



O'Connor Cooperative School  
together we learn, together we grow

## NEWSLETTER

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# Term 2 Week 2 Wednesday 3<sup>rd</sup> May 2017

School Board:	Parent Rep:	Marianne Cullen	0411 121 132	<a href="mailto:marianne.cullen70@gmail.com">marianne.cullen70@gmail.com</a>
	Parent Rep:	Peter Jones	0418 869 925	<a href="mailto:peterjones736@hotmail.com">peterjones736@hotmail.com</a>
	Community Rep:	Colin Rea	0401 395 118	<a href="mailto:colinrea22@gmail.com">colinrea22@gmail.com</a>
	Principal:	Jenny Loudon	6205 6340	<a href="mailto:jenny.loudon@ed.act.edu.au">jenny.loudon@ed.act.edu.au</a>
	Staff Rep:	Rose Patrick	6205 6340	<a href="mailto:rose.patrick@ed.act.edu.au">rose.patrick@ed.act.edu.au</a>
P&C Executive:	President:	Angela Corin	0400 551 334	<a href="mailto:corins68@optusnet.com.au">corins68@optusnet.com.au</a>
	Vice President:	Kathy Moffatt		<a href="mailto:gkat910@gmail.com">gkat910@gmail.com</a>
	Secretary:	Peter Jones	0418 869 925	<a href="mailto:peterjones736@hotmail.com">peterjones736@hotmail.com</a>
	Treasurer:	Pip Halloran	0412776403	<a href="mailto:pjhalloran@bigpond.com">pjhalloran@bigpond.com</a>
<b>DATES TO REMEMBER</b>			<b>Information recently emailed</b>	
<b>Community Singing Friday 2.30pm in Redgum - All welcome</b>				
Wed 10 May	School Photos - bring envelope on the day		<b>Information recently sent home</b> Scholastic Book Fair catalogue School Photo Information Turner Information evening for Year 2	
Fri 12 May	Year 2 Cross Country @ Turner school			
Wed 17 May	Assembly hosted by Lizards Judy's last day!!!			
Fri 19 May	P&C meeting 3.15 – 4.30			
Tues 23 May	School Board meeting 7.45am			

### Message from Jenny

Welcome back for term 2. We had a lovely start to the term with an **ANZAC** commemoration in Redgum last Wednesday. Caroline shared the history of the Rosemary Sprig and why it has become a symbol of remembrance. The children were all given a sprig of Rosemary and held it during the Last Post before walking to the flagpole and laid it beside the wreath. A rosemary bush will be planted in our garden so we may enjoy it and cut our own sprigs on future occasions.

Welcome to the families of **Ai** (preschool) and **Joseph** (year 1 Lizards) who have joined our school this term. We look forward to sharing our community with you.

During the break several staff attended the Google Apps for Education Summit 2 day professional learning as well as First Aid training.

We have had some major work completed during this time also including tree works, concrete work, safety grabs replaced on the roof, multiple panels on the fixed playground equipment replaced to comply with the latest safety standards. Inside the preschool and staff room walls were painted, and the offices, staff room and library re carpeted. Moving all the furniture for this to take place was a MAJOR task. Whilst we had the help of removalists to remove and replace the furniture all the goods and chattels need individual replacing. Thank you to parents **Pete, Emma, Jonathon and Kathy** for their MANY, MANY hours of work sorting and re shelving EVERY book in the library. It was a huge task undertaken thoroughly and efficiently and as a staff we are extremely grateful for your help. With this now complete library borrowing can resume this week for the children .

## School Photos

On Monday you should have received a personalised envelope for school photos which will be taken next week. Please check your child's bag if you haven't seen it yet.

**Photos will be taken next Wednesday 10<sup>th</sup> May during the morning session commencing at 9.00am with the whole school photo. Can I ask all children to wear their Coop school T shirt or jumper and please be punctual arriving before 9.00am that day.**

Instructions on the envelope enable you to choose the package and additions you may like to order. Please note that the envelope should be brought to school on the day. If you are paying cash please ensure you have the correct money. We do not handle the envelopes – they go straight to the photographer. All children will be photographed on the day for our school records.

## Year 2 Families – Enrolment for Year 3 2018

**The time is NOW!** As The O'Connor Cooperative School is an Early Childhood P-2 School, all year 2 families need to ensure you enrol your child for transfer,online, for Year 3 2018. The website link is [http://www.education.act.gov.au/school\\_education/enrolling\\_in\\_an\\_act\\_public\\_school](http://www.education.act.gov.au/school_education/enrolling_in_an_act_public_school). There is a link on that page for transferring to another school

Please note that there are priority enrolment areas for each ACT Government school.

**Turner School** will be holding an information evening next Wednesday 10<sup>th</sup> May from 7.00pm in the school Hall. The principal at **Lyneham School** will meet individually with families of children enrolling in Year 3.

Please feel free to meet with Jenny if you have any questions regarding Year 3, or contact your local school for further details.

## Judy is Retiring!

How can this be? What? You're joking aren't you? When? These were just some of my reactions!!! After 35 years of Directorate Association, as a parent and a working mum including 25 years here at the Coop, Judy has decided it is now time to give back to herself and her family and has decided to retire. Her last day will be Wednesday 17<sup>th</sup> May. We hope you will be able to join us for a special farewell during assembly on that day and stay on for morning tea and a chat to celebrate Judy's long association with the O'Connor Cooperative School community.

## O'Connor Cooperative School Preschool 2018

**Do you know any family, neighbours or friends who have  
a child turning 4 years of age before 30 April 2018?**

**Enrolments for preschool across the ACT opened online on Wednesday 26<sup>th</sup> April 2017.**

Please refer families to the following websites

<http://www.coop.act.edu.au/>

[http://www.det.act.gov.au/school\\_education/enrolling\\_in\\_an\\_act\\_public\\_school](http://www.det.act.gov.au/school_education/enrolling_in_an_act_public_school)

for information

or invite them to contact our school on 6205 6340  
to make an appointment with school executive.

## Preservice teachers

This week we welcome Alison and Kate, preservice teachers from the University of Canberra who will be working in Kindergarten and Year 1/2 over four weeks this term.

## Library news

This term we will continue to take part in the Scholastic Book club scheme. Scholastic offers a wide range of resources at affordable prices. Every purchase made entitles the school to points which can be used to acquire more resources for our children. Through our last order we received \$40 worth of points which will be used to update our collection.



Once again this year the catalogue features all four book clubs in one! We encourage you to take a look through the most recent catalogue. Payments need to be made online so there is no need to return cash to school.

When the orders arrive the pack will be distributed to your child. Please advise Ro-Berta to collect the pack if you do not wish your child to see the contents

Ro-Berta



The O'Connor Cooperative School is involved in Fresh Tastes – an ACT Government service to help schools make healthy food and drinks a bigger part of everyday life for our kids. For the next three years we will build on our school's healthy food and drink environment...and Fresh Tastes will give us a hand along the way! Students who eat well are better placed to learn, participate and succeed in school.

You can read more information about Fresh Tastes online at:

[www.health.act.gov.au/freshtastes](http://www.health.act.gov.au/freshtastes)

Fresh Tastes has partnerships with local organisations and businesses who share a commitment to improving children's health in Canberra. Some of these partners may work with us over the next couple of years to help us achieve our goals.

For the next three years, we will focus on a number of

Fresh Tastes action areas including: **Food for Sale**, **Classroom Learning**, **Growing Food**, **Cooking Food** **Food from Home**. This year we have chosen Food from Home and Classroom Learning. We have an action plan on how we will achieve change in the first year.

A Fresh Tastes Action Group has been set up. The more people across the school community that help out, the better the results will be. If you would like to get involved please let us know.

Our Fresh Tastes coordinator is Sarah Hornby. Please contact [Sarah.Hornby@ed.act.edu.au](mailto:Sarah.Hornby@ed.act.edu.au) to find out more.



[www.health.act.gov.au/freshtastes](http://www.health.act.gov.au/freshtastes)



(02) 6205 1452



[freshtastes@act.gov.au](mailto:freshtastes@act.gov.au)

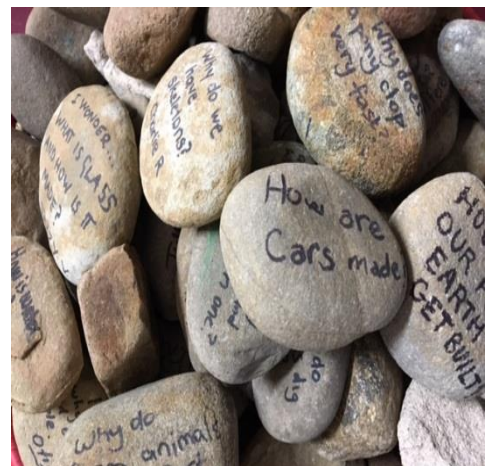
# Preschool Overview: Term 2, 2017



Teacher: Bianca Bailetti    Preschool Educator: Ro-Berta Mende

The following overview has been designed so that educators and families may gain insight into some of the key highlights and learning experiences that will be presented and explored within the preschool teaching and learning program over the coming term. These learning opportunities have been selected to supplement our day to day program and provide students with opportunities to build connections as both individual and group learners. By making links with *The Early Years Learning Framework of Australia (EYLF)*, we acknowledge the manner in which these learning experiences connect with our student's world and support the establishment of *belonging, being* and *becoming*. Further connections have been made with the *Australian Curriculum (AC)* and provide families with an awareness of the connections between two overarching documents that guide our practice.

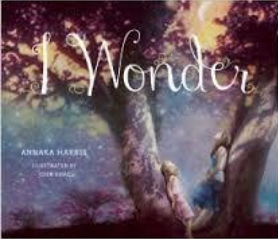
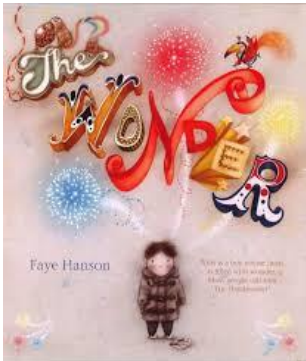
**Learning Experiences:** This term we will be inviting the preschool children to formally contribute towards our teaching and learning program by sharing their **wonderings**. Each week we will be asking two children to spend time talking to their families about things that they wonder about. These may be factual wonderings such as *How do volcanoes erupt?* Or fictitious wonderings such as *Where do fairies live?* We ask that children and families share these wonderings with the preschool group so that we may explore, investigate and wonder in collaboration. While some wonderings may be addressed within a day or two, others hold the potential to turn into class inquiries that span over several weeks. We look forward to seeing where these wonderings take us.



Belonging	Being	Becoming
Children's voices are heard, listened to and valued.	Let's celebrate and explore our wonderings by sharing them with our friend and educators.	We are active and involved learners who wonder about the world in which we live and contribute towards group learning.

**Connections with The EYLF Learning Outcomes:**

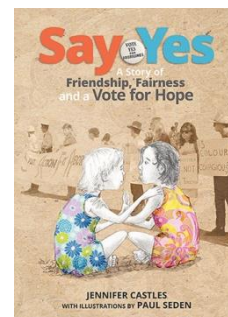
- 1.1, 1.2, 1.3, 4.1,4.2, 4.3, 4.4, 5,1

**Working Towards Content Descriptors for English in the Foundation Year**

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations.
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact.
- Deliver short [informal] oral presentations to peers.

**Learning Experience:** During week six of this term, preschool will be participating in a school wide focus that acknowledges *National Reconciliation Week (NRW)*. This is a time for our community to work together and learn about Australia’s journey of reconciliation with Aboriginal and Torres Strait Islander people; and consider *the next steps* in the process of reconciliation. One of the picture books that we may be sharing during NRW, will be *Say Yes – A story of friendship, fairness and a vote for hope*, by Jennifer Castles. If you have any stories to share in relation to the processes of reconciliation, we would love you to share them with us.



Belonging	Being	Becoming
All children in Australia deserve to be valued, nurtured and heard.	I am an active participant within my community who is able to make fair choices that demonstrate care, empathy and respect.	By responding to diversity with respect, I empower change and become aware of the reciprocal rights and responsibilities necessary for active community participation.
<b>Connections with The EYLF Learning Outcomes:</b> <ul style="list-style-type: none"> <li>1.1, 1.3, 1.4, 2.1, 2.2, 2.3,</li> </ul>		<b>Working Towards AC Content Descriptors for English and HASS in the Foundation Year</b> <ul style="list-style-type: none"> <li>The Aboriginal or Torres Strait Islander <a href="#">Country/Place</a> on which the school is located and why <a href="#">Country/Place</a> is important to Aboriginal and Torres Strait Islander Peoples (<a href="#">ACHASSK016</a>)</li> <li>Share feelings and thoughts about the events and characters in texts (<a href="#">ACELT1783</a>)</li> </ul>

**Learning Experience:** Singing is a big part of our school culture and during term one, preschool worked with kindergarten to develop a great repertoire of songs. During term two, this program will be strengthened through close collaboration with Dr Susan West from the *Music Engagement Program* which is facilitated through the *ANU School of Music*. These sessions will take place each Wednesday fortnight (Weeks and dates TBA) with a focus on building community and a sense of wellbeing through song. Please feel free to join us.

Belonging	Being	Becoming
When we sing as a community everyone is important. We each have an important part to play. We rely on each other and work together to learn lyrics and share happiness.	Singing connects us to our community. When we sing as community we are able to share enjoyment, entertain one another, and impart positivity.	When singing becomes embedded within a community it can grow and support my personal wellbeing. As we build our repertoire of songs, sharing allows us to bring enjoyment to the communities of others.
<b>Connections with The EYLF Learning Outcomes:</b> <ul style="list-style-type: none"> <li>1.1, 3.1, 3.2, 4.1, 5.1</li> </ul>	<b>Working Towards AC Content Descriptors for English and HASS in the Foundation Year</b> <ul style="list-style-type: none"> <li>Develop <a href="#">aural skills</a> by exploring and imitating sounds, <a href="#">pitch</a> and <a href="#">rhythm</a> patterns using <a href="#">voice</a>, <a href="#">movement</a> and body percussion (<a href="#">ACAMUM080</a>)</li> <li>Sing and play instruments to improvise, <a href="#">practise</a> a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (<a href="#">ACAMUM081</a>)</li> <li>Create compositions and perform music to communicate ideas to an <a href="#">audience</a> (<a href="#">ACAMUM082</a>)</li> <li>Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (<a href="#">ACAMUR083</a>)</li> </ul>	





# Term 2 Learning Overview

## Kindergarten

Rose Patrick and Rochelle Ansell

### -Kindergarten routines-

**Fruit** – Please sign up on the Kindergarten fruit roster if you are able to volunteer to cut the children’s fruit. Your help is greatly appreciated 😊

**Parent helpers** – All volunteers are required to sign in on the Kindergarten Volunteers book. Regular parent volunteers need to be registered for a Working with Vulnerable People card. The school can provide the relevant forms for you to complete and take to an ACT shopfront.

Parents/ carers are welcome to join us for the first hour of the day during investigations. During this time you can assist with a variety of learning experiences.

**Late arrivals** – If your child arrives at school after 9.00am it is required that they be signed in at the front office.

**Absences** – If your child will not be attending school please let us know by phoning the school, emailing Judy or completing a blue absence slip at the front office.

**Assembly** – Assemblies are held every fortnight. Kindergarten will host assembly in week 6

**Library** – Kindergarten children will continue to visit the Co-op library every Friday. Please ensure your child has a sturdy library bag.

**Home reading bags (red bags)** – Books for home reading are available in the classroom, these can be identified by a purple home reading sticker. Children are welcome to change over home reading books as often as they like.

**Co-op reading log** – These will continue to be collected every Friday.

**Community Singing** – Families and carers are invited to join us for community singing in Redgum from 2:30pm on Friday afternoons. During this time Dr Susan West (or other members) of the Music Engagement Program team join us to share in singing, and learning new songs.

### -Investigations-

Investigations run as a core part of the Kindergarten program where children engage in open ended play experiences that support the development of social, emotional, fine motor, creative and cognitive skills. The children’s interests in areas such as Science, History and the Arts are used to guide the experiences offered. English and Mathematics skills are also drawn upon during this time. We aim to focus on social skills, problem solving, creative thinking, negotiation, accountability and self-regulation. Over the course of the term each child will have several opportunities to take on the role of reporter and focus child.

### -English-

**Reading** - A weekly focus text is selected for shared viewing and reading. The text is used to explicitly teach print, grammar and reading concepts, as well as provide a meaningful a context for writing. High frequency words and letter sounds are introduced through the use of the focus text and used during reading and writing sessions. Small group reading will take place on a daily basis. During this time the teacher works to target the specific needs of each child. At this early stage, areas of focus include; letter and sound knowledge, high frequency word recognition, reading the pictures and maintaining one to one correspondence between words printed on the page and spoken word.

**Writing** - Children are provided opportunities to write for a range of purposes across the curriculum. The children’s writing will be related to their own experiences and interests. Writing will be integrated with the teaching of Science, History and Geography.

**Handwriting** skills will be taught explicitly on a weekly basis. During this time we will focus on letters explored in weekly focus texts and work to achieve accurate formation.

**Oral language** - is a focus throughout the Kindergarten program. Children are supported to share ideas during classroom discussions, reflections of learning and within cooperative learning groups. Focus skills include turn taking, using active listening behaviours and speaking clearly using appropriate annunciation volume and pace.

### **-Mathematics-**

Mathematics sessions are structured to incorporate explicit teaching and give opportunities to implement new learning. During lessons, the children work independently as well as in small groups, using a range of different materials in order to build an understanding of a range of concepts. Children will be encouraged to make connections through their learning and reflect on their work. This term we will focus on the following:

#### **Number and Algebra**

- Recognise, name and model numbers 0- 10
- Counting forwards and backwards
- Subitise small collections of objects
- Sort and classify familiar objects
- Copy, continue and create patterns

#### **Statistics and Probability**

- Ask and respond to yes/ no questions
- Collect and represent data using simple displays

#### **Measurement and Geometry**

- Name and order days of the week
- Connect days of the week to familiar events and actions
- Measure the length of everyday objects using direct and indirect comparison
- Describe position and movement using everyday language such as 'between', 'near', 'next to', 'forward', 'toward'
- Follow and provide simple directions

### **-Humanities and Social Sciences-**

This term Kindergarten will investigate the places they live and belong. The children will think about places that are special to them, what their features are and how they can be cared for. They will learn about the importance of place for Indigenous people and visit a local site of significance. This unit of work will be integrated throughout the Kindergarten program.

### **-Science-**

This term we will be investigating the weather, and the way in which it changes. We will look at the influences the weather has on our activities, work and even on what we wear! The children will make observations about the weather over time, and predict what might happen with severe weather patterns such as droughts and floods. We will be looking at weather forecasts and what they mean, and the symbols used for particular weather for example clouds across a sun for a cloudy day etc. We will explore the different seasons and the weather changes that occur with these and the students will also explore the importance of accurate weather predictions and how they are important to our daily lives.

### **-Information Communication Technologies (ICT)-**

Children engage in learning through the use of iPads to find out, record and present findings. Open ended applications such as Picollage, Book creator and iMovie provide tools for leaning across all curriculum areas. Children will use the interactive plasma to engage with online learning experiences.

### **-Health and Physical Education-**

**P.E Sessions** – Development of fundamental movement skills is achieved through whole class and small group games and activities. Children will be encouraged to play fairly, accept game consequences, cooperate and persist with challenging experiences. This term we will focus on activities to support development of catching and throwing. We will also build on tennis skills in our clinics later in the term. We will also welcome Odonia (Joshua Z's mum) into kindergarten to help us practice yoga and mindfulness.

**Social and Emotional Learning** – Five key areas will be covered in the Kindergarten program: self-awareness, self-management, social awareness, relationship skills and social decision making. These are promoted through role-play, circle time, literature and explicit teaching.

### **-The Arts-**

**Visual Arts** – This term the children will explore a variety of techniques and materials as they work towards creating a piece to share their learning about special places.

**Music and singing** – Singing is a part of our everyday program in kindergarten. We will continue our shared singing sessions with the preschool children. This term we will begin to incorporate some musical concepts through the use of body percussion and instruments.



## Year 1 /2 Term 2 Overview, 2017

Caroline Doverty, Melissa Mobbs, Sharron Wynn



Welcome to term 2. We have a very busy term ahead with exciting learning opportunities for all.

### Investigations

Children will continue to be engaged in a number of learning experiences across the unit to support the development of their social, emotional, fine motor, creative and cognitive development. There is a focus on the 'whole' child where we create learning experiences to reflect the needs, interests and strengths of the individual. This term the learning dispositions and learning processes that we will be focusing on will be resilience, persistence, creativity, problem solving, inquiry and research.

Each day two or three children will be selected as the focus children. These children will help the whole group reflect on the learning occurring during Investigations. In addition one child will be the reporter to help link our investigations to numeracy, literacy and the integrated units. Explicit teaching in key learning areas will be linked when possible to the student's work from investigations.

### English

**Daily 5** is part of our reading and writing program. Children will spend time reading to self, reading to someone, working on words, listening to reading or working on writing. They will work on specific learning goals with the teacher during small group sessions or during one-on-one conferencing. The teacher will explicitly teach reading skills and word work at the start of each session.

**Writing** will have a text focus for this term continuing on with rhymes and poetry, and then moving onto planning, constructing and writing narratives. The children will look at a number of samples of these writing formats with the aim of learning about the features used to create effective texts. The teacher will explicitly teach writing skills at the start of each session to support the children in working towards writing their own texts. **Handwriting** will be incorporated into daily writing experiences. The aim is to consolidate correct letter formation and writing with fluency.

**Oral language** is a focus across all learning areas. Children will be supported to further develop vocabulary, talk about their work, ask and answer questions, give and receive instructions, explain their ideas and respectfully interact with others.

### Mathematics

Our areas of focus in mathematics this term are:

#### Number and Place Value

- ❖ ordering numbers
- ❖ counting by 2, 3, 5, 10
- ❖ recognising, modelling and representing numbers within a greater range
- ❖ partitioning numbers using place value
- ❖ exploring the connection between addition and subtraction
- ❖ representing and solving simple addition and subtraction problems using mental and written strategies and patterns.

#### Measurement and Geometry

- ❖ comparing and ordering objects based on volume and capacity using informal units
- ❖ describe duration using months, weeks, days and hours
- ❖ recognise, classify, describe and draw two-dimensional shapes
- ❖ describe the features of three-dimensional objects

#### Statistics and Probability

- ❖ identifying a question and gathering data relevant to the question
- ❖ checking and classifying data,
- ❖ creating displays of data and interpreting information.



Mathematics lessons are structured to incorporate explicit teaching and give opportunities to implement new learning. During lessons, the children work independently as well as in small groups using a range of different materials in order to build an understanding of a range of concepts. Children will be encouraged to make connections between their learning and reflect on their work.

### **Humanities and Social Sciences (HASS)**

This term the focus of our work in history will be based on the inquiry question 'What does a place tell me about the past and the present?'

Our focus will be on the importance of a historical site of cultural or spiritual significance in the local area and why it should be preserved. The children will explore the history of significant sites in the natural environment, including an excursion to Tidbinbilla Nature Reserve. We will investigate why some places are considered special or significant by others. This inquiry will support the development of the children's questioning, sorting, analysing, evaluating and communicating skills. Information and Communication Technologies (ICT) will be available for the children to conduct research and record information.

### **Science with Jenny and Sarah**

This term the Geckos and Lizards will be exploring the world of 'Colours and Dyes'. We will investigate how changes occur in objects, materials and living things. Have you ever wondered how our clothes are coloured? or where do colours come from? These questions will be explored through a range of hands on experiences involving materials such as cotton, paper, plants and wool. The children will also explore the way different materials can be combined. They will pose questions, make predictions and take part in guided explorations to find answers to their questions. The children will record their observations and findings in a range of ways and share these with others.

### **Physical Education**

During term 2 the fundamental movement skills we will focus on are jumping for height and distance as well as kicking. We will be learning these skills through a variety of class lessons, small group activities and opportunities during investigations. The Year 2 children will be participating in the cross country/athletics carnival with one of our feeder primary schools. The children will have the opportunity to continue to develop their skills during our tennis program which we will be participating in over a number of weeks. Year 1 children will be working on their flexibility through Yoga.

### **Kids Matter**

Year 2 will be involved in Kids Matter sessions each week for 10 weeks. The children will be participating in the Friendly Schools Plus program. We will be addressing Self- Management: emotional regulation, resilience and self- motivation, Social Awareness: understanding and interpreting social situations and Relationship Skills: positive relationship skills.

### **Year 2 – Class Meetings**

Year 2 will have a 20 minute class meeting each week. This time will be used to discuss any concerns or messages they may have to be passed on to the Executive Team. As the leaders of our school, it will also be a time to undertake school projects, such as the Year 2 t-shirt design, discuss transitions, prepare for upcoming sporting events with other schools and allocate roles/jobs around the school e.g. Playground pack up.

## **The Arts**

**Visual Art** - In visual arts students will have opportunity to explore ideas, use their imagination and experiment with different materials, techniques, technologies and processes to create artworks, continuing on from last term. We will also be investigating artwork from the traditional Aboriginal culture, which will link with the knowledge the children will be gaining in HASS. We will be using various pieces of art to learn new skills through the use of traditional techniques. This term Sarah and Melissa will be team teaching the art lessons on a Wednesday afternoon.

**Music** – Year 1 children will work with Caroline this term to further develop their knowledge, understanding and skills through music practices. There will be a focus on musical skills and elements of music including tempo, timbre and texture. Caroline will be working with Dr Susan West to teach the children how to play the ocarina and read music for the instrument. This program will be part of an action research for teaching the ocarina. More information about the research will be forwarded to families. Year 2 children will have an opportunity to learn the instrument in term 3.

**Music Engagement Program (MEP)** – Dr Susan West and colleagues from MEP will work with the children once a week to develop their music making skills through singing. The children will have opportunities to respond to music, and consider where and why people make music. The children will share their skills at community singing and at outreach singing events throughout the year.

## **Dates to remember**

**Library** - Wednesday for year 1/2 Lizards (Melissa and Sharron) and  
Thursday year 1/2 Geckos (Caroline)

**Community Singing** – every Friday afternoon from 2.30pm in Redgum – All welcome

**Reading Logs** - Friday will be the collection day for the logs

Week 3: Friday 12 May 11.30 – 1.30 Year 2's attend Cross country at Turner P.S

Week 4: Wednesday 17 May Lizards hosting Assembly (including Judy's farewell Morning Tea)

Week 4: Thursday 18 May Excursion to Tidbinbilla Nature Reserve

Week 6: Friday 2nd June Year 2's attend the Athletics Carnival at Lyneham P.S

Week 8: Wednesday 31 May Geckos hosting Assembly:

Week 9: Thursday 22 June Semester 1 student reports sent home

Week 9: Lizards Outreach @ Morshead. Date to be confirmed

Week 10: Parent/teacher Interviews

If you have any questions or concerns during the year, please come and talk to your child's teacher or contact them via email.

Caroline, Melissa and Sharron

[Caroline.Doverly@ed.act.edu.au](mailto:Caroline.Doverly@ed.act.edu.au) - Year 1/2 Geckos

[Melissa.Mobb@ed.act.edu.au](mailto:Melissa.Mobb@ed.act.edu.au) - Year 1/2 Lizards

[Sharron.Wynn@ed.act.edu.au](mailto:Sharron.Wynn@ed.act.edu.au) - Year 1/2 Lizards

## General information for all families

### School starts at 9.00 am

Families are asked to make sure children are at school by **9.00am each day**. We appreciate your efforts to ensure that the learning for your child and others in their class can start promptly at 9.00am. Supporting the teachers and valuing the start of the day means every child has access to the outline of the learning to take place. ***On the rare occasion you may be late, please sign the register at the front office and collect a late slip for your child to hand to their teacher.***

### School Gates

Please ensure that gates are closed as you enter and exit the school grounds and encourage any older siblings to remember to close the gates as well. We ask that children do not climb the gates to locate the opener, as this leads to the gates becoming unstable and requiring repair. Please do not let children out of the gates if they are not in your care.

### Anaphylactic friendly school

There are children at our school who have life-threatening allergies to nuts and nut products. In the interests of all children's safety, we ask that all nuts and nut products are kept out of the school grounds: This includes any food containing nuts or nut products. There are also several students in the school with allergies to various foods, including nuts, eggs and certain fruits.

- If you are supplying a birthday cake or treat for the class, please check with your child's class teacher to see if there are children with allergies.
- If your child has an allergy you may wish to provide an alternative food which can be kept in the freezer at school for such occasions.

### Administration of Prescribed Medication

The Directorate is committed to providing a safe and healthy environment for students. While school staff have a duty of care to students to provide first aid assistance when required, parents will be aware that schools cannot be responsible for the general management of medical conditions.

In special circumstances, staff may be able to assist with the administration of medication. In these cases, directorate policy requires principals to ensure that a comprehensive written authority is obtained from the student's parents and also seek from them a written statement from the student's doctor authorising a member of staff to administer the prescribed medication.

In these cases medications must be clearly marked with the child's name and dosage requirements and handed to the front office. The medication **must** remain in the office, where it will be administered to the child.

### Student Injury, Insurance and Ambulance Transport

The ACT Ambulance Service provides free ambulance transport for students who are injured or suddenly become ill at school or during an approved school organised activity **within the ACT**.

The Education and Training Directorate does not provide any insurance cover for injury, disease or illness to students resulting from school activities or school-organised excursions. Claims for

compensation are met where there is a legal liability to do so. Liability is not automatic and depends on the circumstances in which any injury, disease or illness was sustained.

As there is no automatic insurance cover for personal injury if your child is injured at school or during a school organised activity/excursion you should consider whether taking out personal insurance cover for your child is warranted.

### **Being a Volunteer at School - Working With Vulnerable People Act**

Working with Vulnerable People registration commenced last year for those people assisting in schools. Volunteers who regularly work with children in classrooms or regularly make contact with children during other school activities need to be registered. This means applying for a Working With Vulnerable People (WWVP) card. This is a fairly simple process involving taking identification and completing a form at any ACT Government Shopfront. There is no cost for volunteers. Becoming registered is a positive action and all parents and carers are encouraged to consider registering so that you are readily available to assist the children of our school. Without registration people are not able to assist children.

Some volunteers may choose not to register but to continue supporting the school by reducing the number of days on which they work so as to avoid exceeding statutory limits. If you are unsure whether you need to be registered, please contact the school.

**ALL volunteers must sign in and out each day they assist at O'Connor School.** We are strengthening protection for children, but we depend on our volunteers in a variety of ways and look forward to your continued support in whatever capacity you choose.

### **Staff Carpark**

The staff car park has limited spaces as you know and it is important that parents do not use the staff carpark during the day - especially during pick up and drop off times.

Whilst there may, on rare occasions, be a vacant spot we have many part time staff, visiting staff and Directorate representatives who also need to use our car park. Crossing the footpath during drop off and pick up times can also be dangerous as children are hastily making their way to school.

In the interest of safety for all and especially our children, I would ask you to please park in the street and walk into the school grounds.

***Please be considerate of our neighbour s and remember to  
always parallel park in the streets around the school  
and never park across driveways.***

***Not even for 5 minutes!***



# Kids for kids O'Connor

## Language Fun for Children - Mandarin

Term Two 2017

**Date:** 4<sup>th</sup> May – 29<sup>th</sup> June; Thursdays

**Time:** 3.00 – 4.20p.m.

**Venue:** O Connor Cooperative Classroom

**Cost:** \$144.00 per student (9 lessons)



Please enrol online @ [www.lcfclubs.com](http://www.lcfclubs.com) or register your interest with

Sarah Mak; mobile 0431252768 or email [sarah.mak@lcfclubs.com.au](mailto:sarah.mak@lcfclubs.com.au)

## Violin, Cello and Piano Lessons

Olga Haydon has a master's degree in teaching and performance and specialises in the teaching of primary age children. She plays in the Canberra Symphony Orchestra and is a performance teaching fellow at ANU.



Olga offers weekly individual lessons in school time at the school for 30 minutes.

All levels accepted including absolute beginners.

Please contact Olga on 0404 636005 or email her at [olgahaydon@hotmail.com](mailto:olgahaydon@hotmail.com) for more information.



Dainere's Rainbow Splendiferous Entertainment Extravaganza is a Gala Fundraising Evening to bring joy and smiles and put a spotlight on paediatric brain cancer by elevating awareness and desperately needed funding for research and support.

It will be an evening filled with an incredible entertainment line up, auctions, raffles and more. A scrumptious three course sit down meal and five hours drinks package.

Tables of ten (10) just \$1,100 (\$110 per person) or \$120 per person not on a table of ten. Tickets on sale from March.



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