Dates for Your Diary

- **1 March** – Clean up CPPS School Day 11.15am
- **5 March** – Zone swimming Carnival
- **5 March** – Canteen Committee Mtg 2.20pm
- **8 March** – Gurung Playgroup 9.00-11.00am
- **8 March** – Welcome to CPPS Disco 6.00pm-8.30pm
- **13 March** – P & C AGM and general meeting 7.00pm in the Library
- **20 March** – Author visit for all Years K-6
- **21 March** – Harmony Day

Gurung Playgroup at Croydon Park Public School

*When:* Fridays  
*Time:* 9.00am – 11.00am  
*Where:* School Hall

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Croydon Park Public School  
Georges River Road, Croydon Park NSW 2133  
Telephone: (02) 97979753, (02) 97988931  
Email: croydonpk-p.school@det.nsw.edu.au

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From the Principal’s Desk

*All at CPPS value respect, responsibility, caring, fairness and cooperation.*

Dear Parents and Carers

**Schools Clean Up Australia Day**

Each year our students participate in the annual School Clean Up Day. This year it is being held on Friday 1 March. All students K-6 will be encouraged to bring gardening gloves and wear a hat as we clean up our school environment. This school activity leads into the big weekend event where all Australians join together to clean up this great land of ours. Parents & friends are most welcome to join us at 11:15am when the cleanup commences.

**P&C AGM and General Meeting**

Please don’t forget the P&C’s AGM will be held on Wednesday 13 March at 7pm in the school library. All executive positions will be declared vacant. Nominations and voting for executive positions will take place. Executive positions comprise of the president, two vice presidents, a treasurer and a secretary. Only financial members (that is those who have paid the $1 joining fee) can vote. I encourage parents to come along as the P&C is great way to find out information about current happenings at the school. It is also a wonderful way to meet other parents and to become more involved in school activities. Please come along and show your support of our great school and the P&C. I’d also like to take this opportunity to thank the current office bearers, D. Broadhead, N. Jennings, P. Arvidssen, C. Hudson, M. Matta for their outstanding and much valued contributions to CPPS. Many thanks also to the numerous parents who have volunteered their time to help with fundraising, banking, book club, canteen and finance committees, ethics classes, locking of the gates, book covering, in classrooms and on selection panels.

**Notes**

Wednesday is our official note distribution day. All notes will be given to students on this day to make it easier for parents to check bags on one particular day. Of course at the beginning of the year there were a number of notes that needed to be distributed quickly and there will be the odd occasion when an urgent note may need to be given out on a different day but we anticipate that this will not be often. Wednesday is note day.

**Selective High School Placement Test**

The Selective High School Placement Test will be conducted on the morning of **Thursday 14 March 2013**. It will be administered state wide in designated test centres, usually established in government high schools. All applicants in NSW at the time are required to sit for the test, unless there are extenuating circumstances. Interested students applied to sit for this test late last year. The test is conducted only on this day and only in designated test centres in NSW. Parents will receive advice of the test centre their child is to attend by 6 March 2013.
Expression of Interest for Placement in Year 7 for 2014
This form should be completed by parents and carers of all Year 6 students requesting placement in Year 7 at a NSW secondary school next year. Forms will be handed out to Year 6 students in Week 5. All forms must be returned to the class teacher by Friday 22 March 2013.

Section A: All parents and carers complete this section
Section B: Provides you with the name of your child’s designated local high school (school fills this part in). If this is the school you wish your child to attend, complete this section.
Section C: If you are seeking placement at a non-local high school, please complete Section C. You may seek placement in up to 3 non-local schools. Schools should be listed in priority order.
Section D: Is for Selective High Schools and specialist high schools conducting separate selection procedures.

If you would like your child to attend a specialist secondary school that conducts separate enrolment procedures e.g. a performing arts high school or sports high school, you should also complete the additional enrolment form that is available from that school. If you are in doubt about whether you need to complete any additional forms, please make direct contact with the secondary school in which you are interested.

You should also complete Section B, Section C or Section E of the form just in case your child is unsuccessful in gaining a place in one of these schools.

Please note that the final decision on enrolment at a selective or specialist high school will only be made following consideration and acceptance by the school principal of an “Application to enrol in a NSW Government school”

Section E: Must be completed if you intend to enrol your child in a non-government, interstate or overseas school next year, and therefore do not require placement in a NSW public high school. Please contact Mr Costello or myself if you have any concerns or difficulties filling out this form.

Implementation of the Australian Curriculum
This year one of our major focus areas for teacher professional development will be the familiarisation of the new K-10 English Syllabus, incorporating the Australian Curriculum. The new K-10 English Syllabus is mandatory for implementation in 2014. This year we have and will be using our School Staff Development (SDD) days and our Professional Learning afternoons to unpack the new K-10 English syllabus and address the implications for programming, teaching and learning, and assessment.

On the first SDD of the year staff worked through an online module titled The Learner and the Curriculum.

All members of the executive attended a workshop on Leading Change in English – Early Stage 1 – Stage 3. This course will support executive to lay the foundations for the smooth implementation of the new syllabus. They have examined the features and requirements of the syllabus and explore strategies for ensuring appropriate structures and classroom pedagogy are in place to maximise the benefits of the new syllabus.

Please find located in the Neo Ora a Parent Information Guide to assist you in understanding the changes to our curriculum.

Neo Ora
Don’t forget you can subscribe to receive our newsletter directly to your email inbox. Just visit our school website at www.croydonpkp.schools.nsw.edu.au, click on the Neo Ora tab at the top of the page and follow the instructions.

Looking forward to seeing you at the Welcome to CPPS Disco on 8 March.
As always, warmest regards
Sandra Angel
Celebrate With Us
Well done to all our students who received awards!!!

Term 1 Week 4
KB Stella, Issabella
KM Tashi, Toby
KR Mikael, Mariam
1B Tim, Ethan
1P Bethany, Elana
1H Jack, Christine
2E Johny, Stephanie
2G Holly, Dylan

Term 1 Week 5
3M Deetya, Ryan
3/4V Kent, Ruby
4T Karylle, Dan
4/5I Ethan, Arrabella
5HM Daniel, Martina
5/6C Fiona, Antoinette
6H Ashley, Jamie

Congratulations!

Sport News
PSSA
22.02.13 CPPS v Homebush
Softball
Junior Girls loss 12-11
Best and Fairest Ishika
Junior Boys win 13-3
Best and Fairest Noah
Senior Girls win 14-3
Best and Fairest Claire
Senior boys win 15-5
Best and Fairest Daniel

Cricket
Junior Cricket win 104.5-48
Best and Fairest Charlie
Senior Cricket win 89.5-57
Best and Fairest Francesco

Yoga
CPPS Students enjoying the new Yoga classes on Friday afternoon

Co-operation – Pride – Success
FROM THE LIBRARY

Book Borrowing

Library borrowing is in full swing for all classes and I am having a wonderful time suggesting authors and books to our senior students. Year 1 are loving their increased access to the non-fiction section. Kindergarten started borrowing this week and managed this new routine really well. If you Kinder child has brought home a book, share it with them, ask to be shown the school barcode and help them to look after it.

Author Visit

The note about Aaron Blabey’s upcoming visit went home yesterday. Our students are really enjoying his books, looking deeply into the pictures and finding lots there. They are getting excited about meeting this real, live author.

Volunteers

I’ve had a terrific response to my call for book covering volunteers. Thank you so much to those who have been able to find the time, a rare commodity these days for most parents.

Ms Deirdre Ratcliffe
Teacher librarian (Monday-Thursday)
School Library Blog: An Open Book

Healthy drinks

A short walk down the supermarket aisle shows how popular sugary drinks are, and there’s no point denying that many children like them. But there is a point in limiting their intake and encouraging and offering healthier alternatives – water and milk.

Drinking water is the best way to quench thirst without providing additional sugar and kilojoules. Children should be encouraged to drink plenty of water each day. To make this easier, keep chilled water in the fridge and provide a jug of water with a slice of lemon or lime in it with dinner.

Reduced-fat milk (except for children under age 2) is a good source of protein as well as nutrients such as calcium and vitamin B12, important for strong teeth and bones. Reduced-fat milk contains the same level of nutrients as whole milk, but less saturated fat. Plain reduced fat milk is preferable, but flavoured reduced fat milks are also acceptable. Milk drinks with fruit added, such as smoothies, are a good healthy option.

Reducing sugary drinks

Cordial, fruit juices, flavoured mineral waters, sports drinks and soft drinks are usually high in some form of sugar. They contain few nutrients and may lead to tooth decay, excess energy (kilojoules) intake and weight gain. Even fruit juice, which has some nutritional value, still contains sugar and should be limited to small amounts.

Tips for parents

- Give children a water bottle to bring to school each day
- Only buy soft drinks and other sugary drinks occasionally
- Dilute cordial drinks more than usual
- Use small glasses for sugary drinks
- Carry a bottle of water with you at all times for when children become thirsty
- Offer fruit, not fruit juice.

Crunch&Sippingly yours,
From the P & C .......

Hello to our wonderful school community! I hope everyone has settled into the school routine and it’s not too chaotic getting everyone out the door in the morning.

We had a lot of interest in the P&C at the Tea and Tissues sessions. Sadly our register of interest sheet has disappeared so apologies go out to any parents new to the school that missed the notification that went out for the last meeting.

If you’re interested in coming to the meetings or being kept up to date with what’s happening please send an email to croydonparkpnc@gmail.com so that we can add you to our distribution lists.

Our next meeting is the A.G.M Annual General Meeting.pdf on Wednesday 13th March at 7.00pm in the library.

All executive positions are up for grabs so if you’re interested in any of the positions that make up the P&C executive committee P&C Executive Committee.pdf take a look at the fact sheets on the P&C Federation website:

- President - Role of the President.pdf
- 2 Vice Presidents – See role of the President
- Secretary - Role of the Secretary.pdf
- Treasurer - Role of the Treasurer.pdf

Only financial P&C members are eligible to stand for positions of the P&C Association. The cost of being a P&C member is $1.00 and this can be paid prior to the commencement of the meeting.

Welcome Disco: This will be happening on Friday 8th March! It will run from 6.00pm-8.30pm in the new school hall. A gold coin is required for entry.

Please remember to bring a picnic for you and your family to enjoy as there will be no food or drinks available.

A very important reminder: ALL children must be supervised by a parent/caregiver or guardian. There are to be no children left unattended. Adults must stay with their children and supervise them for the entire evening. This will be a great night to meet other parents, have some fun and dance the night away. Don’t forget your gold coin.

Finally, if you’re keen please do not forget to fill in your class co-ordinator form. It would be great if we could get this program up and running here, as it has been a great benefit in other schools, particularly for the children and their families.

Notes go out every Wednesday so remember to check your children’s school bags for any notes sent home.
WHAT IS THE AUSTRALIAN CURRICULUM?

The Australian Curriculum, Assessment and Reporting Authority (ACARA), in collaboration with states and territories, has developed agreed Australian curriculum for English, Mathematics, Science and History. Each of these learning areas includes content statements that represent essential learning for all Australian students.

HOW IS AUSTRALIAN CURRICULUM BEING IMPLEMENTED IN NSW?

In NSW, the Board of Studies has worked closely with teachers and key education stakeholders to develop syllabuses that include Australian curriculum content and further detail that clarifies learning. As a result of this work, Kindergarten to Year 10 syllabuses provide direction to ensure greater consistency between NSW schools.

WHEN WILL THE NEW SYLLABUSES INCORPORATING AUSTRALIAN CURRICULUM BE TAUGHT IN NSW?

<table>
<thead>
<tr>
<th>Year</th>
<th>K–6</th>
<th>Years 7–10</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td>All schools in NSW will continue to teach the current syllabuses.</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>All schools will teach the new English syllabus. The teaching of the new Mathematics, and Science and Technology syllabuses is optional.</td>
<td>For Years 7 and 9, all schools will teach the new English, Mathematics, Science and History syllabuses.</td>
</tr>
<tr>
<td>2015</td>
<td>All schools will teach the new Mathematics, and Science and Technology syllabuses. The teaching of the new History syllabus is optional.</td>
<td>For Years 8 and 10, all schools will teach the new English, Mathematics, Science and History syllabuses.</td>
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<tr>
<td>2016</td>
<td>All schools will teach the new History syllabus.</td>
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</table>
WHAT WILL MY CHILD LEARN AT SCHOOL?

The new syllabuses build on the strength of the existing NSW curriculum. Many features of the new K–10 English, Mathematics, Science (incorporating Science and Technology K–6) and History syllabuses are retained. Literacy and numeracy remain important areas of focus in K–6, where essential foundation skills are developed. The syllabuses identify the knowledge, understanding, skills, values and attitudes that students are expected to develop in each learning area. They are designed to provide flexibility for teachers to develop their teaching and learning programs to meet the needs of their students.

K–6

**English**

- Students develop their language skills through activities involving speaking and listening, reading and writing, and viewing and representing.
- They learn about language and literature through working with a wide range of print, spoken, visual, media, multimedia and digital texts.
- They interpret and express their views on what they hear, see and read.
- They create written and digital texts, and deliver formal and informal presentations.
- For the first time, there will be a requirement that students experience a range of texts including Australian works, multiculturalism, Aboriginality and Australian identity, and Asian perspectives.
- There is an increased emphasis on grammar and the teaching of quality literature.

**Mathematics**

- Students develop their mathematical knowledge, skills and understanding through a range of learning experiences across:
  - number and algebra, eg whole numbers and fractions and decimals
  - measurement and geometry, eg length, area and time
  - statistics and probability, eg data and chance.
- They develop their problem-solving skills, and mathematical reasoning and communication.
- Students in Stage 3 develop a deeper understanding in statistics and probability.

**Science and Technology**

- Students develop their skills in using processes of Working Scientifically and Working Technologically to answer interesting questions and develop creative solutions to important 21st century problems.
- They develop their curiosity and understanding about the Natural Environment and the Made Environment through learning about the Physical World, Earth and Space, the Living World, the Material World, Built Environments, Information and Products.
- Students learn about the influence and relevance of science and technology in their lives now and in the future.

**History**

- Students investigate their personal, family and community history.
- They develop understanding of Australia’s Indigenous and colonial history and how Australia became a nation.
- Students learn about:
  - historical concepts such as viewing an historical event from a different point of view
  - historical skills, such as using historical sources for an investigation.
English

- Students build on and refine their language skills through activities involving speaking and listening, reading and viewing, and writing and representing.
- They learn about language and literature through working with a wide range of print, spoken, visual, media, multimedia and digital texts.
- They interpret and express their views on what they hear, see and read.
- They create written and digital texts, and deliver formal and informal presentations.
- Students study a wider range of texts that give them experience of quality literature, Australian works, multiculturalism, Aboriginality and Australian identity, and Asian perspectives.

Mathematics

- Students develop their mathematical knowledge, skills and understanding through a range of learning experiences across:
  - number and algebra, eg financial mathematics, ratios and rates, and equations
  - measurement and geometry, eg angle relationships, trigonometry and Pythagoras’ theorem
  - statistics and probability, eg data collection and representation.
- They develop their problem-solving skills, and mathematical reasoning and communication.
- Students develop a deeper understanding of statistics and probability.

Science

- Students develop their skills in science inquiry through hands-on practical experiences, including student research projects.
- They further develop their understanding about how evidence-based scientific knowledge explains the Physical World, Earth and Space, the Living World and the Chemical World.
- Students learn more about the importance of the contribution and influence of science in their own lives and in finding solutions to personal, social and global issues.

History

- Students gain a broad understanding of world and Australian history from ancient to modern times through the teaching of historical overviews.
- They gain a deeper knowledge of history through the study of depth studies such as Ancient India, the Ottoman Empire and Japan under the Shoguns.
- Students learn about 20th century Australian history through the Australians at War and Rights and Freedoms depth studies.
- They experience an inquiry-based approach to learning, developing key historical skills in research, source analysis and communication.
In addition to subject-based content, all syllabuses address important contemporary themes and general capabilities as students prepare to live and work successfully in the 21st century. These include Australian curriculum cross-curriculum priorities and general capabilities and other learning across the curriculum areas identified by the Board of Studies.

| Cross-curriculum priorities | Aboriginal and Torres Strait Islander histories and cultures  
|                            | Asia and Australia’s engagement with Asia  
|                            | Sustainability |

| General capabilities | Critical and creative thinking  
|                     | Ethical understanding  
|                     | Information and communication technology capability  
|                     | Intercultural understanding  
|                     | Literacy  
|                     | Numeracy  
|                     | Personal and social capability |

| Other learning across the curriculum areas | Civics and citizenship  
|                                           | Difference and diversity  
|                                           | Work and enterprise |

**WHERE CAN I FIND MORE INFORMATION?**

Board of Studies NSW syllabuses website: http://syllabuses.bos.nsw.edu.au