Upcoming Events:

- Mon 8 April — Interconnected Classroom Activities
- Tues 9 April — Stage 2 Excursion
- Tues 9 April — Interconnected Classroom Activities
- Wed 10 April — SRC Cake Stall
- Thurs 11 April — ANZAC Day service
- Fri 12 April — Last day of Term 1
- Mon 29 April — Staff Development Day
- Tues 30 April — Staff Development Day
- Wed 1 May — Students begin Term 2
- Fri 3 May — P&L award assembly
- Wed 8 May — P&C Mothers’ day Stall
- Fri 10 May — Zone Cross Country
- Tues 14 May — NAPLAN Yrs 3 & 5
- Wed 15 May — NAPLAN Yrs 3 & 5

CPPS Reflects

Every year CPPS conducts an evaluation of its effectiveness. Last year we surveyed parents and staff on school management and homework. This is what you told us about school management:

- the majority of parents and staff felt that the school is continually looking at ways to improve its performance;
- 90% of staff believe that student welfare needs are reflected in the school’s policies, processes and practices;
- 87% of parents who answered the survey believe that the school regularly measures the success of its programs;
- most staff members agree that school curriculum and organization are driven by student interests, needs and abilities;
- some areas of school organization need to be tightened up or made more parent friendly, for example giving parents more notice of school events;
- some parents expressed the concern that they do not understand the school’s student welfare policy or how it is implemented; and
- staff felt the school needed to reflect on and streamline some of its policies and practices particularly with regard program implementation and professional development.

What we will do now:

- develop internal protocols to ensure that parents are given at least two weeks’ notice of events that involve their children;
- seek further advice from the school community as to how communication methods could be improved;
- regularly update parents on school policy matters, especially those relating to student welfare issues; and
- undertake policy reviews of professional development provision, supervisory practices and staff welfare.

So, to give us some idea about how we can improve our communication with you could you please take a minute to complete the survey at the end of the newsletter. If you have an email address registered with us we will send you the survey electronically. Like us on Facebook to do the survey there.

The complete Annual School Report with all evaluation results from 2012 and future directions is now available of the school website at

How can we best get our message across to you?

1. Which form of communication with the school do you currently rely on the most? Please tick.
   - Notes home
   - Newsletter hardcopy
   - Newsletter email
   - Newsletter website
   - Facebook
   - Text messages
   - Other parents
   - Children
   - School sign
   - Morning assembly

2. How much notice do you require for events that are occurring at school?
   - 1 week
   - 2 weeks
   - 3 weeks
   - 4 weeks
   - other_________________

3. If we set up a Twitter account would you follow us on that? YES / NO

4. What else can we do to communicate effectively with you? _______________________
   __________________________________________________________________________

Newsflash—Painting Rooms 4 & 5
In Weeks 1 and 2 of next term Rooms 4 and 5 will be getting painted. The Koalas will relocate to Room 13 or 14 for this period of time.

Woolworths Earn and Learn

We were happy to receive our prizes for 2012 earlier this year. Our students are already making good use of the games, musical instruments and maths equipment that we were lucky enough to receive from last year.

This year’s competition is about to begin and we are asking for your support again. The collection period is from Monday the 8th of April through to Sunday 2nd of June.

This year will be the same as last year and we will have the big green box in the front office for you or your child to drop their sticker cards into.

Thank you in advance for your support for this great opportunity for our school.
Diverse educational programs that challenge and inspire students

Adrenaline Autoinjectors (EpiPens) in Schools

The Department of Education and Communities has recently announced that all government schools will receive a general use adrenaline auto injector (an EpiPen) for their first aid kit. This does not replace the need for parents to continue to provide the school with an adrenaline autoinjector and ASCIA Action Plan for Anaphylaxis signed and dated by their doctor when their child has been diagnosed with anaphylaxis. Instead the general use adrenaline autoinjector is intended to be used if:

◊ An undiagnosed student has an anaphylactic reaction at school;
◊ there is a misfire of the adrenaline autoinjector that has been prescribed for a student; and
◊ a student requires further adrenaline autoinjector to be administered after his or her own adrenaline autoinjector has been administered.

Please contact the school if you would like further information in relation to this matter.

After School Sport News

In Terms 2 and 3 one of the sports that will be running for after school sport is BMX. Luke Maddill (BMX Olympian at the 2008 games) will be coming out to the school each week to deliver this sport. He will be bringing his own bikes, jumps and helmets. We are extremely lucky and excited by this.

There will be 25 spaces available for students in Term 2 and then 25 spaces for different students in Term 3. Due to limited numbers, it has been decided that in Term 2 Stage 3 students will be eligible for selection in this program and in Term 3 students from Stages 1 and 2 will be eligible for selection. The teaching staff will be responsible for choosing 25 safe, respectful, active learners to participate.

In addition to BMX, AFL, dance and netball will be running in Term 2.

Thank you,
Erica Bell
After School Sport Coordinator

Win a $4,000 family holiday to the destination of your choice!

Please bring $2 donation drive envelopes to the office. Closing date for entries is Friday 14th May 2013. The winner will be drawn on Friday 24th May 2013 at Stewart House and will be contacted by telephone and mail.

Full terms and conditions for this competition are available on our website www.stewarhouse.org.au
"My Anzac Day Question"

Every year special guests from the Defence Force are invited to participate in the Cambridge Park Public School Anzac Day Service. This year members from the Army, Navy and Air Force are expected to attend as well as members of the National Service and Returned Servicemen Leagues.

Special guests such as these provide Cambridge Park Public School Students with a unique learning opportunity to engage with Anzac stories and experiences. This year we would like to capitalise on this occasion by giving our students a chance to ask our visitors a question relating to their involvement in the ANZAC spirit.

If your child would like to ask an ANZAC related question please help them to complete the slip below and return it to the administration office by Friday 5 April 2013. Due to time constraints, only a select number of children will be chosen to ask their question on the day. Successful entries will be chosen based on originality and appropriateness.

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**ANZAC Care Packages**

Thank you to all the families who have donated items for our ANZAC Care Packages. We still have some boxes to fill before we send them to the service men/women. Below is a list of recommended items for the boxes. Please bring items to your class teacher before Friday 5 April, 2013.

<table>
<thead>
<tr>
<th>Food</th>
<th>Personal Items/ Miscellaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biscuits, Eg Tim Tams (these are a particular favourite!!)</td>
<td>Razor Blades</td>
</tr>
<tr>
<td>Confectionery Eg Mints</td>
<td>Deodorant (male/female)</td>
</tr>
<tr>
<td>Muesli Bars</td>
<td>Shampoo / Conditioner</td>
</tr>
<tr>
<td>Dried Fruit</td>
<td>Body Wash / Soap</td>
</tr>
<tr>
<td>Cereal (Sample Pack Size)</td>
<td>Hand Cream</td>
</tr>
<tr>
<td>Porridge Sachets</td>
<td>Aftershave</td>
</tr>
<tr>
<td>Snack Pack Fruit in Juice</td>
<td>Antiseptic Cream/Liquid</td>
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<tr>
<td>Smi packaged Cakes/ Bars</td>
<td>Band-Aids</td>
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<tr>
<td>Chewing Gum / Mints</td>
<td>Talcum Powder</td>
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<td></td>
<td>Magazines</td>
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<tr>
<td></td>
<td>Pen / Paper</td>
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<td></td>
<td>Envelopes &amp; Stamps</td>
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<td></td>
<td>Playing Cards</td>
</tr>
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<td></td>
<td>Smi Aussie Flags / Tattoos</td>
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<tr>
<td></td>
<td>Tissues</td>
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<tr>
<td></td>
<td>Chap Sticks</td>
</tr>
</tbody>
</table>

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Diverse educational programs that challenge and inspire students
Library Corner

Did you know that library work is classroom work? This term each class within the school has used the resources in the library to complete work taken from their classroom focus. Classwork in the library develops skills in finding, evaluating and using information.

Here are a few highlights from our older students:

♦ Stage 3 classes have been studying ‘Our Australian Identity’ as their classroom unit. During their time in the library each student has researched the life and achievements of one significant Australian to see what effect they have had on our identity as a community.

♦ Stage 2 has each been completing separate units within their classrooms. The Sugar Gliders have been studying the colonisation of Australia. During their time in the library they investigated the problems encountered by Aboriginal and European groups at the time of the First Fleet by looking at people who lived during this time.

Holiday Borrowing

This week is the last chance to borrow a great read for the holidays. If you miss your class borrowing time remember the library is open for borrowing at lunch Monday to Thursday.

Do We Have...?

This term students were invited to request books from the book club catalogue that they would like to have purchased for the library.

Mrs Sivanandan
Teacher Librarian

Get into the Good Books with Book Bonus!

This year, our school has registered to participate in Book Bonus, an exciting online fundraising option directly linked to the NSW Premier’s Reading Challenge.

We believe Book Bonus is an ideal opportunity to encourage students to read books for the NSW Premier’s Reading Challenge.

Book Bonus is a fundraising partnership and all funds raised are shared between our school and Dymocks Children’s Charities. Our school will receive 50% of funds raised by our students (as Dymocks book vouchers), to buy new books for our students to enjoy. The other 50% of funds raised will be used to support Dymocks Children’s Charities literacy support programs for children in need across NSW.

This is a great opportunity for us to raise funds for much needed quality books for our school as well as give back to the wider community.

For more information on Book Bonus and Dymocks Children’s Charities, we encourage you to review the information available on their website – www.bookbonus.org.au.
**Interconnected Classroom Activities - Staging Stories**

Students in Stage 1 and Early Stage 1 have the opportunity to participate in a video conference with the Sydney Opera House to support their literacy learning in a lesson titled ‘Staging Stories’. This will involve some students being filmed so they can interact with students at other schools and with experts from the Sydney Opera House. The activity is for individual classes at set times commencing on Monday 8th April with the Banksias and the Wallabies. This will be followed by sessions with the Geckos and Waratahs on the 9th April. The rest of Stage 1 and Early Stage 1 class sessions will be early next term.

If you don’t want your child being videoed please complete the form below and return to your child’s class teacher as soon as possible.

Thank you for your support and cooperation in this matter.

D. Devitt
Stage Supervisor

I do not wish my child____________________________ from class _______________________ to be videoed during the connected classroom activity; ‘Staging Stories’.

Signed: _________________   date: ______________

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12. Safety around school crossings

- Ensure that your child always uses the school crossing – it is the safest point of entry to the school.
- Where there is a school crossing supervisor at a school crossing:
  - Pedestrians must wait on the footpath, at least one step back from the edge of the road, until the school crossing supervisor indicates that it is safe to cross.
  - Drivers must not proceed until:
    - The crossing supervisor’s hand-held sign is no longer displayed; or
    - The crossing supervisor indicates that the motorist may proceed through the crossing.
- Where there is an unsupervised children’s crossing:
  - Drivers must stop at the white line if pedestrians are waiting to cross or are crossing, when the ‘CHILDREN CROSSING’ flags are displayed. Drivers must remain stationary until the crossing is completely clear of pedestrians.
  - Drivers need to know that a children’s crossing is a part-time crossing that operates before and after school hours, and at times when children are using the crossing, such as for excursions or during lunchtimes.
- The minimum penalty of a $344 fine and the loss of 2 demerit points applies if you park or stop on or near:
  - A pedestrian crossing.
  - A children’s crossing.
  - Any marked foot crossing.
- The minimum penalty of a $344 fine and the loss of 4 demerit points applies for failure to give way to a pedestrian.

For further enquiries www.rta.nsw.gov.au | 13 22 13

Move Ahead with Street Sense is a road safety education program delivered as part of the PDHPE program in all NSW primary schools

March 2011 RTA/Pub 11.086| Stock No 4509 8368

Diverse educational programs that challenge and inspire students
No smoking at public swimming pools

Section 6A of the Smoke-free Environment Act 2000 makes a number of outdoor public places smoke-free.

From 7 January 2013, smoking is banned in open areas within the perimeter of all public swimming pool complexes in NSW.

The Act does not apply to swimming pools on people's private property.

**Will there be signage to indicate where smoking is not permitted?**

Yes. Occupiers of public swimming pool complexes must ensure that adequate signage is erected and maintained to indicate that smoking is not permitted within the perimeter of the swimming pool complex. Appropriate signage will be made available by NSW Health for this purpose.

**How will the law be enforced?**

NSW Health is responsible for the administration and enforcement of the Smoke-free Environment Act 2000. NSW Health Inspectors are authorised to enforce the ban in open areas of public swimming pool complexes.

Penalties of up to $550 apply for anyone who fails to comply with the law.

**Why is this new law in place?**

Public swimming pools often attract large numbers of people, particularly families with children.

There is no safe level of exposure to second-hand tobacco smoke. This is the smoke which smokers exhale after inhaling from a lit cigarette.

In adults, breathing second-hand tobacco smoke can increase the risk of cardiovascular disease, lung cancer and other lung diseases. It can exacerbate the effects of other illnesses such as asthma and bronchitis. Exposing ex-smokers to other people's tobacco smoke increases the chance of relapsing to smoking.

For children, inhaling second-hand tobacco smoke is even more dangerous. This is because children's airways are smaller, and their immune systems are less developed, which makes them more likely to suffer negative health consequences of second-hand tobacco smoke such as bronchitis, pneumonia and asthma.

Creating smoke-free outdoor areas, such as public swimming pools, can provide a supportive environment for those who have quit and make smoking less visible to children and young people.
What social and emotional learning is all about

School is not only about reading, writing and arithmetic. It’s also about making friends, learning how to work with others, and knowing how to be more responsible for yourself.

Knowing how to manage feelings and get on with others are important skills for everyone. This kind of learning starts in early childhood with parents and carers as children’s most important first teachers.

Research has found that teaching children social and emotional skills at school as well as at home makes a positive difference to their wellbeing. Social and emotional skills help school children settle in the classroom and get on with learning. Useful skills to learn include:

- coping with frustrations or worries
- getting along with others
- solving problems.

The kinds of social and emotional skills that are important for children to develop have been identified by researchers as:

Self-awareness
- understanding feelings, self-confidence

Social awareness
- respecting and understanding others, and appreciating differences between people

Self-management
- managing emotions, being able to set goals and stick to them

Responsible decision making
- choosing wisely and thoughtfully

Relationship skills
- cooperating, communicating, making friends and resolving conflict.

As part of KidsMatter Primary, your school will be teaching lessons on social and emotional skills to all students.

Research shows that children benefit most from social and emotional learning when it is taught in regular school lessons and matched to children’s learning stages. All national, state and territory curricula include personal and social development as a major learning area for primary school children.

Today’s timetable:
- Handwriting practice
- Times tables
- Group reading
- Playtime
- Managing our feelings
- Lunchtime
- Art
How parents and carers can help

You continue to have a critical role to play in supporting children's social and emotional learning throughout the school years. Your school will let you know what approach they have chosen for their social and emotional learning curriculum so that you can use some of the ideas at home.

To help parents and carers, KidsMatter Primary has put together a set of resources that introduce the ideas behind social and emotional learning and show how they can be used at home with primary school aged children.

Children learn best when they are encouraged to practise the skills they learn at school, at home and in the real world.

Further KidsMatter Primary resource sheets will give you ideas for helping kids manage feelings, make friends, get along with others, solve problems and resolve conflicts. More detailed information on these topics will also be available in KidsMatter Primary resource booklets at your school.

Other ideas

1. Look in the parent and carer resources area at your school for information on the social and emotional learning program your school has chosen to teach.

2. Ask your child’s teacher about the lessons the children are learning and how to build on them at home.

Being able to manage feelings, get on with others and solve problems really helps children learn better and feel better.

Further information on social and emotional learning is available in several KidsMatter Primary resource sheets located in this booklet including: Social and emotional learning: How it works, Helping children cope with fears and worries, Learning to manage anger, Children and friendship, Helping children make decisions and solve problems and Learning to resolve conflict and on our website:

www.kidsmatter.edu.au/resources/information-resources

This resource is part of the KidsMatter Primary initiative. We welcome your feedback at www.kidsmatter.edu.au

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<table>
<thead>
<tr>
<th>WK</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 April/May</td>
<td>29 Teachers return Staff development Day</td>
<td>30 Additional Staff development Day</td>
<td>1 All students return</td>
<td>2</td>
<td>3 PBL Award Assembly Cut off date for PBL awards presented in week 3</td>
</tr>
<tr>
<td>2 May</td>
<td>6</td>
<td>7</td>
<td>8 P&amp;C Mother’s day Stall</td>
<td>9 Newsletter paper copy, email and on Website</td>
<td>10 Zone X Country</td>
</tr>
<tr>
<td>3 May</td>
<td>13</td>
<td></td>
<td>14 Year 3 &amp; 5 NAPLAN, National testing. Please do not book holidays during this week.</td>
<td>15 P&amp;C Meeting 9:30 Year 3 &amp; 5 NAPLAN, National testing. Please do not book holidays during this week.</td>
<td>16 Year 3 &amp; 5 NAPLAN, National testing. Please do not book holidays during this week.</td>
</tr>
<tr>
<td>4 May</td>
<td>20</td>
<td>21</td>
<td>22 National Simultaneous Story 11:00am</td>
<td>23 Australia’s Biggest Morning Tea &amp; Parent Literacy /Numeracy workshops Newsletter</td>
<td>24</td>
</tr>
<tr>
<td>5 May/June</td>
<td>27 Connected Classrooms Tazzy Devils</td>
<td>28 Connected Classrooms Cassowaries and Sugar Gliders</td>
<td>29 Connected Classrooms Dugongs</td>
<td>30</td>
<td>31 PBL Award Assembly Cut off date for PBL awards presented in week 7</td>
</tr>
<tr>
<td>6 June</td>
<td>3 Connected Classrooms “Staging Stories” Geckos</td>
<td>4 Green Fun Day Connected Classrooms “Staging Stories” Quokkas, Paper Daisies, Koalas and Blue Tongues</td>
<td>5</td>
<td>6 Newsletter paper copy, email and on Website</td>
<td>7</td>
</tr>
<tr>
<td>7 June</td>
<td>10 Queen’s Birthday Public Holiday</td>
<td></td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 June</td>
<td>17 Care Bike Education Yrs 4&amp; 5 Off site evacuation drill School Council Meeting 6:00pm</td>
<td></td>
<td>18</td>
<td>19</td>
<td>20 Combined Choir Rehearsal CPHS Newsletter</td>
</tr>
<tr>
<td>9 June</td>
<td>24 Stage 3 Camp</td>
<td></td>
<td></td>
<td></td>
<td>28 Half-Yearly Reports go home PBL Award Assembly Cut off date for PBL awards presented in T3 Week 1</td>
</tr>
</tbody>
</table>

* Please note that due to the Stage 3 camp and the 9 week term, Parent-Teacher interviews will be held over until Week 2 Term 3 23.7.13.

Diverse educational programs that challenge and inspire students
For your convenience when your child is absent from school please complete the note below and return to your child’s teacher

ABSENCE EXPLANATION NOTE

STUDENT’S NAME .................................................. CLASS ......................

DATES OF ABSENCE .................................................

REASON ........................................................................

..................................................................................

PARENT/CAREGIVER’S NAME ..............................................................

SIGNED .................................. DATE ................................

Diverse educational programs that challenge and inspire students