Chatback

Dear Parents / carers,

Welcome everyone to Week 8 of Term 1 with only three more weeks until the end of Term. School of course will be closed for the Easter Public Holidays of Good Friday (29/3) and Easter Monday (1/4). All students and staff will return to school on Tuesday 2nd April. **The last day for Term 1 will be Friday 12th April.**

A change on the way

A note was sent home on Tuesday to advise our school community that I was the successful candidate in the Merit Selection process to a P1 school in Western Sydney, commencing Term 2. The School Educator Director for the Fairfield group of schools, Mr James Coleborne has approved that Mr Albanese will take on the role of Relieving Principal until a permanent Principal appointment is made. I know that I leave the school in Mr Albanese’s capable leadership, in collaboration with the Executive Team and sustained by our teaching and support staff.

I want to thank the whole Smithfield school community for not only their warm welcome at the beginning of Term 1, but also privilege of leading this school during this short time frame. I will remain in the position of Principal until Friday 12th April, which is the final day for Term 1.

**Staff Development Days Term 2 – 2 days**

During 2013 all teachers at Smithfield P.S. and throughout N.S.W. will be engaging with the learning and implementation of the new NSW English Syllabus documents which will be the required syllabus document in all schools from 2014. We will repeat this process in 2014 for the Mathematics and Science documents with a view to implement these in 2015. To assist with this process, all NSW teachers will engage with further professional learning during a second School Development Day in the first 2 days of Term 2. Students in ALL public schools will have an additional pupil free day (Monday 29/4 AND Tuesday 30/4). **There will be no classes for students until Wednesday 1st May.**

Useful information and documents for parents in English and additional languages can be found at the website listed below. I have also included useful links to documents including the Parents’ Guide to the NSW Primary Syllabuses.


An information guide is being sent home with this week’s Newsletter.

**Parents’ Guide to the NSW Primary Syllabuses**

The Board of Studies has provided NSW schools with copies of the [Parents’ Guide to the NSW Primary Syllabuses](http://www.boardofstudies.nsw.edu.au/parents/) for distribution to parents. The Parents’ Guide has been developed to help parents follow their child’s early learning and to help them talk with teachers about day-to-day classroom activities and their child’s progress.

The Guide provides some examples of the kinds of things children can learn in each of the key learning areas in each stage of primary school.

**Term 1 Calendar**

**March**

- 23 Earth Hour 8:30-9:30pm
- 26-28 School Photos
- 28 Easter Hat Parade
- 29 Good Friday - Public Holiday

**April**

- 1 Easter Monday - Public Holiday
- 2 International Children’s Book Day
- 7 Last day of Daylight Saving
- 12 End of Term 1
- 29/30 Staff Development

**May**

- 1 Students return Term 2
Regional Swimming Stars!

Congratulations to our regional swimmers and to Justin who will now go on to represent South Western Sydney at the State Swimming Carnival! Thank you to Mrs Fox who accompanied our students and was so proud of the fantastic swimming efforts of all our swimmers and the positive way you represented our school and region. We wish you well Justin at the State Carnival.

Emergency Drill Practice Scheduled...Wednesday 3rd April

In all schools, it is a requirement to conduct regular practices of emergency drills so students, staff and visitors on the school site are aware and comply with emergency procedures. These include evacuation, lockdown and lockout. In the middle session on 3rd April, the school will undertake a practice drill. Any parent or visitor on the school grounds at that time will be required to participate in this drill. Teachers will be providing students with information about this drill and the procedures that will be followed to alleviate any uncertainty and to reassure students that this is a practice drill only.

Thank you for your understanding of the changes ahead for Smithfield Public School. In the midst of these changes however, what remains the same is the quality teaching in each class and this school's commitment to the positive learning outcomes for every child.

"We must be willing to let go of the life we planned, so as to have the life that is waiting for us."

Joseph Campbell

BlogEd

This week I was lucky enough to visit our preschool and watch as some chicks were pecking their way out of their shells. What a wonderful experience for our children! 'Henny Penny Chicks' are with us for another week. Make sure to ask your preschooler about what they have seen.

By now I think that everyone in our community is aware of the fabulous news Ms Page has announced this week. A successful promotion to a larger school. Our loss will be their gain.

I'm sure that you will agree that many positive changes have occurred across the school recently. Those changes stem from the fresh ideas Ms Page has brought to our school and the enthusiasm of our teachers to provide engaging learning programs that help prepare our students for their future.

In 2014 all schools in NSW will be implementing 3 new curriculum documents. English, Mathematics and Science with a 4th document, History, to be implemented the following year. Attached to this newsletter we have attached a 'Parent Guide' to keep you informed with a brief overview of what you can expect to see.

Vincent Albanese
Deputy Principal
**T1 CAPTAINS**

**Name:** Alice  
**Class:** S3 Aren

**Name:** Bj  
**Class:** S3 Mulaosmanovic

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**Go4Fun – FREE Healthy lifestyle program for overweight children aged 7-13**

Go4Fun is an evidence-based healthy lifestyle program for children aged 7-13 years above a healthy weight. The program is run after-school during the school term and is FREE for eligible families. The program meets all Australian guidelines and NHMRC recommendations for the Management of Overweight and Obesity in Children, and progress reports are available for referring family doctors. Go4Fun is run at various locations across South Western Sydney Local Health District. Online enrolment and locations at [www.sswahs.nsw.gov.au/populationhealth/Go4Fun.html](http://www.sswahs.nsw.gov.au/populationhealth/Go4Fun.html) or contact Leah Choi on Leah.choi@sswhs.nsw.gov.au or 02 9780 2811 | 0457 507 606

Updated regularly with Calendar events, School notes, Policies and general information the Smithfield PS website is available 24/7. Point your browser to our page and check out what is happening.
HELPING KIDS MANAGE ANGER
by: Michael Grose

*Kids need to learn that anger can be expressed in ways that are not hurtful to anyone including themselves.*

Managing anger is one of the biggest emotional issues that children face. Children who can learn to manage their anger have a head start on handling fears and other emotions.

Currently, our community is undecided about how to handle anger. In fact, anger is discouraged as we see no place for it in homes, schools or community. ‘Civilised people don’t get angry’ seems to be the accepted wisdom so we tend to encourage children to bottle up anger rather than let it out.

Anger needs to be managed, rather than simply avoided. Bury anger deep-down and it will go away is the attitude! This doesn’t work for many children as bottled up emotions don’t always dissipate. They simmer away, eventually spilling over into physical violence or hurtful verbal abuse, which so often backfires on the angry person.

Kids need to learn that anger can be expressed in ways that are not hurtful to anyone including themselves. Here are six steps that parents can use to help kids of all ages keep their emotions under check, and respond safely when emotions run high:

1. **Understand it:** Help kids understand the events and situations that trigger angry responses. These situations will vary, but may include, playing rough games, not getting their own way and being teased by others. Help kids to reflect on the events that trigger a ‘wobbly’, so they can take preventative measures. This type of self-knowledge is really helpful for older primary school children and teenagers.

2. **Name it:** Help them recognise the physical signs of anger, such as clenched fists and teeth, tension around their shoulders and heavy breathing. Then assist them to develop a vocabulary around anger. “Mad as a snake”, “about to lose it”, “throwing a tantr” are some possibilities. Children can probably generate more! Naming emotions promotes good emotional literacy in kids.

3. **Diffuse it:** You need some strategies to diffuse anger and bring down emotional levels in kids. Distraction and time out can be effective for toddlers with short fuses, and even shorter attention spans. For older children, parents should use diplomacy rather than discipline. You may need to give some kids some space on their own before attempting to talk. Listening to their story, validating their right to be mad and focusing on feelings are some ways to diffuse anger. Sometimes knowing that someone else knows how you feel is enough to make anger go away.

4. **Choose it:** Help children understand that they do have a choice about how they respond to their anger. They may feel like lashing out, but they don’t have to get physical or verbally aggressive when they get angry. Let kids know in clear terms that slamming doors, throwing things and refusing to cooperate are the wrong ways to display anger. Help them understand that while you are on their side, as they mature they need to choose socially acceptable ways of handling anger.

5. **Say it:** Encourage children to express how they feel verbally, rather than bottle things up or become aggressive. The use of I statements is one way of letting others know how they feel. ‘I feel really mad when you say nasty things to me. I really don’t like it!’ is one way of being heard and letting the anger out.

6. **Let it out safely:** Boys, in particular, need physical outlets for pent up anger. They may go for a run, belt a pillow or play a physical game to let their frustration out. Some kids may even pour their anger into a letter, some work on a productive activity. Help children find legitimate outlets for their anger.

Parents need to role model healthy anger management so children see firsthand how adults handle anger in mature ways. That means parents take time to listen to each other, talk things through and find healthy physical ways to let off steam when you feel yourself getting to boiling point.

The maxim for families who want to learn to manage anger in healthy ways should be: “There is nothing so bad that we can’t talk about it. However there are behaviours that are not acceptable.”

**CLO NEWS**

Below is a list of events that parents can attend in Term 1.

- **03 April** - Reading Workshop 14.00 till 15.00 in the Community Room (M Block)
- **08 April** - Naplan Information Session 9.15 till 11.00 in the Community Room (M Block)

**Personal Computer and Technology Tafe Course** *(FREE)* - Term 1 and 2 Thursdays 12.30 till 2.30 Community Room (M Block)

**Mother’s Group** - Thursdays 9.15 till 11.00 Community Room (M Block)

Please keep an eye out for all the notes. If you have any questions about any of these events. Please do not hesitate to contact me at the school office.

We would like to thank the school community for collecting all the stickers and making the program such a success.

Jacqui Ranera-Griffin
CLO
SSW REGIONAL SWIMMING REPORT
On Tuesday 19th March 7 students represented the Horsley Zone at the Sydney South West Regional Swimming Carnival at Gordon Fetterplace Aquatic Centre, Bradbury.

What a fabulous day! All students swam magnificently and should be congratulated for their fine efforts. Jennifer swam in the 50m freestyle, 50m breaststroke and senior girls relay. Chloe swam in the 50m freestyle and 50m butterfly. Cindy competed in the 50m butterfly and senior girls relay along with Shamel and Louise. Catherine swam in the 50m breaststroke. Well done girls you were an absolute credit to your school and swam your very best.

Now, Justin! Justin! Justin!
We must remember this name because one day he might be an Olympic swimmer. Justin swam in 6 races and will be representing the region at the STATE carnival in 5 of these events. He placed 2nd in the 100m freestyle, 50m breaststroke, 50m backstroke and 50m butterfly and third in the 50m freestyle. Justin, we are so proud of you and commend you for all your hard training that has resulted in these amazing achievements. We wish you every success at the STATE carnival on Tuesday 2nd and Wednesday 3rd April. Congratulations!

SMITHTFIELD PS 2013 SWIMMING CHAMPIONS
Mrs Fox had the pleasure of announcing our 2013 junior and senior swimming champions at our last K-6 assembly. Congratulations to our champions.

SCHOOL CANTEEN LEASE
Tenders are called for the licence of the school canteen at Carramar Public School. The lease will commence in Term 2 2013 with a term of approximately 3 years and a possible option to renew. Annual school enrolments are approximately 260 and 30 staff.

General enquiries and requests for a Tender Information Package should be directed to;

Julie Thompson
School Administrative Manager

Telephone; (02) 9724 1850

A non-refundable deposit of $100 is payable upon collection of the Tender documents.

Tenders must be submitted in a sealed envelope marked ‘Confidential – School Canteen Tender’ and sent to;

Mr Anthony Pitt – Principal
Carramar Public School
The Horsley Drive
CARRAMAR NSW 2163

Tenders close at 3pm on Thursday March 28 2013

A tender visit and briefing session has been planned for Friday 22 March 2013. All applicants must make themselves familiar with Clause 2 of the tender offer.
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<thead>
<tr>
<th>Time</th>
<th>Tuesday 26 March</th>
<th>Wednesday 27 March</th>
<th>Thursday 28 March</th>
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<td>9.00</td>
<td>S1 COMMUNITY Lang</td>
<td>S3 KINDER</td>
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<td>9.15</td>
<td>Preschool (2 groups – in</td>
<td>K Liapis</td>
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<td>9.30</td>
<td>preschool</td>
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<td>9.45</td>
<td>EIU Group 1 (EIU)</td>
<td>K La Brasceur</td>
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<td>10.00</td>
<td>S1</td>
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<td>S3 AREN</td>
<td>1 Kosic</td>
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<td>10.30</td>
<td>3-6 Zelada</td>
<td>S3 Mulaosmanovic</td>
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<td>10.45</td>
<td>ASPECT Satellite Class</td>
<td>S3 Empeigne</td>
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<td>11.00</td>
<td>Break</td>
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<td>11.30</td>
<td>S3 White</td>
<td>2 Palamara</td>
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<td>11.45</td>
<td>EIU Group 2 (EIU)</td>
<td>S2 Gregoire</td>
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<td>12.00</td>
<td>S2 Muras</td>
<td>EIU Group 4</td>
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<td>12.15</td>
<td>S2 Truscott</td>
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<td>12.30</td>
<td>S2 Bui</td>
<td>FAMILY PHOTOS (for families with pre-schoolers Wed- Friday group)</td>
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<td>12.45</td>
<td>Library Prefects</td>
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<td>1.00</td>
<td>FAMILY PHOTOS (for families with pre-schoolers Monday Tuesday Group)</td>
<td>STUDENT EXECUTIVE</td>
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<td>1.15</td>
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<tr>
<td>1.30</td>
<td>FAMILY PHOTOS</td>
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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.

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 events such as viewing an historical event from a different point of view
  - historical skills, such as using historical sources for an investigation.

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.

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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<tr>
<td>2013</td>
<td>All schools in NSW will continue to teach the current syllabuses.</td>
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<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>
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<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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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

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**YEARS 7–10**

**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.