, healthy life. The impact of the COVID-19 pandemic has drastically changed our lives and has sent us many challenges. To help improve everyone's wellbeing we have decided to declare next Wednesday 8 September, 'Wellbeing Wednesday'. On this day students, family members and staff will be invited to participate in a range of activities aimed at supporting our wellbeing.



Students in Years 1-6 will be able to access the activities on Google Classroom and Kindergarten via Class Dojo. Students will aim to collect a total of 100 points by the end of the day. They will have the opportunity to share a photo via Dojo of their favourite activity. Students at school will also participate in wellbeing activities.

Parent activities will be available for you to access on the school's website.

Further details will be explained by your child's class teacher. **Please note** that regular timetabled Zoom lessons will not take place on this day as staff will also be participating.

We look forward to seeing how everyone is taking care of their wellbeing.

LEARNING FROM HOME UPDATE

The Premier and Education Minister announced last Friday 27 August a detailed road map for the safe return to face-to-face schooling. This involves the commencement of the return of students on October 25. If stay at home orders are lifted in any part of the state prior to October 25, it is possible that some or all schools, staff and students may return to face-to-face earlier. The Department of Education and our school will continue to monitor the situation in the Central Coast LGA and offer a return to school that is compliant with the public health orders and consistent with our local community. In addition, the Government and Department of Education has mandated through a public health order the vaccination of all school staff.

Dates to Remember 2021

School banking NOT DURING LOCKDOWN

Uniform Shop and Canteen CLOSED DURING LOCKDOWN

PLEASE DO NOT MAKE ONLINE PAYMENTS

Sunday 5 September	Fathers' Day
Wednesday 8 September	Wellbeing Wednesday
Postponed	Kindy Start (to be advised)
Postponed	Olympathon (to be advised)
Cancelled	Year 6 Canberra
Cancelled	Year 5 Great Aussie Bush Camp
Cancelled	Athletics Carnival
Cancelled	Footsteps Dance

NSW Health advice requires all staff to wear a face mask and strongly recommends and encourages all primary students to wear a mask.

Order of Return

If we remain at Level 4, students will return to face-to-face learning with NSW Health-approved COVID-safe settings on school sites in the following order:

- from 25 October – Kindergarten and Year 1
- from 1 November – Years 2, 6 and 11
- from 8 November – Years 3, 4, 5, 7, 8, 9 and 10.

Our staff really miss our vibrant and active school life and fabulous students and look forward to getting physically back into the classroom as soon as it is safe to do so.

CANCELLED ACTIVITIES

Due to the announcement made last week by the NSW Premier and the Education Minister a number of planned events have unfortunately had to be cancelled.

These events are listed below;

- Year 6 Canberra Camp
- Year 5 Great Aussie Bush Camp
- Footsteps Dance
- Athletics Carnival
- Basketball challenge

Parents and carers may now request either a full refund or leave your family account in credit for future events.

- a) Credit applied to your family account (not available for students who are in Year 6 who do not have any siblings at school)
- b) Full refund – please complete the attached form on page 18 of this newsletter) and return via email.

Please contact the school either via phone or email to confirm your option.

The process for refunds is extensive and there may be delays. However, we hope to have all refunds processed within four weeks of your notification.

We are disappointed that our students will miss out on these experiences and we appreciate your support and patience during this difficult time.

SASS APPRECIATION WEEK

Next week is School Administrative and Support Staff (SASS) Appreciation Week and I would sincerely like to thank them for their hard work and commitment in support of the school, the students, the staff and the community. They work hard each day by maintaining school grounds, organising notes and resources, printing, receipting money for excursions, attending to sick children, assisting learning in the classroom and playground in addition to a multitude of other responsibilities.

The commitment and perseverance of our support staff has been nothing short of remarkable during home learning this term. Our School Learning and Support Officers (SLSOs), Mrs Pennington, Mrs Yeo, Mr J Day, Mr Taylor, Miss Besley, Mrs Saffy, Miss Richardson and Miss Bodill have spent a great deal of time improving their online knowledge and skills so they could deliver regular Zoom lessons to a number of our students while they are learning from home. This has been greatly appreciated by students, parents and teachers. WPS SAS staff are truly a marvellous team who really do go above and beyond to help make Woodport such a wonderful school. They are dedicated, enthusiastic members of

our staff who are highly valued. A huge thank you also to Mrs Walter our office manager, Ms King, Mrs Allen, Mrs Bladwell, Mrs Wyatt, Mr Brown our general assistant, Mrs Ware, Mrs Dolan and Mrs Van der Walt our SLSOs who have been supporting children at school. Whatever their role, they are instrumental to supporting the well being of students, teachers and the school community.

HAPPY FATHERS' DAY

Once again, this year we unfortunately missed out on celebrating Fathers' Day with our wonderful fathers and father figures at our usual BBQ breakfast. We certainly appreciate all that you do for your children and our school. We hope you have a lovely day being spoilt by your children. Happy Father's Day.



Judy Boland
Principal

INDIGENOUS LITERACY DAY

Today is Indigenous Literacy Day (ILD) and to celebrate the Indigenous Literacy Foundation is hosting a free virtual celebration for all Australians at the site – ild.org.au. Through storytelling, ILD provides a window into the richness, diversity and multilingual world of First Nations peoples with a selection of short, two-minute, inspiring video stories by First Nations storytellers (of all ages) from across the country.



If you would like more information and activities, please look at the following website <https://www.indigenoussliteracyfoundation.org.au/indigenous-literacy-day>

STUDENTS LEAVING

As we move into our planning phase for 2022, if you have a student at Woodport who is NOT in Year 6 and will not be returning to Woodport Public School next year, please let us know. The number of students at our school affects the planning for classes, teachers and school programs so the earlier we have information, the better. Please email the school or write a note to your child's teacher.

TELL THEM FROM ME PARENT FEEDBACK SURVEY

This term, our school will be participating in the *Partners in Learning* parent survey, another part of the *Tell Them from Me* suite of surveys (student, teacher and parent) on student engagement. The survey asks parents and carers questions about different factors that are known to impact on student wellbeing and engagement.

Running this survey will help our school understand parents' and carers' perspectives on their child's experience at school. These include: communication between parents/carers and staff, activities and practices at home and parent/carer views on the school's support of learning and behaviour. This valuable feedback will help our school make practical improvements.

The survey is conducted entirely online on home computers and on all Android or Apple devices. Last year we had 180 families complete the survey and we are hoping to exceed this in 2021.

The survey will typically take 5 - 10 minutes to complete and is entirely confidential. The parent survey will be conducted between 1 September and 15 October. Participating in the survey is entirely voluntary, however, your responses are very much appreciated.

This year anyone who completes the survey will go into the draw to win a \$20.00 Erina Leagues Club voucher. We will have one voucher per stage. As this survey is anonymous please inform your child's

teacher via Dojo or email the school that you have completed the survey so we can enter your name. Vouchers will be drawn on Friday 22 October. Good luck! We look forward to getting your feedback.

Please click on the following link to commence the survey – <http://nsw.tellthemfromme.com/4vp42>
More information about the survey is available at: <http://surveys.cese.nsw.gov.au/information-for-parents>

BOOK WEEK WINNERS

Every year, our Year 6 students produce their very own picture book that takes many, many hours for them to write and illustrate. Ten finalists were selected, and their books were read to students K-6 who then voted on their preferred picture book. Congratulations to our ten finalists – Harry C, Lucinda D, Tahnee M, Riley D, Toby F, Sophie W, Holly A, Chloe H, Tiana R and Oliver Z.

The winners were announced last Friday and they are “Greg the Giraffe” written by Holly A from 6E and “Panthers Versus Roosters” written by Harry C from 5/6S. Congratulations Holly and Harry and well done to all of year 6 who did an amazing job and should be super proud of themselves.

This year due to the high quality of the published books we have decided to acknowledge a few others for their efforts.

Best Illustrations – Cruz S, Kristine B, Melina I and Ema R-R

Entertaining Storylines – Edan S and Devlin G-V

Outstanding Work Ethic and Attitude – Aiden O, Charlie K, Emilee A and Inara W

Most Original Story: Lazar N, Rosa F, Sofya S and Micah S

The following children correctly selected “How to Make a Bird” by Matt Ottley & Meg McKinlay which won the Children’s Book Council Australia (CBCA) Picture Book Award:

KC Lola S, Michael N, Abigail F, Jake M and Noah S

KM Emi M, Zoe E and Jackson B

KB Mason G, Easton W, Luisa V and Lucy G

1B Emma J

1S Ruby R

2D Isabella K

2V Eva M

5E Annabelle W

5M Meeki W and Jimmy G

5/6S Kristine B and Nate L

6E Oliver Z



Stage Book Week Competition Winners

Kindergarten – Charlotte H (KB), Lyla B (KB), Ava B (KC), Michael N (KC), Tej A (KM) and Cooper B (KM)

Stage 1 - Isabelle B (1B), Armani H (1B), Alex M (1S), Huxley J (1S), Alice L (1/2C), Parneet B (1/2C), Amelia B (2D), Parker M (2D), Phoebe M (2V) and Alori-Joh A(2V)

Stage 2 – Lola C (3J), Emily W (3J), Rebecca T-M (3T), Alex K (3T), Evie B (4A), Annalena T (4A), Caden M (4K) and Curtis S (4K)

Stage 3 – Tiayah W (5E), Cooper Y (5E), Liam K (5M), Reuben M (5M), Scarlett A (5/6S), Lucinda D (5/6S), Micah S (6B), Olivia M (6B), Tiana R (6E) and Sofya S (6E)

We were certainly extremely excited by the creative talents our students have. A big thank you to those who entered. All children will receive their certificates and book prize when school returns.

A very big thank you to Miss Williams for organising the Book Week competitions and for compiling a lovely video recognising our winners.

If you would like to view any or all of the books, please use the link below. Once you open the link, click on any of the books to listen and view the story. Please note: *It is not available in Internet Explorer.*

https://docs.google.com/presentation/d/e/2PACX-1vSEIBD3F6qzUbnlKloiP9Tq_6ssmBo_9Z0V1flvPz0LAVDb0CxVvgsVQAZJW8y4aYNzLfU_Y_EHJDhy/pub?start=false&loop=false&delayms=3000

NATIONAL CHILD PROTECTION WEEK


Next week is National Child Protection Week. The theme this year is 'every child, in every community, needs a fair go' with the focus on ensuring every family and community has what kids need to thrive and be healthy. Prioritising the safety and wellbeing of all children is essential. To grow up well children need to feel safe and loved, have a chance to play and explore, have a say in decisions that affect them, and access to essential things like food, shelter and healthcare.

Research shows that one of the best ways to prevent child abuse and neglect, before it starts is by building child friendly communities that support and value children and families. Go to <http://www.napcan.org.au> for ideas on how you can play your part to protect children today and every day.



This is a good time for parents and caregivers to discuss online safety with their children to help safeguard them when using the internet. We know that the ever-changing nature of the internet can pose challenges for many parents. Knowing about potential risks and how to deal with them can help manage negative situations. You will find some resources that may assist you on the Children's e-Safety Commissioner's website at <https://esafety.gov.au/education-resources>

TIPS FOR TALKING TO CHILDREN ABOUT PERSONAL SAFETY



Article 12 of the United National Convention on the Rights of the Child states that **children have the right to have a say in matters that affect them, and for adults to listen and take it seriously.**

WHAT WE KNOW:

- Children have the right to feel able to speak up, and to be listened to, respected and believed.
- When we "tune into" children in everyday situations about even small worries, children are more likely to trust us and feel comfortable to tell us if something big is wrong.
- Speaking regularly to children about their safety is a powerful way to build open communication with them.
- It is always the responsibility of adults to keep children safe from harm - child abuse is never a child's fault.



IDEAS FOR PARENTS AND CAREGIVERS:

- Help children to identify trusted adults (both within the family and outside) they can talk to, if they are worried, upset, or don't feel safe. Create a list together. Make sure the trusted adults know they are on your child's list.
- Remind children that they can talk to you or a trusted adult about anything, no matter how big or small their worry might be.
- Talk to children about how they know when they feel safe or unsafe. Help them to listen to their early warning signs (how their body feels), and to trust their feelings and instincts.
- Use everyday activities (such as preparing meals and snacks, going for walks, playing, shopping) as opportunities for conversations. If children are used to having lots of communication, it can make it easier to talk when big or tricky issues come up.
- Be open to talking about all kinds of feelings, including anger, joy, frustration, fear and anxiety. This helps children to develop a 'feelings vocabulary'.
- Show children that you can respond sensitively to negative emotions as well as positive ones when they express their anger, embarrassment, sadness or fear.
- Don't rush into problem-solving. Your child might just want you to listen, and to know that their feelings and point of view matter to someone.

EARLY STAGE 1 – LEARNING FROM HOME

It has been another busy fortnight in Kindy. The children have been working hard to increase the length and quality of their writing and we have been very proud of their efforts. They have demonstrated persistence and are using all of the strategies they have been learning to help them spell unknown words and to build well-constructed sentences.

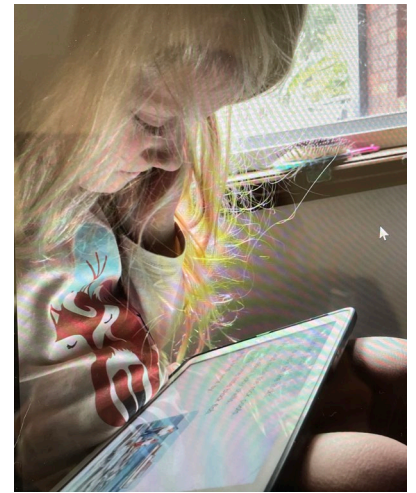
Learning to write is tricky at the best of times but, our kindies have been resilient and shown great improvements. We look forward to the day sometime very soon that we can get back in the classroom and support them further as they endeavour to produce longer and more complex pieces of writing.

KM have been working very hard to improve their writing. Here are some examples.

On holiday I like to go to the beach and jump over the waves. My favourite season is summer because it is hot.
By Hayley

Baby Lion was asleep and his family was hunting for food.
Baby Lion woke up
Baby Lion looked for his family
He found his family
By Isla

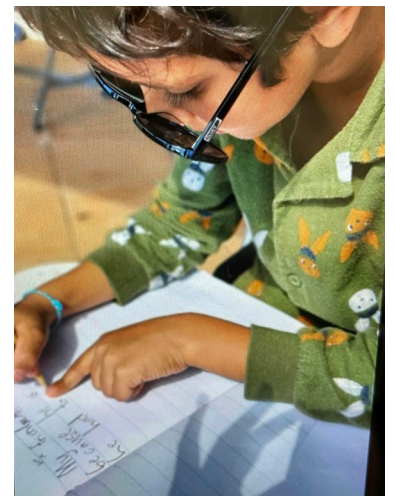
1. Ducks live all around the world in ponds
 2. Ducks are omnivores that eat fish, worms, grass, and plants
 3. Ducks have webbed feet
- By Autumn



Brooklyn continues to enjoy her reading and is working hard



Isla is working hard on her writing



Tej is focusing on his finger spaces and stretching out unknown words



LEARNING FROM HOME IN STAGE 1

Stage 1 teachers would like to acknowledge all parents and carers for their fantastic efforts which come with the challenges of learning from home. We appreciate all the hard work families have shown over this time.



While lockdown occurs and being stuck inside can be hard, we've decided to "travel" to another country every Saturday night and learn about their cultures. On the weekend we ate pork dumplings next to the Great Wall of China (Cruz's Lego version) while watching Mulan. Cruz S 2D



While learning from home, we made a jungle for our window with my Granny. We painted different sized paper plates in various colours and then we used crepe paper and coloured paper to make the manes of the lions and the fur of the monkeys. Then we made the trunk of the tree, the leaves and the grass out of coloured paper and crepe paper. After that we stuck googly eyes on the faces of the lions and monkey. Later we made elephants from paper plates too. We also made giraffes by sticking cardboard boxes and cardboard tubes together and painting them. Finally we got long strips of crepe paper and twisted them to make vines. Amelia.G 2D



Suddenly in a puff of smoke a green and red, spotty dragon appeared right at my window staring at me. He started looking angry and then he started breathing fire on my window. My window became black and faded away. I ran down stairs and I yelled 'wake up! wake up!' to my mum and dad. They got a big fright because they heard my window breaking and the dragon breathing fire. Dragons are a myth my mum said. You two go and distract that old dragon and I will read the book about dragons. My mum was the fastest to get outside and then my dad got outside. He was slow because he had to go out the front to get a sharp shovel. The dragon was heading towards the local school that had over nine hundred people in it, I was reading the book as fast as I could. My mum and dad could not keep up. The dragon was too fast. He started flying away because he saw the shovel in dad's hand then he vanished into the abyss. By Brody M - 2D

CREATIVE WRITING

Suddenly in a puff of smoke a green and red, spotty dragon appeared. It roared and breathed fire at all the people there. You could hear it from another country. Everyone was scared and they ran away but the dragon followed them and breathed fire again. The city was soon on fire. He had come from a swamp under the sea beds and the deep dark bits of the swamp. He had come to the city to terrorise it and get food out of the people's bodies. The people fought back. They shot back nets and bombs but the dragon didn't hold back a bit and roared. Fire and smoke came out again. One person, with good aim, got a net and threw it on the dragon's feet but the dragon breathed fire and destroyed the net and won the battle. By James H 1/2C

1B have shared some reasons what they are grateful for;

My dad cooks my breakfast – Isacc.D

Cuddles and toys – Havana.D

My house – Lennox.P

Kisses and hugs, Harry Potter – Amani.H

Having lots of toys – Millie. A

I have food and a house – Luna.B

2D were asked if they had one wish, what would it be?

My wish would be to come back to school – Amelia G

I would wish that COVID-19 is gone – Bella D & Jennifer G

I would wish for lockdown to be over – Hudson B & Charlie K

To be able to buy everything – Bailey S

To have more Facetime and play dates – Sophie S

To get a million wishes – Parker M

A millionaire's house and tonnes of money – Alegra M

To have a pet horse – Charlotte B

To have a pet monkey – Marcus G



Breaking the boredom - a fun week of dressing up at Cliff and Grace's house 😊



Monday



Tuesday



Wednesday



Thursday



Friday



STAGE 2 – LEARNING FROM HOME

Stage 2 students have been busy over the last two weeks learning from home. Our talented students have created impressive sculptures using aluminum foil and shadow sketching. We were extremely impressed with the creations the students came up with. Our Zoom sessions have also been so much fun with themes such as manic hair Monday and crazy hat day. The teachers have enjoyed interacting with all the students and hope it brings as much joy to the children as it does to us. Keep up the good work!



STAGE 2 HAVING FUN LEARNING FROM HOME



STAGE 3 – Afternoon Activities have been a HIT!



Holly baked some delicious biscuits



Ramsay made his own birthday cake from scratch – What a champion!



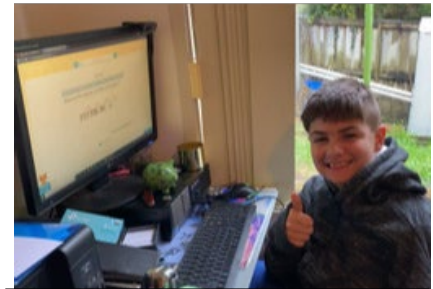
Macaela walking through the beautiful Strickland Forest – a great way to clear the head!



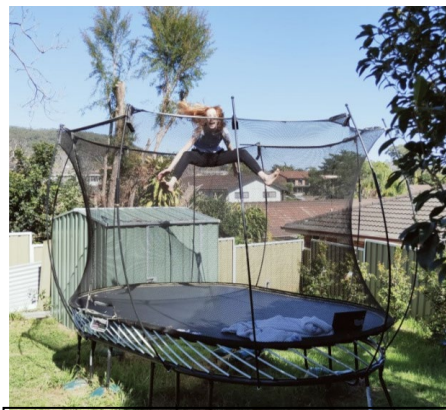
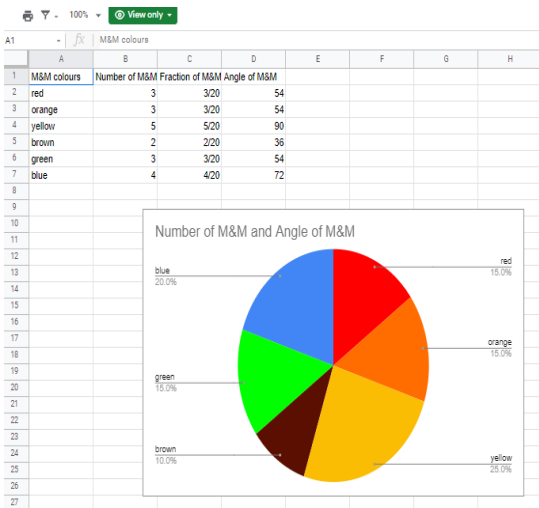
Ivy is in a state of flow as she calmly sketches her yard – very talented indeed!



Cooper's fantastic, artistic sketch of his backyard.



Josh has an excellent set up at home and shows his positive



Sophie letting off some energy. Wow look how high she can jump!



Riley using his time productively to make his family pumpkin soup. Amazing.

Lea, Toby, Riley and Olivia used great problem-solving skills, fractions, percentages, tables, graphs and Google Sheets to solve the mathematical problem - To calculate the percentage of different colours of M&Ms in a handful of 20 and represent findings on a pie graph.



Look at Charlotte's impressive cooking & finger puppets



MR DAY'S DIARY

REMOTE LEARNING AND BREAKS

(Written by Senior Occupational Therapist, Danielle Rippon, at Coastwide Therapy Services)

Times are tough now in our local area with most families completing work, schooling, exercise and play at home. Remote learning isn't something that most of us were set up for, enjoy or thought we would ever have to do. However, there are a few simple tips that may make the difference in making your day with the kids completing remote learning easier and FUN!

REMOTE LEARNING:

1. Set up a space: anywhere in the house that can be dedicated to learning for that period. If it's a nice day, there may be some activities that you can do in the yard or in the loungeroom. Anywhere that is different from the children's usual play equipment or technology that tells their brain "we are going to be productive". We also need to consider appropriate positioning for extended periods of learning – generally feet are on the floor and supported, arms and shoulder supported at a desk/table too, and the 90 degrees rule applies. Please note that it may be appropriate to do some activities on the floor on your tummy or other positions e.g., reading/sight words, puzzles, or drawing.

2. Have a schedule: this can look like a tick box schedule or a written or visual list. Use terms like 'first we are doing spelling, then PE' as this will help your child know that tasks have a clear start and end time, as well as knowing that breaks are coming up. My key tip is to not make the list too long – you will very quickly lose children's engagement if you give them 20 things to do – keep it to 2-5 if you can. You can also have more than one schedule for that day if that helps too for example, morning, middle and afternoon schedules.

3. Choice: where possible let children have a choice of when they do at least one activity. Generally, children don't have much of a say in anything and having a tiny bit of control over when they do an activity may mean the difference in motivation that they need to complete some non-preferred tasks.

4. Set boundaries: It may seem simple, however boundaries like having children put on a new set of clothes for the day of learning, making their bed, following a breakfast/morning routine that is like when they go to school and packing a lunchbox for the 'school day' may just be enough to help them get in the zone and provide cues to learning.

5. Be realistic: It is very easy to criticise ourselves if we hit hurdles or things don't go to plan. Remember that you didn't sign up to be your child's teacher and that you are doing your best. If it is not happening for you on the day and you get 3/9 tasks done then that is a win, if they do 4, 5, 6, 7, 8, 9, then they are also wins. Reward yourself and your child/children with breaks and praise for their efforts – this isn't easy for anyone.

BREAKS: Our bodies were not designed to be sedentary, in fact most of our learning comes from movement and sensory input in our childhood. The following are some ideas to achieve a variety of movement and sensory 'brain' breaks throughout the day, though it would be impossible to list all of them, I encourage you to be creative with them!

- Star jumps
- Running or playing outside
- Walk, run, scooter or bike ride around the block
- Ball games
- Tug of war with a towel
- Swinging or the local park (if available to you)

- Food is another great break time, foods that are sticky, chewy, sour, crunchy, warm/cold can be helpful
- Cooking – let them help you prepare dinner
- Breathing games with bubbles, balloons or blowing scrunched paper away
- Stretching - Yoga or mindfulness
- Board games
- Singing/karaoke
- Dance breaks, Go Noodle
- I Spy



BEING NEIGHBOURLY IS GOOD FOR CHILDREN AND YOUNG PEOPLE

WHAT WE KNOW:

- Children feel safer when they know the people in their community.
- Children like it when neighbours, shopkeepers or bus drivers say 'hi' and smile.
- Social isolation is a big challenge for many families.
- A friendly adult can make a big difference in the life of a child or young person.
- We can all look out for children and make sure they are safe – even if we don't know them.
- We all have a part to play in creating stronger, happier neighbourhoods for everyone.



For more information about how you can play your part or to get involved in

National Child Protection Week
(starting first Sunday September)
visit: www.napcan.org.au

NAPCAN PREVENT CHILD ABUSE & NEGLECT

HOW YOU CAN PLAY YOUR PART:

- Smile and say hello to people in your neighbourhood, including children and teenagers. Try the **Five Smiles a Day Challenge**: friendshipproject.com.au/five-smiles-a-day/
- Remember the names of children (and their pets!) and listen to what they have to say. This shows them that they are important and that you care.
- Be a positive role model. **NAPCAN's video Children See, Children Do**: napcan.org.au/children-see-children-do/ is a great reminder that children are watching everything we say and do.
- Talk to your neighbours and take the time to build relationships among parents nearby. You can start by asking people how long they have lived in the area or asking parents about their children (e.g. their ages and hobbies) to show that you are interested.
- Swap phone numbers with other families and let them know if you are doing something they could join in with e.g. going to the park to play.
- Parenting is a big job. Offer a helping hand to families in your neighbourhood. For example, offer to pick something up from the shop, watch the children, or bake some food.
- Be kind and supportive to parents rather than judging them. If you see a family that is facing challenges, you may need to ask advice from an expert about what to do. You could start by looking up advice hotlines e.g. Parentline, or Kids Helpline.
- Speak up if you see something that is unsafe e.g. broken equipment, kids playing near traffic, a small child alone, or unsociable behaviour.
- Think about how your neighbourhood could be improved for children and teenagers. Ask them what they like and what they might want to change, and help them advocate to make things better.



neighbour day
Last Sunday in March

For more information about Neighbour Day and how you can get involved visit: www.neighbourday.org

03/2108

GOLD BOOK – CONGRATULATIONS!

At Woodport PS the Principal, Mrs Boland has a very special book, called 'The Gold Book'. Students are given the opportunity to share their work with her. During this time of remote learning, teachers have been very proudly sharing students' work with her. Listed below are the students whose work she has received. Mrs Boland has thoroughly enjoyed reading their work and hearing about the incredible resilience, determination, and dedication that so many of our students are displaying. Congratulations!



Cleo H – 5E	Kelsey B – KC	Alba C – KC	Noah S – KC	Jake M – KC
Evelyn M – KC	Cayden L – KC	Emma J – 1B	Isaac D – 1B	Amelia G – 2D x 2
Bernard F – KB	Georgia W – KB	Valentina S – KB	Lucy G – KB	Evelyn G – KB
Kayleigh F – 2D	Oliver G – 2D	Sophie S – 2D	Isabella K – 2D	Charlotte B – 2D
Brody M – 2D	Bailey S – 2D	Amariah B – 2D	Alegra M – 2D	Amelia B – 2D
Jayden M – 2D	Amelia L – 2V	Summer N – 2V	Jayden M – 2V	Mitchell R – 2V
Chayse W – 4K	Dakotah M – 4K	Nixon H – 4K	Beatriz B-C – 4K	Chase B – 4K
Alice L – 1/2C	Indi S – 1/2C	James H – 1/2C	Brigitte W – 1/2C	Henry W – 1/2C
Sasha F – 1/2C	Dylan H – 1/2C	Fraser L – 1/2C	Callum J - 1/2C	Cliff R – 1/2C
Khye J – 1S	Lucius K – 4K	Codey M – 3J	Tej A - KM	Isla S - KM
Autumn L - KM	Brooklyn M - KM	Anna R - KM		

MERIT AWARDS – WEEK 7 & 8 TERM 3

KB	Lyla B	Luisa V	Stephen W	Valentina S
KM	Emi M	Melody L	Jackson B	Anna R
KC	Sage B	Blake B	Alba C-H	Jake M
1B	William F	Sierra F	Amani H	Hazel W
1S	Stefan M	Alex M	Patrick P	Alice G
1/2C	Dylan H	Fraser L	Sasha F	Cliff R
2D	Lily J	Sophie S	Hudson B	Charlotte B
2V	Alori-Joh A	Aubrey G	Micah L	Summer N



3J	Jeylin A	Lola C	Lily J	Harrison K	Hartley M	Jesse S
3T	Ava D	Zoe S	Mia L	Bayley L	Steven L	Emily W
4A	Isabella E	Grace H	Jake N	Jaxson S	Charlie V	Sophia E
4K	Thomas B	Sophia H	Indhie B	Aarush B	Leila T	Lincoln H
5M	Liam K	Noah W	Miliyah N	Maddison H	Leilani G	Ralph B
5E	Lucas S	Olivia P	Cleo H	Gemma A	Hannah H	Zeke S
5/6S	Scarlett A	Isabella H	Emma H	Tahnee M	Joshua S	Tristyn W
6B	Oliver K	Kiera Rose K	Cruz S	Stevie S	Jayden S-H	Micah S
6E	Zachary M	Gertie R	Lazar N	Devlan G-V	Jackson F	Emilee A

EBS AWARDS

To receive an Effort Brings Success (EBS) certificate, students need to return three merit certificates. Four "Effort Brings Success" (EBS) certificates are required to earn a plaque. This fortnight the following students have received an EBS certificate: **Amity R – 2V**

GREAT EXAMPLES OF GOLD BOOK WORK



Cleo – 5E

My Monster by Azylah D 2V

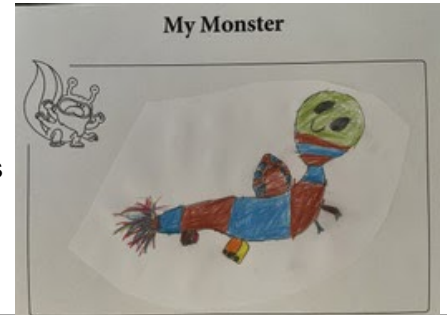
My monster is bigger than a lion but smaller than an elephant. He can jump as high as a kangaroo. He's also really fast, almost as fast as a cheater. My monster has a very unusual name, Kit Kat.

He's big and furious, he has a mane like a lion and he's green and blue. Kit Kat lives in the forest. He loves smelling the flowers and seeing the other animals. He's favourite food is raw mushrooms and insects. He also loves going and finding food for the other animals. He hibernates in winter like a bear so he forges lots in autumn.

He has 5 tentacles so it's a nightmare to shake hands with. My monster likes long walks on the beach at sunrise. And he likes looking up at the stars at night.

My Monster by Xavier W

My Monster's name is Squirkasour. Squirkasour lives on an enormous Squirkasour island. His body is long like a snake. He has a large, round shaped head with a green face, big dark green eyes. He has a brown and blue striped body from the tip of his tail to his mouth. His tail has rainbow fireworks exploding from it. Squirkasour has a pointy, hard blue and brown shell coming off his back. He has four stumpy legs that are orange, yellow, brown, and pink with sharp, black toenails. He has two red and blue tiny arms with extremely razor-sharp claws. He has a big smile on his face. He is kind and caring to his friends. He is a friendly monster and he won't scare you at all.



The red, spotty Dragon – by Isaac 1B

Suddenly in a puff of smoke a green and red, spotty dragon appeared in the ocean with its family. All of them were breathing fire because they thought they were the king of the ocean. A lot of people were scared and ran away. All of the swimmers did not go back to swim. The dragon came from the upside-down world. He came to our world to make friends but the people were so afraid, so he decided to go back to his world because he was very sad. Maybe one day he might come back to find a friend.



Ducks by Valentina KB

Ducks live all around the world in water like ponds. Ducks eat both plants and animals. Sometimes we give them bread. Ducks are birds with a bill and webbed feet.

Ducks by Lucy G KB

Ducks live in the water. They eat plants and bugs. Ducks have beaks.



My Monster - By Freya 2V

My monster is scary and mean. He is light green and spotty with a red mouth dripping with blood. His yellow teeth are razor sharp like swords. His eye is red and looks on his enemies with a death stare. He is huge like a horse; his tail is dark green with scales that feel like razors. He has spots on his cheeks and his legs are hooped with unusual yellow toenails. You might think monsters are dumb but you're wrong. Some are very smart.

SCHOOL OPAL CARD REPLACEMENT

School Opal cards have a physical lifespan of five years. Between now and the end of 2021, School Opal cards which haven't been renewed in the past five years are due to be replaced for some students of WOODPORT PUBLIC SCHOOL.



Transport
for NSW

Impacted students or their parent/carer will be contacted by Transport for NSW via email or post. They will be asked to confirm their contact details via a secure [online form](#) to ensure their replacement School Opal card is sent to the correct address.

This is a routine replacement. Transport NSW need to confirm the student's details as it has been five years since their initial application, and Transport will post cards out as soon as possible.

Further information can be obtained by contacting Transport NSW transportnsw.info/feedback, then select "Fares, concessions & tickets" and then the "Question" button.

Practical Parenting in a Pandemic

Woodport Public School has purchased an online webinar for our families, as we thought it may provide you with some beneficial tools and strategies to help navigate through this challenging time.

The webinar will be hosted by Maggie Dent (an Australian parenting author, educator and speaker) who will explore the layers of stress, anxiety and grief for families that have been created by the pandemic. She then dives into the issue of students learning from home. Maggie will explore the reality of parents working from home with kids or teens underfoot, with some doing digital learning while in social isolation.

We hope that you will be available to join the session, the details are below.

Wednesday 1 September 2021

4:00pm – 5:15pm

<https://nsweducation.zoom.us/j/68784865493?pwd=MDR4dTdqR1Vpekx4K3hvcWNaWXgyQT09>

NSW Primary Principals' Association presents

**Practical Parenting in a
Pandemic**



*"Regardless of how long it will take, this pandemic will end. Everyone is being impacted, inconvenienced, challenged, has lost something of value and had their lives shaken to the core."
(Maggie Dent)*



**We need
your help!**

**We all go through tough times but
nothing compares to the Covid crisis**

**Green Point Community Centre and Terrigal
Neighbourhood Centre have 2 drive through
pantry days on Tuesdays– 12.00pm and
Fridays– 3.00pm. We also have contactless
hamper pick up and home delivery if needed.**

**But we need your help to keep our shelves full
of nutritious food for those families and
individuals doing it tough during covid.**

**PLEASE GIVE WHAT YOU CAN AND SPREAD
THE LOVE**

Contact us on 43677591

**Some helpful items to bring are things like: Flour,
sugar, breakfast cereals, meal bases, tuna/salmon,
baked beans, spaghetti, long life milk, tea/coffee,
noodles, pasta, biscuits/crackers, dry/canned
fruit, nuts, canned soups, canned meat, personal
hygiene products like deodorants, toothbrushes,
soap, toilet paper, tissues, shampoo and condition-
er, dishwashing and laundry products, cleaning
goods.**

DROP OFF POINTS



TNC- 10 Wilson Rd Terrigal (CWA Hall)



GPCC - 96 Koolang Rd., Green Point



REGISTRATION OPEN



www.clubgriffin.com

ACTIVE KIDS VOUCHERS ELIGIBLE FOR ALL PROGRAMS

Junior Blasters Ages 4-7



Junior Blast introduces girls and boys to Australia's favourite sport. It's safe & great fun.

- For kids aged 4-7
- Fun and safe environment to learn cricket
- Program run at Erina Oval
- Saturday Mornings 9:30 - 10:30am
- Kids receive a Junior Blast player pack upon registration.



Master Blasters Ages 7-9



Master Blast is for boys and girls. It's fun, safe, active and best of all, it's cricket and it's a blast!

- For boys and girls aged 7-9
- Saturday Mornings 9:00 - 10:30am
- All games last up to 90 minutes
- Everyone gets a chance to bat and bowl
- 13 week program commencing Nov 2020
- 4 week break at Christmas
- All games are played at Erina Oval
- Weekly training

- Kincumber-Avooca Cricket Club provide a playing/training shirt, club cap, yearbook, Christmas BBQ and presentation day.



Junior Club Cricket Ages 9-15

Junior Club cricket is for boys who want to socialise, have some fun and keep active in a competitive environment.

- Graded competitions to suit all skill levels.
- One day games of cricket, played on Saturday Mornings.
- Formats vary with age. Shorter pitch and fewer players for younger age groups.
- Players receive a playing shirt, training shirt and club cap.



All Girls Cricket Ages 9-15

All Girls Cricket is just for girls. It is fast, exciting and gives girls a fun and friendly environment to play Australia's favourite game with all their friends!

- One day games of cricket.
- Formats vary with age. Shorter pitch and fewer players means more action.
- Players receive a playing shirt, training shirt and club cap.



REGISTER @ www.clubgriffin.com



For more information on all our programs visit www.clubgriffin.com.

KINCUMBER-AVOOCA CRICKET CLUB

Student refund application

A refund can only be made to the person who made the original payment. Refunds can only be made back to the original card for POP and EFTPOS.

Name of the person requesting the refund: _____

Address: _____

Suburb: _____ State: _____ Postcode _____

Student's first name: _____ Student's last name: _____

Class: _____ Scholastic Year: _____

Original payment for: _____

Date: _____ Amount: \$ _____ Receipt number: _____

Original payment method: POP EFTPOS Cheque Cash

Reason for refund: _____

Refund method*: POP EFTPOS EFT

If EFT, Bank: _____ Account name: _____ BSB: _____ Account number: _____

* These are currently the only refund methods available. Use EFT instead of cheque or cash.

Parent/carer signature:

Date:

SCHOOL OFFICE USE ONLY

Request for refund approval by: (Name) _____ (Title) _____ Date: _____

Approved By Delegated Officer: (Name) _____ (Title) _____ Date: _____

Processed in ebs4 Cash Desk by: (Name) _____ (Title) _____ Date: _____

EBS4 Refund Receipt Number R _____ Quickmatch Refund Receipt No. _____ (if applicable)