

## LEONAY PUBLIC SCHOOL

### Term 1 Calendar



26/2,5/3,12/3	The Anxiety Project Parent Sessions 6pm
26/2	School Photos
28/2	Clean Up Day
5/3	Zone Swimming Carnival
7/3	Kinder Welcome Breakfast
11/3	Nepean High School Information Night
18/3	P&C Meeting
25/3	Cross Country
31/3, 7/4	Sustainability Day
4/4	NRMA Road Safety
8/4	ANZAC Service Penrith Paceway
9/4	Easter Hat Parade
11/4	ANZAC Service

#### ASSEMBLY DATES TERM 4

28/2,14/3,28/3,

## Wellbeing Practices- Update

Over the past few years, we have been reviewing our current Wellbeing Practices and the implementation of some new processes. Both the Stop Behaviours Flow Chart (1,2,3 Magic) and the Behaviour Consequences Chart were designed and introduced. Following feedback from the community, staff and students we have made additional modifications. Attached to the newsletter are the Consequences Flowchart and Behaviour Code for students. Along with these changes, we will continue our Leo Legends barrel. Students who are displaying safe, respectful behaviours in the playground may receive a token to be placed in the barrel. 4 winners are drawn at each fortnightly Friday Assembly, and they will receive a \$2 canteen voucher. Each fortnight the tickets are a different colour.

## Attendance

Regular school attendance is extremely important. Attached to today's newsletter is an interesting overview regarding the impact of missed school days. Please speak to the class teacher if you have any concerns around attendance. It is also important that all absences are explained. This can be completed on Compass.

## Absence Notes

At 11am each day, a Compass message is generated if your child is not present or late to school that day and it has not been explained. Please make sure that you action the reason for absence through the Compass portal. This is much quicker than sending an email to the school. In each child's profile there is an option to add an attendance note. When completed we are notified at the school end and will process the absence accordingly. Please note if your child is taking leave for 10 days or more, then an additional form - Application for Extended Leave - Travel, must be completed, submitted 5 days prior to the leave and approved by the principal. This form is available from the School Website, About our School, Rules and Policies. If travel is overseas, then additional documentation eg plane tickets, itinerary are required as proof of travel.

## Goal Setting Parent Teacher Interviews

During the week beginning Monday 4 March, teachers will be available after school to meet with parents onsite, to discuss your child's learning and set goals to move forward with. All classroom teachers will be available on Wednesday 6 March until 6.30pm. Other days (Monday, Tuesday and Thursday) will be available, dependent upon the teacher's availability. Times will be limited to 15-minute slots. We will be using the online booking service available via Compass called Conferences. Information will be sent to parents soon.

## Drop Off and Pick Up Times

### Procedures for mornings as follows:

No supervision provided until 8.30am each morning. Students should not be on site (except those attending set activities eg music, choir etc) Between 8.30am and 8.40am all students will be supervised under the COLA with their bags. At 8.40am the teacher on duty will ask students to put their bag outside their room and then make their way to the playground area. Students stay on hard surfaces before school including the ball court and areas near the water tanks. At 9.00am when the bell rings all students make their way to their classrooms and line up outside.

### Procedures for afternoons as follows:

All parents, carers and grandparents to wait outside the school gates until the bell rings at 3pm. Then they may enter school grounds to collect their child if required. Please ensure this message is communicated to anyone picking up students.

If you wish to speak to a teacher before or after school, please contact the office to make an arranged time. Teachers are involved in meetings before and after school during the week.

## Stage Newsletters

Stage/Class newsletters were sent home this week. They give an overview of what is being taught in each Key Learning Areas this term. It is helpful to pin them on your fridge. Additional copies are available on the Leonay PS website if needed.

## Assembly

Friday 28 February at 2pm. parents and carers are welcome to attend.

## P & C Meeting

The first P & C meeting for 2025 was held this week. Thank you to all those who were able to attend. The next meeting will be held on Tuesday 18 March at 7pm in the library. This will be the AGM.

Miss Payne  
Principal

## Super Six Comprehension

This year all classes from stage 1 to year six are embarking on new learning in reading comprehension. This learning will be focussed on a group of strategies known as Super Six Strategies.

### Predict

Think about what is going to happen. Predict before, during and after reading.

### Question

Ask and answer questions about the text.  
“I wonder why...”

### Monitor

Does it sound right?  
Does it look right?  
Does this make sense?

### Summarise

State the most important ideas in your own words.

### Connect

Text to Self  
Text to text  
Text to World

### Visualise

Make pictures in your head about what you are reading, watching or listening to.

Students are beginning to learn about questioning. This means both posing and answering questions about what we read. It involves using evidence from the text also forming our own responses and opinions.

These strategies enable students to understand what they read, connect their reading to prior learning and learn new information. A big part of these strategies is learning how to think about what is read and discuss this thinking with others.

## Cyber Safety- Important Parent Information and Links

Please see the links below for support in managing the online world our children now live in.

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

[The eSafety Guide | eSafety Commissioner](#)

[Cyber safe parents | NSW Government](#)



# 'Super Six' Comprehension Strategies



**What is comprehension?** There are two main components of reading – decoding and comprehension. Decoding is where we work out what the words SAY, and comprehension is where we work out what they MEAN. Students need to go beyond decoding to derive meaning from a text. To comprehend is to go beyond the word level to get to the big picture. There are lots of ways students can show us that they understand the text – recall information, give a response, answer questions, interpret pictures and make connections. Research has found that students, who are struggling to read, focus more on word accuracy than comprehension. Students are explicitly taught comprehension strategies in class. To reinforce student learning, parents are encouraged to utilise the following strategies at home when reading with your child.

## Making Connections

### Description

Learners make personal connections from the text with:

- something in their own life (text to self)
- another text (text to text)
- something occurring in the world (text to world)

### Example questions/statements

Does this remind you of something? eg This story reminds me of a holiday to my grandfather's farm.

Has something like this ever happened to you?

Is this story similar to another text you have read?

## Predicting

### Description

Learners use information from graphics, text and experiences to anticipate what will be read/ viewed/heard and to actively adjust comprehension while reading/viewing/listening.

### Example questions/statements

Looking at the cover, what do you expect this text to be about?

What do you think will happen next?

What words / images do you expect to see or hear next in the text?

## Questioning

### Description

Learners pose and answer questions that clarify meaning and promote deeper understanding of the text. Questions can be generated by the learner, a peer or an adult.

### Example questions/statements

Why did the character do something?

How did it make them feel?

What is the author's intended purpose when writing this text? eg To inform, to entertain or to persuade.

## Monitoring

### Description

Learners stop and think about the text and know what to do when meaning is disrupted.

### Example questions/statements

Is this making sense?

Do I need to re-read?

Does it now make sense?

## Visualising

### Description

Learners create a mental image from a text read/viewed/heard. Visualising brings the text to life, engages the imagination and uses all of the senses.

### Example questions/statements

Can you describe a picture or image you made in your head when you read the text?

## Summarising

### Description

Learners identify and accumulate the most important ideas and restate them in their own words.

### Example questions/statements

Can you retell the story? eg Who were the main characters, setting and sequence of events?

What did you learn from this informative text?

If you were to tell another person about the text, how would you describe it in a few sentences?

# Popular Books K-2

## Kindergarten

*Popular authors:*

Anthony Browne,

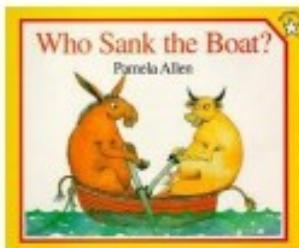
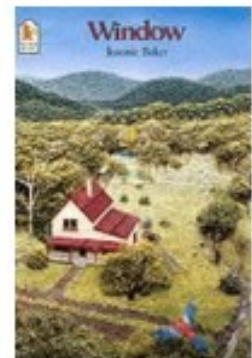
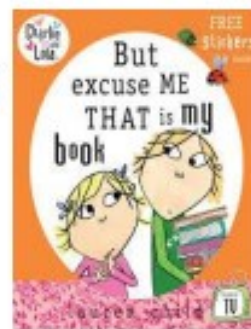
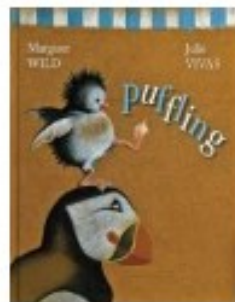
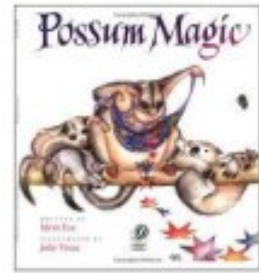
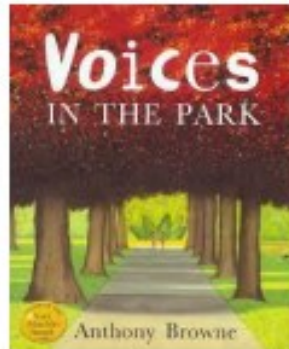
Jeannie Baker,

Margaret Wild,

Mem Fox,

Lauren Child - Charlie and Lola

Pamela Allen



## Years 1 & 2

Billie B Brown Series

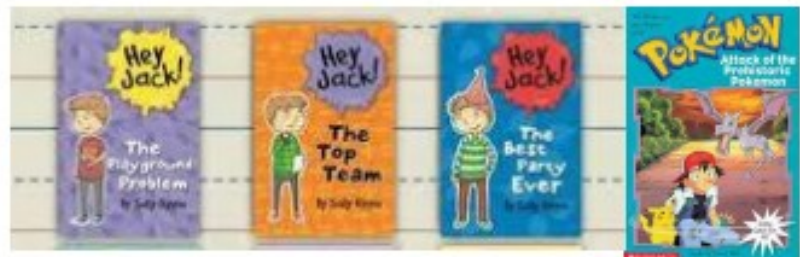
Hey Jack Series

Boy v Beast

Pokemon

Zac Powers

Magic Fairy Series



# Popular Books 3-6

## Years 3 & 4

Beast Quest  
EJ 12 Series  
Go Girl Series  
Diary of a Wimpy Kid  
*Popular Authors:*

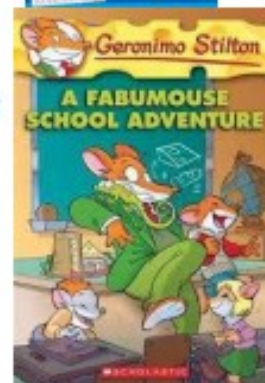
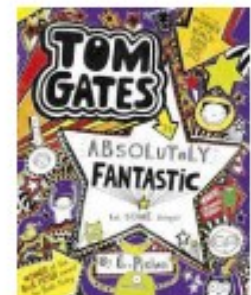
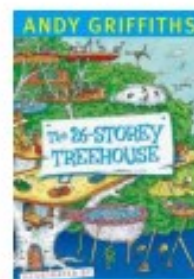
Roald Dahl  
Enid Blyton



## Years 5 & 6

My Australian Story Series  
My Royal Story Series  
Diary of a Wimpy Kid  
Tom Gates Series  
Goosebumps  
Geronimo & Thea Stilton Series

*Popular Authors:*  
Andy Griffiths  
Morris Gleitzman



## Behaviour code for students

### Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

**In NSW public schools students are expected, to the best of their ability, to:**

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

**All students have a right to:**

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

**Behaviour code for students: Student actions**

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

**To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.**

**Respect**

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

**Safety**

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

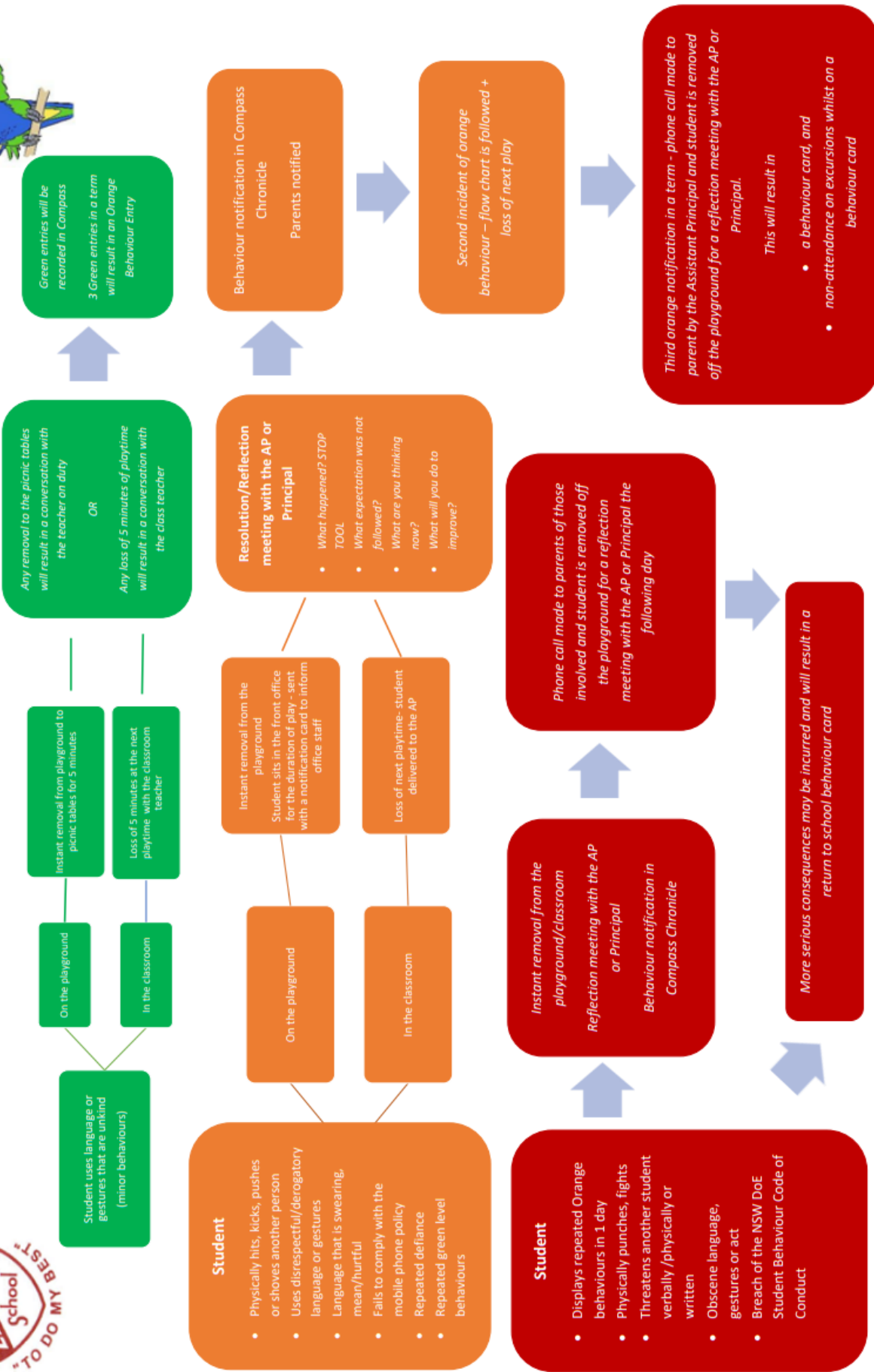
**Engagement**

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.





# Leonay Public School Behaviour Consequence Flow Chart



## Parent Workshops – The Anxiety Project (TAP)

We are excited to invite all parents to our upcoming **The Anxiety Project (TAP) workshops**, designed to support our two-year initiative focused on student well-being. These workshops will run **each Wednesday evening from 6:00 - 8:00 pm over three consecutive weeks, beginning on 26 February 2025.**

While TAP is focused on understanding and managing anxiety, we encourage **all parents to attend**, even if you don't feel your child experiences anxiety. The strategies and concepts covered in these sessions will be taught at school, and your participation will help create consistency between school and home life, ensuring students receive the best possible support in both environments.

This is a valuable opportunity to gain practical tools, connect with other parents, and deepen your understanding of how we can work together to support student well-being.

If you have any questions, please reach out to **Mrs. Renny**. We look forward to seeing you there!



## EVERY DAY COUNTS...

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

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ a years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4

*Give your child every chance to succeed...*

**Every day counts!**





## *Leonay Public School P & C Association*

Email: [pandcleonay@gmail.com](mailto:pandcleonay@gmail.com)

### **NOTICE OF LEONAY PUBLIC SCHOOL P&C AGM**

**Tuesday 18th March 2025. 7pm in the Library.**

Dear Parents, Caregivers and Community Members

The aim of the Leonay Public School P&C is to support the school with additional funds and organise events that connect students, teachers, and families in our community. Our volunteers coordinate and run discos, Mother's and Father's Day Stalls/ raffles, second hand uniform stall, BBQs and Bake Sales, morning teas and special fundraising events like Trivia Nights – just to name a few! We also run the Canteen for snacks and lunches (Wed – Fri).

In recent years we have funded or supported the purchase of the chilled filter water bottle refilling station, defib, shade sails over the outdoor exercise equipment, the equipment itself and the wooden stage & outdoor learning area in the playground. We've also helped purchase classroom supplies and continue to work with the school to fund additional items and projects that will benefit the school community.

We are a small but very active P&C and would love more volunteers. There are so many ways you can support the committee, including volunteering at our Mother's & Father's Day stalls/raffles, helping at discos or helping in the canteen for an hour or so, every now and then.

We're also looking for more committee members. Everyone is welcome to attend our meetings, which are held every Third Tuesday in the school library. We discuss and agree fundraising ideas, and upcoming events and activities as well as agree what else we can fund for the school. The more people we have attending the committee, the more ideas we have!

If you have a bit more time to spare, we would like you to consider a position as an elected committee member. There are various positions available, and a brief description of each role can be found at the end of this letter. There are some non-elected roles we're keen to fill too – including a Grants Coordinator to help us unlock and access the funding available in the community. This would make a HUGE difference to our school.

The steps for nomination (and to vote) are as follows:

#### **Step 1 – Become a financial member of the P&C**

Annual membership of \$1 is paid at the beginning of the year either at the first meeting or to the office. Simply pop \$1 and your name/contact details or a completed Membership Form in an envelope marked "P&C Membership" and hand in at the school office.

#### **Step 2 – Attend the AGM, Tuesday 18th March 2025. 7pm**

Nominate for a position at the AGM. If more than one person nominates a vote will be taken. If you cannot attend, submit an apology to the Secretary and indicate in writing which position you wish to nominate for.

#### **Step 3 – Work with the P&C team in 2025!**

We are a friendly bunch of people who are very supportive of each other, value good communication and believe wholeheartedly in our great school and community. We work as a team and put in as much or as little time as we have available around work, kids and life!

We would love to welcome new members to our team and are happy to answer any of your questions in person or at one of our meetings.

**Warmest Regards,**

**Alisa Teale (President), Renee Slapp (Vice-President) Stephanie Cook (Vice-President), Claire Chaplin (Secretary and Canteen), Linden Hull (Treasurer) and the rest of our fabulous little committee.**

**LEONAY PUBLIC SCHOOL P&C ASSOCIATION 2025  
REPRESENTATIVE / ELECTED POSITIONS**

<b>Office Bearers</b>	
President	Chair meetings Support volunteers Act as the P&C Association's spokesperson Signatory on the Association's bank accounts
Vice- Presidents (2)	Chair meetings in the President's absence Support the President in their role Signatory on the Associations bank accounts if needed
Secretary	Prepare, in consultation with the President, all meeting agendas Take notes of meeting and produce a set of Minutes Receive correspondence and bring to meetings Maintain official records of membership and contact details
Treasurer	Maintain financial records Signatory on the Association's bank accounts Receive and deposit monies** Make payments through online banking Present financial report at each meeting <b>**The treasurer can be supported by a Banker if required</b>
Executive Members (up to 6)	Attend monthly meetings Be prepared to work in a team with other P&C members to coordinate events
<b>Canteen sub-committee</b>	
Convenor	Responsible for the operation of the canteen including purchasing, preparing orders and managing the canteen volunteers
Canteen Minute Taker	Take notes at a meeting to be held at least once a term and submit the minutes to the P&C committee
Representative of Treasurer	This can be the Treasurer if a representative cannot be found. This person may also be called upon to bank monies once a week/fortnight as needed.
Financial Members (at least 2)	
<i>Fundraising sub-committee</i>	<i>This sub-committee will only be elected if there is sufficient interest at AGM</i>
<i>Other positions (un-elected)</i>	<b><i>Grants Co-ordinator-investigate and complete applications for grant programs, allowing us to access funding for school improvements!</i></b> <i>Banker – support the Treasurer by depositing funds from Canteen and other fundraising activities</i> <i>Social Media Coordinator to maintain active presence on our Facebook page</i> <i>Canteen Helper- to support Canteen Manager in duties like ordering Second Hand Uniforms – sort donations and display items, fulfil online orders received through Spriggy, run the stall 2 x month, collect monies and submit for banking</i>



# BREAD TAGS FOR WHEELCHAIRS



## CERTIFICATE OF APPRECIATION

awarded to

Leonay Public School

for outstanding effort in Collection and Sorting of Bread Tags



18/2/2025

Date

[Signature]

Signature



## ORCHARD HILLS RURAL FIRE BRIGADE CADETS



Are you interested in learning what it takes to be a volunteer firefighter?

Are you completing your Duke of Ed?

Do you want to learn new skills, participate in field days and make new friends?

**Then the Orchard Hills RFS cadet program is for you!**



The cadet program is open to all young people **aged 12-16**  
Training is every **Sunday 9am - 12pm** during government school terms

**Come down, have a chat and see what it's all about!**



[orchardhillsrfb@gmail.com](mailto:orchardhillsrfb@gmail.com)

*Socials & Contact Details*



58 Castle Road  
Orchard Hills



Orchard Hills  
Rural Fire  
Brigade

