



ACT
Government
Education

What's On

30 May 2019
Week 5, Term 2



ASSEMBLY:

- 31 May No assembly -
Athletics carnival
- 7 June Junior - KFD & KKA
- 14 June Whole school -
5/6CW & 5/6KB
- 21 June Junior - KGM, KMC &
KGS

DATES TO REMEMBER:

- 31 May Athletics
Carnival
- 10 June Queen's
Birthday
public holiday
- 14 June Year 3/4
Birrigai Camp
- 14 June Whole School
Assembly
- 17 June Preschool
Photos
(beginning)
- 20 June Whole School
Photos

NOTES:

P&C BOARD NEWS

P&C: 24 June 2019

All P&C activities, meeting agendas and minutes are available from the school website at - [Parent Corner](#)

School Board: 24 June 2019

PRINCIPAL'S MESSAGE

I am taking great PRIDE in being the new Principal of Palmerston. I am learning how PRIDE is a core component of our learning community, from the way Mr Phil looks after our school grounds so beautifully, through to the manner in which I hear teachers talking with their students. In joining this school- I notice how teachers acknowledge students in their class through the PRIDE certificates which are handed out at assemblies. Last week, it was heart warming to listen to the breadth of reasons why our students received their PRIDE awards, the detailed comments by teachers which exemplify to me, how well they know their students and want to celebrate their achievements.

My curiosity leads me to observe the PRIDE shown by students about their school and ways they could contribute to evolve. This week I asked to join the year 4 classes and two year 3 classes, and spend some time with them to listen to their voice about things that they think would add great value to our school - in making some 'dreams' come true. Some common ideas across these five classrooms were: special lunch days (this was unanimous), soccer competitions, Lego clubs, dance clubs, a rock climbing wall in the Hall, special events for each year group, class challenges, find ways to help disadvantaged children, a whole day especially for art, Kindness to Teachers day, day trip to the snow, a Spelling Bee, a Maths-athon to name a few. The power of Palmerston Student Voice is strong. We can learn so much from our students, and it is a big part of my leadership philosophy to ensure their voice is heard, listened to, and acted upon. However hard I try though, I don't think I can deliver on these ideas: private helicopter uber to school, roller coaster on the oval, fairy floss every recess for a year, and a unicorn for a school pet! So many ideas made me smile and relish the beautiful creativity of our student voice. Watch this space- I think some of those amazing ideas might just come to life!

A gentle reminder please, for all jackets, hoodies, jumpers and coats to have names written inside that make them easily identifiable. Our lost property area is overflowing at the moment- we encourage students during the day to look after their personal belongings but we notice warm clothes are being left at school at the end of the day and not claimed.

Across Term 2 I have undertaken an individual annual professional discussion with every teacher and this has given me so many 'wow' moments. I am learning the route into teaching from each teacher and I am blown away with the expertise on staff- did you know we have teachers who: used to be a coronary care nurse, operating theatre nurse, wedding gown designer, owned a knitting business, lived and taught in England and the USA- just to name a few! What an amazing bunch of people! They all display a great deal of PRIDE in their work and all they do for their students.

Until next time, keep warm...and curious!

Kate Smith

PALMERSTON PRIDE AWARDS



Congratulations to the following students who received a PRIDE Award at assembly on 24 May 2019.

PARTICIPATION – becoming involved, “having a go” and cooperating with others

Lachlan - KFD	Ella - KGM	Aayan Atif - 3JL	Lauren - KFD
Dexter - KGM	Nishi - KKA	Teddy - 2RC	Kate - 2MO
Olivia - 2AF	Hayden - KGS	Gurfateh - KKA	Lylah - KKA

RESPECT – having respect for self, others and their property

Olivia - KFD	Heshvi - KMC	Zohha - 1KW	Imogen - KGM
Binayak - KFD	Liya - 2SH	Elijah - 2AF	Willow - KKA
Miley - 2RC	Rhoweinaa - KKA	Christian - KGS	Elaine - KKA

INTEGRITY – being honest, fair, responsible and loyal

Finlay - 1KW	Dora - 2AF
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DETERMINATION - being persistent and resilient

Krishna - KMC	Mia - 1AS	Arya - 2SH	Ethan - KMC
Tony - 1AS	Jye - 1AS	Noelle - 2SH	Pilise - 2MO
James - 2RC	Bella - 2MO	Yicheng - KGS	Kale - KGS

EMPATHY - understanding and supporting others regardless of our differences

Jewel - KMC	Seanna - 2RC
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PBL



PBL at Palmerston



Our whole school focus, for recognising positive behaviours outside the classroom, for

weeks 5 and 6 (term 2) are....

- We play with sportsmanship
- We are in the right place at the right time

Enrolments for 2020

Enrolments for the 2020 school year opened on 29 April 2019. All ACT children are guaranteed a place in their local public school for Kindergarten to year 12. However, due to growth in recent years in enrolments in the public system, some schools no longer have the capacity to take “out of area” enrolments. These schools have been identified as “Category A” schools and a list appears on the Education Directorate website.

You will not be able to seek enrolment for your child at one of these schools unless you live within the school’s priority enrolment area (i.e., the school’s geographic zone). All schools will, however, consider cases where there are legal issues, or exceptional circumstances based on student wellbeing. To avoid disappointment, you are encouraged to check the information on the Education Directorate’s website so you can make the best decision for your family from the options available.

Semester One Reports 2019: Parent Information Sessions

Palmerston District Primary School has been selected to pilot the new Education Directorate report format. This format will be common for students across all Kindergarten to Year 10 schools. The report is generated through the Student Administration System (SAS). Semester One reports will be emailed to parents. Please read the two fact sheets attached.

We will be holding parent information sessions to provide further information regarding the changes in the reporting process for K-6 students. If you feel you need more information in addition to the fact sheets provided or have questions, please feel welcome to attend an information session.

Thursday June 6, 8:00 – 8:30am in the Library

Thursday June 6, 9:00 – 9:30 am in the Library

Wednesday June 12, 5:30 – 6:00pm in the Library

These sessions are repeat sessions with the same information provided during each session.

Reporting Student Achievement in ACT Public Schools

In 2019 the Education Directorate are introducing a common report format, for students in Kindergarten to Year 10, through the new Student Administration System (SAS). This change will occur via a staged implementation process, with some schools piloting the new report format in Semester 1, 2019.

The new common report format uses information directly from the subject area Achievement Standards outlined in the Australian Curriculum. Achievement Standards set the goal for what all students should learn as they progress through their school life. From the first year of schooling to Year 10, students develop knowledge and skills in eight learning areas:

- English
- Mathematics
- Science
- Health and Physical Education (HPE)
- Humanities and Social Sciences (HaSS)
- The Arts
- Technologies
- Languages

Below are some examples of Achievement Standard statements that may appear on a student report. Students will be allocated an achievement level against each sentence using a five-point scale: limited, partial, at standard, high or outstanding. The student will also receive an overall grade for the learning area using a five-point A-E scale.

Some example **Mathematics** statements that may appear on a report:

Foundation/ Kindergarten	Year 4	Year 9
They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words.	They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words.	They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience.
Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops.	Students create texts that respond to issues, interpreting and integrating ideas from other texts.	Students create texts that respond to issues, interpreting and integrating ideas from other texts.

Some example **Mathematics** statements that may appear on a report:

Foundation/ Kindergarten	Year 4	Year 9
Students count to and from 20 and order small collections.	They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places.	They recognise the connections between similarity and the trigonometric ratios.
Students connect events and the days of the week.	Students use scaled instruments to measure temperatures, lengths, shapes and objects.	They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Some example **Science** statements that may appear on a report:

Foundation/ Kindergarten	Year 4	Year 9
They suggest how the environment affects them and other living things.	They describe how contact and non- contact forces affect interactions between objects. They identify when science is used to understand the effect of their actions.	They explain global features and events in terms of geological processes and timescales. Students design questions that can be investigated using a range of inquiry skills.
Students share and reflect on observations, and ask and respond to questions about familiar objects and events	They use provided tables and column graphs to organise data and identify patterns. They suggest reasons why their methods were fair or not.	They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal

Some example **HPE** statements that may appear on a report:

Foundation/ Kindergarten	Year 4	Year 9
Students recognise how they are growing and changing.	Students recognise strategies for managing change.	Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours.
They identify actions that help them be healthy, safe and physically active.	They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations.	They evaluate the outcomes of emotional responses to different situations
They describe how their body responds to movement.	They use decision-making and problem-solving skills to select and demonstrate strategies that help hem stay safe, healthy and active.	They apply and transfer movement concepts and strategies to new and challenging movement situations.
They perform fundamental movement skills and solve movement challenges.	They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.	They apply criteria to make judgements about and refine their own and other's specialised movement skills and movement performances.

There is parent friendly information available on the Australian Curriculum via the following link <https://www.australiancurriculum.edu.au/parent-information/>

In the ACT, student work at Standard is considered a 'C' grade which indicates the student is on track and demonstrating achievement at the standard. **A 'C' grade is to be celebrated.**

You will be provided an opportunity to provide feedback on the new system generated common report format early in term 3.

Reporting Student Achievement in ACT Public Schools

The ACT public school system has a tradition of excellence in education and is a national leader in the implementation of the Australian Curriculum. The introduction of the Australian Curriculum and the use of common Achievement Standards to measure children's learning has improved the already high levels of parent confidence in our schools. Reporting using the Achievement Standards will build on the ACT's strong tradition of providing families with detailed information on the progress of their children.

Under ACT and Commonwealth legislation and regulations all schools are required to provide written reports of student achievement twice a year to parents of students in Preschool to Year 12. In the past there have been school-based formats for students in preschool – Year 10. All Year 1-12 students are required to receive grades using an A-E scale.

In 2019 the Education Directorate are introducing a common report format, for students in Kindergarten to Year 10, through the new Student Administration System (SAS). This change will occur via a staged implementation process, with some schools piloting the new report format in Semester 1, 2019.

What is the same?

All reports to students from Kindergarten to Year 10 have always included and will continue to include the following information:

- academic achievement in relation to the prescribed ACT curriculum and associated achievement standards for each subject studied
 - for students in Kindergarten, a five-point scale is used to indicate academic achievement
 - for students in Years 1 to 10, a five-point A-E scale is used to indicate academic achievement
- for students in Years 1 -6, student effort in each learning area
- for students in Years 7-10, work habits in each learning area
- personal and social capabilities

A college-based format remains in place for students in Years 11 and 12 and is governed by the Board of Senior Secondary Studies (BSSS).

Preschool reports will continue to be provided using a school-based report format.

What is different?

Previously school-based reports have allowed schools to make decisions regarding the detail included against a learning area. For example some schools reported against English using the different strands e.g. writing, reading, viewing, listening and speaking. Whilst some other schools reported against English using school generated outcome statements.

The new system report format uses information directly from the subject area Achievement Standards outlined in the Australian Curriculum. Achievement Standards set the goal for what all students should learn as they progress through their school life. From the first year of schooling to Year 10, students develop knowledge and skills in eight learning areas:

- | | |
|---------------------------------------|---|
| ➤ English | ➤ The Arts |
| ➤ Mathematics | ➤ Technologies |
| ➤ Science | ➤ Languages |
| ➤ Health and Physical Education (HPE) | ➤ Humanities and Social Sciences (HASS) |
| | ➤ |

Each learning areas contains content descriptions accompanied by **Achievement Standards** that describe what students will know and will be able to do as a result of teaching and learning in the classroom. Schools will select when they report against different sentences in the **Achievement Standard**. The new SAS generated report format will help ACT public schools to provide greater consistency when reporting student achievement to families.

The Australian Curriculum is accessible to all students and there is parent friendly information available via the following link <https://www.australiancurriculum.edu.au/parent-information/>

In the ACT, student work at standard is considered a 'C' grade which indicates the student is on track and demonstrating achievement at the standard. A 'C' grade is to be celebrated.

Families will be provided with an opportunity to provide feedback in early term 3.

This is the template for the explanation page that appears at the beginning of all school reports. The contents and overall layout are part of the Directorate template which schools must use. Most of the wording is set in the template, except the areas indicated.

Schools write this section.

About this report

EXAMPLE - This report is designed to give a clear picture of your child's development and achievement in relation to play-based learning and the Australian Curriculum. Every student is unique, with different needs and interests. Teachers use the curriculum to plan in ways that respond to those needs and interests. The Australian Curriculum is flexible, allowing schools and teachers to personalise student learning.

Scale Overview

Your child's achievement for each subject is reported against the Australian Achievement Standards using the following five point scale:

A - Outstanding:	Demonstrating outstanding achievement of the standard
B - High:	Demonstrating a high achievement of the standard
C - At Standard:	Demonstrating achievement at the standard
D - Partial:	Demonstrating partial achievement of the standard
E - Limited:	Demonstrating limited achievement of the standard
S - Status:	Indicates that circumstances have prevented the student from being assessed against the individual achievement standard sentence, or there is insufficient evidence to award an overall grade

Comparison of student achievement in subject/key learning areas

The school's front office can provide you with a separate report containing A-E comparative data. This report will show the number of students in each of the achievement levels from A-E. This report will only be provided for cohort groups of greater than 10 students.

Plan (P) reference

A 'P' indicates that the student has been assessed against an adjusted curriculum based on their learning needs. Their learning sits outside the learning described in their equivalent year level achievement standards.

Personal and Social Capabilities and Habits

Your child's capabilities for social awareness and social management, self awareness and self management as well as work habits are reported using the following 4 point scale:

C - Consistently:	Consistently demonstrates the habit/capability
U - Usually:	Usually demonstrates the habit/capability
S - Sometimes:	Sometimes demonstrates the habit/capability
R - Rarely:	Rarely demonstrates the habit/capability

Attendance for 04/02/2019 - 05/07/2019

Whole Days Absent	0	Partial Days Absent	0
Explained Whole Days Absent	0	Explained Partial Days Absent	0
Unexplained Whole Days Absent	0	Unexplained Partial Days Absent	0

These sections are provided by the Directorate and detail how to read and understand different parts of the report.

This section provides information about the child's attendance and is filled based on school attendance records.

Schools may select to write this section to outline the work covered.

Mathematics **Grade: B**

Schools can choose to include a short description of the course or work covered in the learning area. This is optional.

	Status	Limited	Partial	At Standard	High	Outstanding
Solves problems involving the comparison, addition and subtraction of integers				✓		
Makes the connections between whole numbers and index notation and the relationship between perfect squares and square roots						✓
Solves problems involving percentages and all four operations with fractions and decimals						✓
Compares the cost of items to make financial decisions						✓

Work Habits	R	S	U	C
Effort in Learning Area			✓	
Is punctual to class				✓
Works cooperatively		✓		
Completes and submits work on time			✓	
Respects others' right to learn				✓
Is appropriately prepared for lessons			✓	
Works independently				✓

R = Rarely, S = Sometimes, U = Usually, C = Consistently

Teacher Comment

Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the industry's standard dummy text ever since the 1500s, when an unknown printer took a galley of type and scrambled it to make a type specimen book. It has survived not only five centuries, but also the leap into electronic typesetting, remaining essentially unchanged. It was popularised in the 1960s with the release of Letraset sheets containing Lorem Ipsum passages and more recently with desktop publishing software like Aldus PageMaker including versions of Lorem Ipsum.

Teacher: William Sheppard

This is the template for a learning area page. The overall layout is set in a Directorate template and includes a grade, description of the course or work covered, performance, an indication of student effort and teacher comment.

These descriptions of learning, Achievement Standards, come from the Australian Curriculum and must be reported against.

The Work Habits are set in the template. For high schools this is provided for each subject; in primary schools this is represented as effort in learning area per subject.

Teachers write this section.

On the final page of the report is the Personal and Social Capability table which is drawn from the General Capabilities in the Australian Curriculum.

Personal and Social Capability:

Social Awareness and Social Management	R	S	U	C
Demonstrates respect for others				✓
Appreciates different points of view			✓	
Develops respectful relationships		✓		
Collaborates with peers	✓			

Self-Awareness and Self-Management	R	S	U	C
Recognises and expresses emotions appropriately			✓	
Seeks assistance when required				✓
Works towards learning goals			✓	
Manages time effectively				✓
Works independently and shows initiative			✓	

R = Rarely, S = Sometimes, U = Usually, C = Consistently

UPCOMING EVENTS

Athletics Carnival

Date: **Friday 31 May 2019**

Location: PDPS Oval

Year 3/4 Birrigai Day Camp

Date: **Friday 14 June 2019**

Location: Birrigai, Tidbinbilla

School Photos

Date: **Monday 17 June** (Beginning Preschool)

Thursday 20 June (Whole school and end of week Preschool)

Location: Hall

* Reminder *

School banking is every Wednesday morning

Protect yourself and your family from the flu

Getting vaccinated is the best way to prevent your family getting the flu this winter. The flu vaccine can save a child's life.

The vaccine is safe, and everyone 6 months of age and over, including pregnant women and young children, should get the vaccination.

Children are more likely to contract the flu, spread it around, and are at a higher risk of serious complications if they get sick. The flu is highly contagious and is spread easily through childcare centres and schools.

The flu vaccine is free in the ACT for:

- children aged 6 months to under 5 years
- pregnant women
- people 65 years of age and older
- all Aboriginal and Torres Strait Islander people aged 6 months and older, and
- people aged 6 months and older with some medical conditions such as severe asthma, heart or lung disease, diabetes or weakened immune systems.

Where to get your flu vaccination

Everyone can get a flu vaccine from their GP or immunisation provider.

People over 16 years of age can also get a vaccine at some pharmacies.

ACT Government Early Childhood Immunisation Clinics provide a free flu vaccination for children aged 6 months to under 5 years. To book an appointment, call Community Health Intake on 02 5124 9977.

Learn more about influenza and where to get your vaccination at health.act.gov.au/flu



Community News



ParentLink

ParentLink provides parenting education to the community, from birth to teenage years. It is available for parents, carers, kin, teachers, and the broader community, providing information and links to local resources and services.

The ParentLink website provides links to all ParentLink guides including a variety of topics - *Starting School, More than Reading and Writing, Optimism and Cyber Safety*.

The ParentLink suite of resources includes guides specifically for Aboriginal and Torres Strait Islander families, and access to resources for diverse cultural groups.

ParentLink guides are available to view and order via the website at,

<https://www.parentlink.act.gov.au/>

PARKING AROUND SCHOOLS

As we drive and park our cars around schools we all need to ensure the safety of school students is our priority. Parking illegally and unsafely across pedestrian crossings, corners and verges puts children at risk. We all need to help keep our children safe. Here is a short video demonstration: <https://youtu.be/AsIMVXpA9Zc>

Access Canberra inspectors will be patrolling our school zones to help us ensure drivers do the right thing.

