



# Mona Vale Mail

p. 9999 3481 f. 9997 8446 e. [monavale-p.school@det.nsw.edu.au](mailto:monavale-p.school@det.nsw.edu.au) w. [monavale-p.school@det.nsw.edu.au](http://monavale-p.school@det.nsw.edu.au)

Welcome to  
**WEEK 6!**

**Reminder:**

Year 6 Mini Fete  
- Thursday 5th  
September.

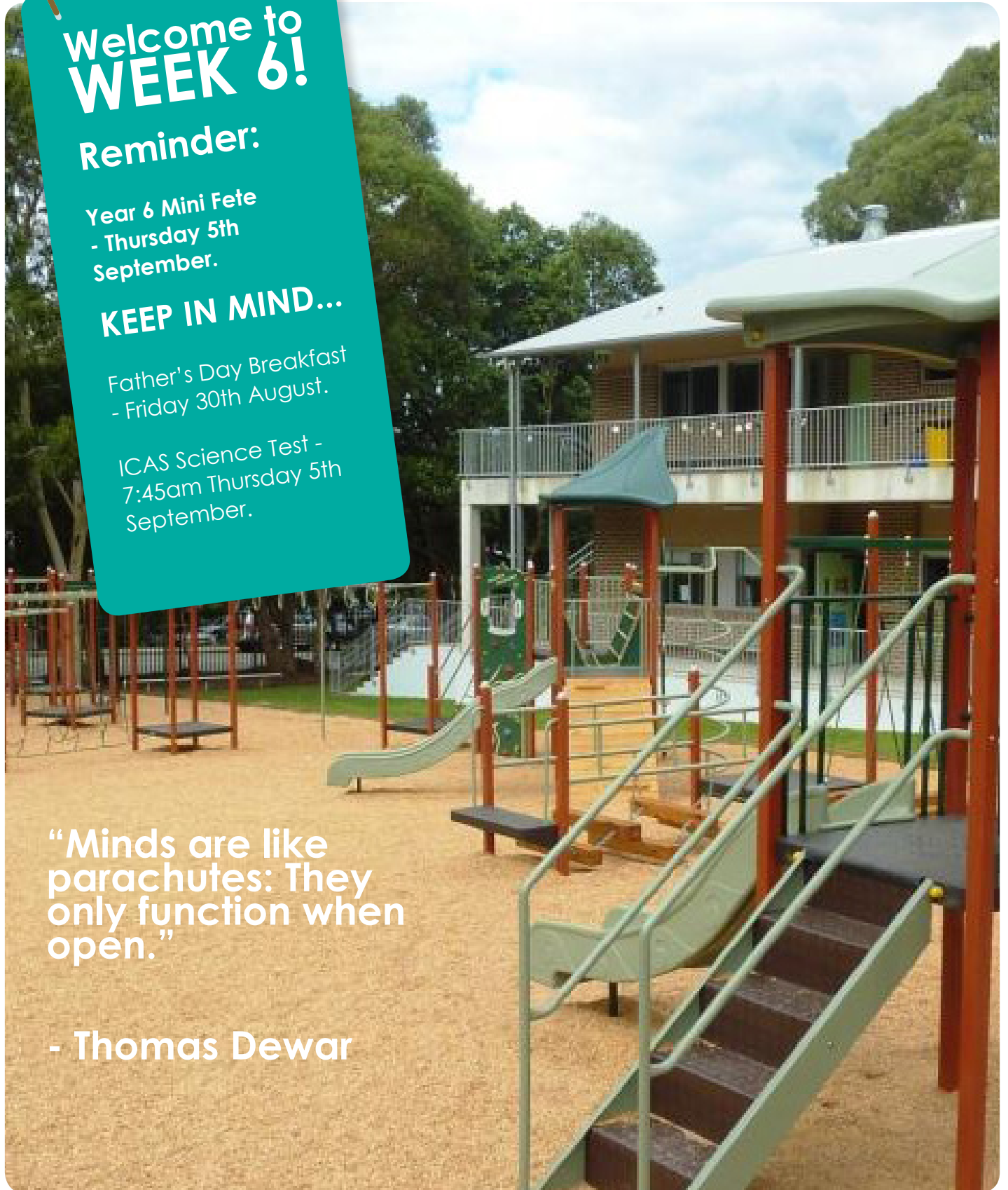
**KEEP IN MIND...**

Father's Day Breakfast  
- Friday 30th August.

ICAS Science Test -  
7:45am Thursday 5th  
September.

**"Minds are like  
parachutes: They  
only function when  
open."**

**- Thomas Dewar**





# Calendar

## Mona Vale Manners

### Week 7

Knock on the  
door and wait  
when visiting  
another class  
or office. Say,  
“Excuse me...”  
when you  
enter the room.

*(begins Monday 2nd September)*

#### WEEK 7

MONDAY 2<sup>nd</sup>

Zone Athletics Carnival

TUESDAY 3<sup>rd</sup>

WEDNESDAY 4<sup>th</sup>

Year 4 Make Your Own Lunch

Support Classes to Northcott  
Athletics Carnival

THURSDAY 5<sup>th</sup>

Year 6 Mini Fete

ICAS Science Test

FRIDAY 6<sup>th</sup>

#### WEEK 8

MONDAY 9<sup>th</sup>

Year 4 @ Museum of Applied Arts  
& Sciences Observatory

TUESDAY 10<sup>th</sup>

Year 5 Camp

Year 4 @ Museum of Applied Arts  
& Sciences Observatory

WEDNESDAY 11<sup>th</sup>

Year 5 Camp

THURSDAY 12<sup>th</sup>

Year 5 Camp

FRIDAY 13<sup>th</sup>

Year 5 Camp



# White Elephant Stall

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The Year 6 Mini Fete is fast approaching, Thursday 5th September, and we need donations of used books, games and toys for our White Elephant Stall.

Can you please go through your bedrooms and cupboards to locate those preloved goods that can be sold at our stall, someone out there will enjoy your things just as much as you once did!

Please send them to 6F's classroom (above the primary toilets) by Monday 2nd September.

Thanks from Year 6!



# Year 6 Mini Fete

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## Year 6 Mini Fete

Year 6 will be holding their annual Mini Fete on Thursday 5th September (week 7). This is a major fundraiser for our senior students and will contribute to the purchase of a gift that they will donate to the school at the end of the year.

The students have organised many wonderful stalls including food (savoury and sweet), a haunted house, fun games and activities.

All students K-5 will attend the fete and are asked to bring a modest amount of money to spend. Please ensure that your child brings this money in coins, rather than notes, as most items will cost between 20 cents and 1 dollar.

Thank you for your support.

**Year 6**





# Book Week

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The sun was shining, a light breeze was blowing and Waratah Oval came alive with the colour of hundreds of costumes, music, laughter and the chatter of children's voices. It was time for the MVPS Book Character Parade.

Our visitors were so impressed that the staff were just as involved as the kids were. The costume ideas for our Book Character Parade were wonderful. Thank you so much to everyone who came along and participated. Thanks also to the families who donated a book.

Special thanks to Carlie Crawford, Karyn Brown, Charlotte Gobbe, Sam O'Kane and Leonie Gallard for your support and the work you did in the background.

**Charmayne Hodgman**  
**Assistant Principal, Teacher-Librarian**



A reminder that ICAS test days are coming up in September as follows:

Science	Thursday 5th September
English	Tuesday 17th September
Mathematics	Thursday 19th September

Venues:

<b>Year 3</b>	Connected Classroom next to the library
<b>Year 4</b>	Computer Room
<b>Year 5 and 6</b>	5B/5S room (some students who need a school computer will go to the computer room to do the test but you need to register with Mrs Bryce first).

All tests will begin as close to 7:45am as possible. Please arrive at your venue by 7:40am and wait for the supervising teacher. Please remember that ICAS has moved to an online format this year. We will have an ICAS representative working with us so arriving on time is really important. If you ticked the box saying your child will bring their own device, it is really important that you help them to charge it fully the night before and put it in their bag. We have limited school computers available for students who do not have a device. Any other resources (e.g. working out paper, pencils) will be supplied by school.

ICAS supported hardware devices are:

- Laptop
- Desktop PC
- Chromebook
- iPad
- Android tablet

Note 1: An external keyboard or mouse is not necessary for students using a tablet.

Note 2: The iPad mini is not supported.  
BYOD devices will need to have installed JanisonReplay BEFORE the day.

You will also need to check the technical readiness of the BYOD device using this link: [https://grammartrt.unswglobal.unsw.edu.au/pages/technical-readiness\\_technical-readiness?\\_ga=2.159189114.1584873226.1567026930-1252127232.1517195982](https://grammartrt.unswglobal.unsw.edu.au/pages/technical-readiness_technical-readiness?_ga=2.159189114.1584873226.1567026930-1252127232.1517195982)

BYOD devices need to have installed JanisonReplay BEFORE the day of the test. See link for further instructions: <https://www.unswglobal.unsw.edu.au/educational-assessments/support/technical-requirements/locked-down-browser-application-instructions/>

NB: **Registrations for ICAS are closed.** Sorry but no late applications can be accepted. If you registered for ICAS and you have any questions, please contact Sarah Bryce through the office: [monavale-p.school@det.nsw.edu.au](mailto:monavale-p.school@det.nsw.edu.au).

Looking forward to an exciting ICAS season!

**Mrs Sarah Bryce**



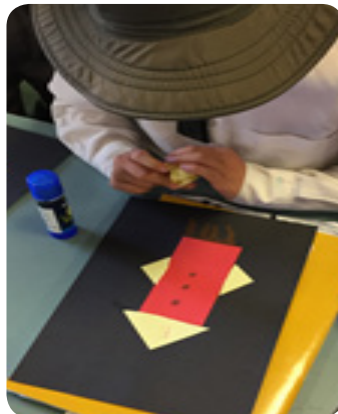
# Art Club

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## MVPS Stage 1 Art and Craft Club

The MVPS Stage 1 Art and Craft Club has been in operation for many years. This club offers students in Year 1 and Year 2 the opportunity to extend their visual art skills every Thursday at lunch play time, in the 1J classroom. There is no cost for students to attend and it is an optional activity. Each week the classroom teacher nominates two students who might like to attend that week. This allows lots of students the opportunity to enjoy an extra special session of art during the year. All materials are provided for the students and the emphasis is on engagement and fun.

**Mrs J Davies**





# Snow Sport

Congratulations to Bailey J, Noah T, Keenan G, and Hanalei G who all competed in the State Interschools Championships in Snowboarding! They all did a great job!

A huge congratulations to Bailey J and Noah T who came 2nd in both Snowboard GS and Snowboard X. These boys will now be heading to Mount Buller to compete in the Australian Interschools National Championships next week!!

Goodluck boys!







# House Winner

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Week 6  
placegetters are:

1st: Hawkesbury

2nd: Barrenjoey

2nd: Warringah

4th: Pittwater

# The winner this week is...

## Hawkesbury!



What an amazing few weeks for Mona Vale Public School!! The Open Evening, Athletics Carnival, and the Book Week Parade have been such wonderful examples of the spirit of the Mona Vale school community.

The Open Evening on the 8th August was an AMAZING success - congratulations to the school, the exec and the teachers for hosting the first of its kind. It was wonderful to see what the kids have been up to in their classrooms, watch the incredible Fizzics and Planetarium presentations, and have so many of the school community come together. Extra special thanks to Sam Morgan (P&C Events superstar), Barb Leganza, Kiri Clancy, the P&C exec, and the army of parent volunteers for not only co-ordinating the delicious BBQ and selling the glow sticks on the night, but for the time and effort that goes into the logistics to prepare for an event like this. It was also wonderful to see the incredible baking effort made by so many parents to support TLC, who ran the cake stall filled with yummy treats, and painted the faces of hundreds of kids. I think every one who was there had an absolute ball.

Our next community event is Father's Day BBQ on Friday 30 August from 7am – 8.30am. Delicious Bacon and Egg Rolls, Juices, Fruit, and Tea & Coffee will be served (again, by an army of volunteers!). Please, put your hand up to volunteer if you can - any amount of assistance is always greatly appreciated either on the day, or in the preparation of the event. Just jump on line to sign up to help: <https://signup.com/go/aZCmWro>.

Tickets to the Father's Day BBQ can be easily purchased via your Flexischools account. You'll need to buy a ticket for every person that's eating! Remember no cash is accepted on the day, and don't forget to bring a Keep Cup!

Our big news is... the next P&C major fundraiser for the school for 2019 will be the inaugural COLOUR RUN. This will be on Thursday 24 October, so mark it in your diaries now, as it is going to be HUGE! I am sure you've seen and heard many other schools and community groups thoroughly enjoying this event, and it will be a fabulous and much needed fundraiser for the P&C so we can continue to support our kids. The feedback we have heard has only been positive, with the kids raising a lot of money for their schools and having the best time on the day. The new school Maker Space will greatly benefit from every dollar raised. We will keep you updated on all the details in the coming weeks - keep an eye out!

Great news - The P&C Canteen will soon have 2 brand new freezers! Thank you to our P&C Co-Vice President, Chris Stead, for helping to co-ordinate this. We know this will make a huge difference to everyone that works and volunteers in the canteen each day, preparing the 100s of recess and lunch orders for our children. The canteen are always welcoming extra hands too if you are interested.

The P&C Uniform Shop has been super busy getting the Summer Uniform stock ready, and preparing for Kindergarten 2020 (already!). Again, if you are interested in helping out here, contact Hannah Jones, at the shop.

The P&C Band and Strings committee have been incredible again with the huge effort that goes into the annual Musicale, and the multiple concerts and showcases happening each week and many weekends. Thank you to the amazing parent helpers whose assistance makes music and the arts such a rich and wonderful part of our children's school experience.

**FOR YOUR CALENDAR:** The next P&C meeting will be Week 9, Tuesday 17 September, 7.30pm in the Staff Room.

There will be a 15-minute presentation from the teaching staff on how the Opportunity and Extension classes are selected. These presentations are always really interesting, regardless if your child is a candidate or not.

Also on the agenda for the P&C are Working Bees, quarterly budgets, bathroom upgrades, and more... the P&C conversations never end. By attending, you will always learn a huge amount about what is happening in the school from the school exec team, in the school community, the P&C activities, and be able to have your say. So please come along (wine and nibbles are provided!). Be part of the great school community voice, and help make school a wonderful place for our children to learn, grow, experience, and develop.

As always for any questions or feedback, please don't hesitate to contact me, [president@monavalepsca.com.au](mailto:president@monavalepsca.com.au)

**Nichole Alexander**  
**MVPS P&C President**





# Camp Australia

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Camp Australia at Mona Vale Public School has had an eventful Term 3 so far.

Science Week was a definite highlight with the children engaging in some amazing experiments. We made erupting volcanoes, exploding bags, bouncing eggs, colourful flowers, dancing sultanas and magic milk.

This term we are introducing the children to real tools. So a great way to do this is to provide opportunities to explore and discover how tools work and to foster their natural curiosity by supplying them with discarded appliances that no longer work to tinker with and dismantle.

WE WOULD LOVE DONATIONS OF OLD DEVICES, TOASTERS, COMPUTERS Ect to continue our tinkering. There is a box near our entrance for the items to be placed.

The children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating while engaging in this experience and it would be wonderful to continue encouraging their enthusiasm.

The holidays are fast approaching so remember to book your children in for vacation care. I will be assisting at Terrey Hills in the break and am looking forward to sharing that time with your children.

Zivana Spittles (Co-ordinator)

# Canteen

	MONDAY 2nd	TUESDAY 3rd	WEDNESDAY 4th	THURSDAY 5th	FRIDAY 6th
7	<b>Helpers Needed</b>	Esther Skye R	Danielle R Leonie T	Terry K Helen M <b>Helpers Needed</b>	Bec S Vanessa B Helen M <b>Helpers Needed</b>
	MONDAY 9th	TUESDAY 10th	WEDNESDAY 11th	THURSDAY 12th	FRIDAY 13th
8	Donna R	Ari C Michelle <b>Helpers Needed</b>	Anne Marie Danielle R Emma K	Bec S Helen M	Angela I Helen M <b>Helpers Needed</b>
	MONDAY 16th	TUESDAY 17th	WEDNESDAY 18th	THURSDAY 19th	FRIDAY 20th
9	Hanna J Kerry W	Marcela H Anne W	Danielle R Barb LG Louise Nicki	Rebecca W Helen M Terry K	Michelle HA Helen M <b>Helpers Needed</b>
	MONDAY 23rd	TUESDAY 24th	WEDNESDAY 25th	THURSDAY 26th	FRIDAY 27th
10	Angus G Tina N	Corrina Amy	Jack P Danielle R Hayley H Emma K	Helen M Tatum M Sandy C	<b>Last day of Term</b> Helen M Tina N Suhento Shervy





# 2019 Term Dates

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## TERM DATES



1

**Students return** - Wednesday 30th January (Years 1-6) (Year 3-6 School Swimming Carnival)

**Kindergarten Best Start Assessments** – Wednesday 30th January, Thursday 31st January & Friday 1st February

**Kindergarten starts** - Monday 4th February 2019

**Last day for students** - Friday 12th April 2019

2

**Staff Development Day – Monday 29th April 2019**

**Students return** – Tuesday 30th April 2019

**Last day for students** – Friday 5th July 2019

3

**Staff Development Day – Monday 22nd July 2019**

**Students return** – Tuesday 23rd July 2019

**Last day for students** – Friday 27th September 2019

4

**Students and Staff return** – Monday 14th October 2019

**Last day for students** – Wednesday 18th December 2019

Mona Vale Band and Strings present  
Year 1 and Year 2 DISCO



**Date:** Friday 20<sup>th</sup> September

**Where:** Mona Vale Public School Hall

**When:** Year 1 4:00pm-5:00pm

Year 2 5:00pm-6:15pm

**What:** Chance to dance with friends. A live DJ and our very own jazz band will play too. Come dressed in the theme of silver and/or gold! Use your imagination to come up with a great outfit – prizes for best dressed and best dancing. Light refreshments will be provided.

**Tickets:** Buy tickets [www.flexischools.com.au](http://www.flexischools.com.au) for \$12

(Otherwise it is \$15 at the door). Flexischools cut off is 9:30am 20<sup>th</sup> September

All money raised goes towards the Mona Vale Band and String Program.





# A message from Learning and Support...

## **SPECIFIC LEARNING DISORDERS**

The attached SPECIFIC LEARNING DISORDERS Flowchart has been produced by AUSPELD. AUSPELD is the Australian Federation of SPELD. Each state of Australia has a SPELD Association (Supporting People Experiencing Learning Difficulties). These are the details for SPELD NSW:

**SPELD NSW**      **Suite 2, Level 1, 52 O'Connell St**  
**Parramatta NSW 2015**  
**(T)9739 62 77**  
**(Email) [enquiries@speldnsw.org.au](mailto:enquiries@speldnsw.org.au)**  
**(Website) [www.speldnsw.org.au](http://www.speldnsw.org.au)**

SPELD NSW supports, provides information and advocates in response to the needs of children and adults who have SPECIFIC LEARNING DISORDERS (SLDs).

The "SPECIFIC LEARNING DISORDERS Flowchart" provides an overview of the types of SLDs including

- **SLD with a impairment in Reading (Dyslexia)**
- **SLD with an impairment in Written Expression (Dysgraphia)**
- **SLD with an impairment in Mathletics (Dyscalculia)**

The flowchart outlines the impact of a learning disorder in the classroom and the implications for intervention. Teachers at Mona Vale Public School use this information to support the types of adjustments and accommodations implemented for students with SLDs in the classroom.

For a larger printable version please visit:

**[www.auspeld.org.au/2019/08/08/specific-learning-disorders-flow-chart/](http://www.auspeld.org.au/2019/08/08/specific-learning-disorders-flow-chart/)**



# Specific Learning Disorders Flow Chart

## What are Specific Learning Disorders (SLDs)?

### Specific learning disorder with impairment in reading (dyslexia)

Dyslexia can be defined as a specific learning disability that is neurological in origin. It is characterised by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.\*

When looking at identifying a specific learning disorder with impairment in reading (dyslexia), deficits in one or both of the following key academic areas are usually present:

- Inaccurate or slow and effortful word reading.
- Difficulty understanding the meaning of what is read.

These difficulties frequently result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.



### Specific learning disorder with impairment in written expression

A specific learning disorder with impairment in written expression is a persistent difficulty with written expression, handwriting and/or spelling that may occur in isolation, but more often, occurs in conjunction with dyslexia.

It can be defined as a specific learning disability that is neurological in origin. It is characterised by difficulties with accurate and/or fluent written expression and by poor spelling and handwriting skills. These ongoing delays in writing are often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Deficits in one or both of the following key academic areas are usually present:

- Difficulties with spelling.
- Difficulties with written expression.

These difficulties frequently result from a combination of deficits in the phonological component of language as well as in orthographic processing, and in working memory.



### Specific learning disorder with impairment in mathematics (dyscalculia)

A specific learning disorder with impairment in mathematics (dyscalculia) is an innate difficulty in learning and comprehending mathematics. Children who have a specific learning disorder with impairment in mathematics (dyscalculia) have trouble understanding numbers, learning how to manipulate numbers, learning mathematical facts, and a number of other related difficulties. Dyscalculia can be defined as a condition that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they do so mechanically and without confidence. Deficits in one or both of the following key academic areas are usually present:

- Difficulties mastering number sense, number facts or calculation.
- Difficulties with mathematical reasoning.

These difficulties frequently result from a combination of deficits in phonological memory, rapid naming, and working memory.



\*This definition is the preferred definition of DSM and AUSELD, as well as the International Dyslexia Association (IDA) and the National Institute of Child Health and Human Development (NICHD).



# Specific Learning Disorders Flow Chart

	Functional Impact Within the Classroom	Implications for Intervention
SLD with impairment in reading	 <b>Accuracy</b> – often reads single words both aloud and silently incorrectly; frequently guesses words, has difficulty sounding out words, and an inability to read unfamiliar words, reducing ability to comprehend text.	<ul style="list-style-type: none"> <li>Focus on developing phonological awareness and phonemic awareness skills to strengthen the understanding of the sound structure of words and the ability to hear and manipulate the sounds in words.</li> <li>Improve phonics knowledge using a Structured Synthetic Phonics (SSP) Program.</li> </ul>
	 <b>Fluency</b> – reading is slow and laboured with frequent pauses and hesitations, reducing ability to recall and comprehend text.	<ul style="list-style-type: none"> <li>Ensure phonics knowledge is consolidated with a SSP Program.</li> <li>Use repeated oral readings of simple, decodable text with an initial focus on accuracy and gradually increasing in speed.</li> </ul>
	 <b>Comprehension</b> – may read text accurately and fluently but not understand the sequence, relationships, inferences, or deeper meanings of what is read.	<ul style="list-style-type: none"> <li>Ensure reading accuracy and fluency abilities are targeted.</li> <li>Develop oral comprehension skills, including receptive vocabulary.</li> <li>Teach specific reading comprehension strategies.</li> <li>Teach the use of comprehension aids, such as highlighting key information.</li> </ul>
SLD with impairment in written expression	 <b>Accuracy</b> – may add, omit or substitute vowels or consonants when spelling, may produce similar looking words, or words with a similar meaning, and reduced ability to write fluently due to poor spelling skills.	<ul style="list-style-type: none"> <li>Develop phonological awareness and phonemic awareness skills.</li> <li>Improve phonics knowledge using a SSP Program.</li> <li>Develop knowledge of orthographic rules.</li> <li>Introduce and explain homophones.</li> <li>Develop knowledge of word origins.</li> </ul>
	 <b>Grammar</b> – makes multiple grammatical or punctuation errors within sentences.	<ul style="list-style-type: none"> <li>Explicitly teach grammar and punctuation skills using resources such as 'How to' book series or 'Grammar Magic' program, 'Jumpstart! Grammar'.</li> <li>Utilise a program that focuses on developing oral understanding and learning of the story to scaffold the writing process, such as the Talk for Writing program.</li> </ul>
	 <b>Clarity</b> – employs poor paragraph organisation and written expression of ideas lacks clarity.	<ul style="list-style-type: none"> <li>Teach strategies that enable students to combine sentences to form well-structured paragraphs.</li> <li>Use a program that introduces the process of writing based on planning and outlining, drafting, revising and editing, and writing a final copy in a clearly structured, logical sequence.</li> </ul>
SLD with impairment in mathematics	 <b>Number Sense and Memorisation of Number Facts</b> – has poor understanding of numbers, their magnitude, and relationships; and counts on fingers to add single-digit numbers instead of recalling the math facts as peers do.	<ul style="list-style-type: none"> <li>Explicitly teach counting on/back, step counting and number recognition utilising visual aids and a concrete apparatus such as number squares and bead strings.</li> <li>Utilise maths games and activities that develop numerosity and number sense, and maths facts, such as the Paul Swan series of books.</li> </ul>
	 <b>Accurate or Fluent Calculation</b> – gets lost in the midst of arithmetic computation and may switch procedures.	<ul style="list-style-type: none"> <li>Utilise number lines to teach early calculation skills.</li> <li>Teach foundational knowledge and proceed in small progressive steps with frequent repetition of material and practise of skills until they appear to be mastered.</li> <li>Teach a strategic approach for practicing and recalling information.</li> </ul>
	 <b>Accurate Maths Reasoning</b> – has severe difficulty applying mathematical concepts, facts, or procedures to solve quantitative problems.	<ul style="list-style-type: none"> <li>Utilise a comprehensive mental mathematics program such as Junior Elementary Maths Mastery or Elementary Maths Mastery Program.</li> <li>Vary instructional strategies, using different manipulatives, examples and visual aids as necessary to assist student's understanding.</li> <li>Pre-teach math vocabulary.</li> </ul>

## Possible Adjustments and Accommodations

- Remove the reading component of tasks or tests that are not literacy focussed by providing a reading buddy or utilising assistive technology such as a reading pen.
- Provide information in other formats rather than written form alone.

- Allow extra time to complete reading, particularly during tests.
- Reduce the amount of reading that is expected.

- Use story maps and graphic organisers to assist with gaining meaning from passages.
- Simplify written questions and instructions.

- Allow content knowledge to outweigh spelling in written expression tasks.
- Provide a word bank or glossary of terms relevant to the topic.
- Encourage the use of assistive technology when the purpose of the assessment is not spelling (e.g. word prediction software, talking spell check).

- Issue writing guidelines, templates, and paragraph headings to support the structure of extended writing.
- Provide access to a computer for written work and make sure that editing features and the spellchecker are used.

- Provide alternative modes of assessment such as oral work, illustration, or multiple choice formats, as a substitute for a long written assignment.
- Provide a framework or scaffolding for extended writing tasks.

- Allow the use of a calculator and/ or computer software programs.
- Provide a times table chart for use during mathematical calculations and multi-step problems.
- Adjust the amount of maths work and/or amount of time.

- Provide graph paper to assist in the organisation of digits when completing maths sums.
- Provide a list or diagram of steps in a mathematical process.

- Make problems easier to understand by revising sentences to be shorter and more direct.

## Other Factors to consider



### Cognitive Overload

Often, a lack of cumulative knowledge as a result of ongoing difficulties in one or more of these specific aspects of learning, in combination with underlying processing difficulties, may result in feelings of stress or pressure within the classroom, increases in anxiety particularly during timed tasks, and difficulty dealing with large tasks, large amounts of information or lengthy instructions.

- Use explicit teaching strategies to focus on areas of need.
- Check for understanding of task requirements, particularly as complexity increases.
- Explicitly teach planning and organisation strategies to help students manage lengthy tasks.
- Limit memory demands through the teaching of memory aides such as mnemonics and the use of concrete manipulatives.



### Socioemotional Impact

Ongoing difficulties in one or more of these aspects of learning can often result in, low self-esteem or academic self-concept, feelings of anxiety when encountering tasks they find difficult, and even depression. Behaviours such as school refusal, distractibility, inattention, and misbehaviour can sometimes result.

- Utilise a school based program to develop coping skills, goal setting, positive thinking, problem solving and assertiveness such as "Success and Dyslexia".
- If there is a mental health problem present alongside a learning disability, this needs to be addressed, both for the child's wellbeing and to improve the effectiveness of remediation attempts. Support from a Psychologist or therapist may be required.



# Students with SLDs often have Processing Weaknesses

## Phonological Processing - comprises three areas of functioning:

1. **Phonological Awareness** - attending to the sounds and oral language patterns within words including the ability to work with syllables, and to blend and segment phonemes in words. These skills are critical to the development of good reading and spelling skills.
2. **Phonological Memory** - the ability to hold on to speech-based information in short-term memory. We rely heavily on our phonological memory when reading and spelling in order to accurately recall the sequence of sounds we hear or read.

3. **Rapid Automatisised Naming** - the ability to quickly identify and name a series of common stimuli (e.g. letters, numbers, colours, objects). Students with a poor RAN score (and, therefore, difficulties with rapid word retrieval) tend to have weaknesses in reading and writing fluency.

Students who have a weakness in one or more of these areas are likely to experience literacy-learning difficulties.

## Orthographic Processing

Orthographic processing is the ability to understand and recognise the writing conventions (spelling rules, letter patterns, capitalisation, hyphenation, and punctuation) of the writing system of any given language, as well as recognising when words contain correct and incorrect spellings.

Becoming a fluent reader requires both the capacity to utilise sound-based decoding strategies and the ability to accurately recognise familiar letter patterns either as whole words (e.g. 'was') or within words (e.g. right). The ability to rely less heavily on sound-based decoding strategies is very much dependent on the development of orthographic processing.

Students with weak orthographic processing:

- rely very heavily on sounding out common words making reading choppy and laborious
- have difficulty applying knowledge of base words in order to decode a variation of a word
- confuse simple, similar looking words
- may have ongoing difficulties in letter recognition and letter reversal
- may have slow reading fluency and poor reading comprehension skills
- have a high rate of spelling errors and poor written expression skills.

## Working Memory

The ability to hold information in mind and manipulate it as necessary for a brief period. Working memory is highly correlated with both literacy and numeracy achievement levels and is resistant to change.

Within the classroom, there are many tasks that place a heavy load on working memory:

- Remembering multi-step instructions
- Performing mental maths sums
- Reading comprehension
- Constructing written expression
- Spelling a long or complex word
- Recalling details from a spoken passage or story.



## Other areas of difficulty

The presence of other developmental disorders such as developmental language disorder (DLD) or developmental coordination disorder (DCD) will contribute to the learning difficulties experienced by a student in the classroom. In addition, difficulties in attentional control and other aspects of executive functioning and/or processing speed may also help to explain a student's academic underachievement. These difficulties may provide a better explanation for the challenges a student is experiencing or, in some cases, will occur alongside an identified SLD. Students with difficulties of any kind are likely to require targeted intervention as well as strategies and adjustments designed to meet their individual needs.



# Enrolment policy

## Information for parents

The Enrolment of Students in NSW Government Schools policy is in place to assist schools to meet their obligations under the *Education Act 1990* - to ensure that every student has a place at their local school. The policy also communicates to staff and the community a transparent enrolment process.

### Why was the enrolment policy revised?

Across the state, many communities are changing. Some are growing at rates never seen before. Some schools that used to be able to accept out-of-area enrolments, no longer have the room to do so.

The revised policy is designed to support schools to manage all enrolment applications, encourage greater consistency in decision-making and make sure the enrolment choices are clear for parents.

### What are the changes?

#### The enrolment cap

The enrolment cap is the number of students that can be enrolled at a school based on the school's permanent accommodation. The enrolment cap tells us whether the school may or may not have the capacity to accept non-local enrolments. It is not a target or limit on the number of local enrolments a school can take.

Each school with a local intake area will have a cap set by the department from Term 4 2019.

Within the enrolment cap, a number of enrolment places (the buffer) must be kept aside for the likely number of local students who will need to enrol during the year. For this reason, a school will not take non-local students once they reach their buffer, unless there are exceptional circumstances.

#### 100-point residential address check

Parents planning to enrol their child at a school that is near or at their buffer or cap will be asked to complete the 100-point residential address check to confirm they live within the school's designated intake area. This means you will need to provide documents to verify your child's current address.

So that schools only seek information relevant to your child's enrolment, a list of approved documents for the residential address check is available from the school or the department's website at <https://education.nsw.gov.au/policy-library/policies/enrolment-of-students-in-nsw-government-schools>.

#### Selection criteria for non-local enrolment

Sibling enrolments are now clearly prioritised (where possible) and selection criteria for non-local enrolment will not include student ability, performance or achievement.





## What has not changed?

Schools will continue to enrol students who live in their local intake area, regardless of the school's cap status.

There are no changes to enrolment rights of siblings of non-local students. In schools with available places, each enrolment application is considered on its merits, including if siblings currently attend the school. If the school is below capacity, out-of-area applications for siblings of current students will be given enrolment priority.

Schools will continue to provide families with support and advice during the enrolment process, including assessment of exceptional and compelling circumstances particularly for vulnerable students and their families.

Schools will also continue to apply the policy fairly and consistently using transparent and accountable processes when making decisions around enrolment applications. Parents have a right to appeal to determine whether the stated processes have been applied in a procedurally fair manner.

## But what do the changes mean for me?

### What if my child is already enrolled but we do not live in that school's intake area?

Your child will remain enrolled at the school as the revised policy does not affect students already enrolled in NSW Government schools.

### We were in area when my child was enrolled in the school. The department has since changed the school's boundary and our residence is now out of area. I have other children and I want them all to go to the same school.

#### What are my options?

At times it is necessary for the department to make adjustments to a school's local enrolment intake area. This could mean a family with a child/children already enrolled is then outside the local intake area. When this happens, the family will still be able to enrol siblings together at the school, regardless of whether the school is over the buffer or cap.

### I already have a child enrolled as an out-of-area student in a NSW Government school. Can I enrol my other children at that school too?

This will depend on the capacity of the school:

- If the school is **not near its buffer**, then siblings should be able to be enrolled at the school. In fact, siblings of students currently enrolled will be prioritised, where possible, over other non-local enrolment applications.
- If the school is **nearing its buffer**, then the school will form a non-local enrolment panel. The panel considers non-local enrolment applications when the number of non-local applications received exceeds the number of places available below the buffer. Again, in this instance, siblings of students currently enrolled will be prioritised, where possible, over other non-local enrolment applications.
- If the school is **at capacity** they will not accept non-local enrolment applications unless there are exceptional circumstances.

### I have already accepted an offer for my child to attend a school in 2020 that is not my local school. What happens now?

The enrolment will proceed. Non-local enrolments accepted before Term 4 2019 for students starting in 2020 should not be affected.

### What is the criteria for enrolment in a school that is not my local school?

Schools that are able to accept non-local enrolment applications establish a non-local enrolment selection panel, if demand exceeds the number of places below the school's buffer.

Schools are required to make the selection criteria available to the school community.

### My circumstances are challenging and I think this school is best for my child. We live outside the school's intake area. What should I do?

We understand that not everyone's circumstances are the same, and that there are instances where exceptional circumstances will need to be considered.

Your circumstances should be discussed with the principal of your local school who can assist you to negotiate an out-of-area enrolment if there are exceptional and compelling circumstances.

## Contact

For general enquiries contact: 1300 679 332 or email: [DoEInfo@det.nsw.edu.au](mailto:DoEInfo@det.nsw.edu.au)

For enrolment enquiries, speak to your local school. Find school contact details at: <https://education.nsw.gov.au/public-schools/going-to-a-public-school/finding-a-public-school>

# LOST PROPERTY CHANGES

There have been some changes to the way Mona Vale PS will be conducting our lost property system. Please read the information carefully.

**RagTagd:** Rag Tagd is not a guaranteed return system. Labelling clothing is essential!!



## K-2 Lost Property

**Location:** L Block [little room on the end]

This room has tubs that are carefully labelled for different items. Please keep items in their correct box.

This area is **out of bounds for students**.

Every Wednesday and Friday morning, the lost property buckets will be outside KE classroom for students to look through. Parents can access this room before and after school.

## 3-6 Lost Property

**Location:** Behind the hall, near Smurf Village and the Music Room

This room has tubs that are carefully labelled for different items. Please keep items in their correct box.

Students and parents have access to this area.

There is a team of teachers who will be looking after these areas. They will be sorting the lost property weekly and providing deliveries to classrooms each week. If the clothing has a full name, it will get back to you.

If clothing has **no ragtagd, no name or the name is illegible**, it will be going to the **Second Hand Super Sale**. Our Super Sale will take place on **Wednesday Week 9** and every item [jumpers, hats etc] will be \$5.00.

**PLEASE CLEARLY LABEL ALL ITEMS OF CLOTHING WITH YOUR CHILD'S FULL NAME AND CLASS!**

**Thank you for your support and assistance! Our aim is to return property to their rightful owners, significantly reduce our lost property amount and support students becoming responsible citizens.**

### Top Tips:

#### **LABEL WITH YOUR CHILD'S NAME AND CLASS**

Label areas that cannot be removed.

Be sure to put a child's name on especially-coveted items in areas that cannot be easily removed or cut out (avoid the inside brand labels, if possible).

Writing a child's name in permanent ink on the inside of a collar, for example, can be a perfect location.

Use iron on labels or sew your child's name label onto the item.

If you buy an item second hand, please change the name so we can find the rightful owner.



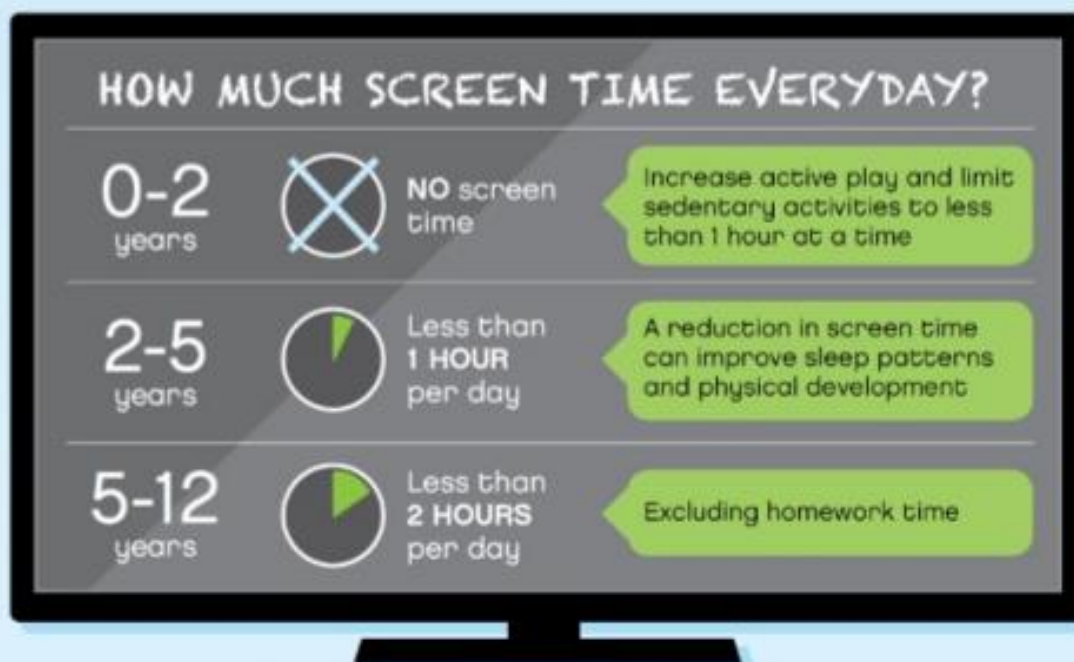
# Live Life Well @ School

## TURN OFF SCREENS + GET ACTIVE

Screens can be great for learning, play and communication.

Too much screen time can be unhealthy.

***Try to sit less and move more!***



\*\*\* Based on Australia's Physical Activity and Sedentary Behaviour Guidelines 2014

### Types of screens?



TV/DVD/BLURAY



Computer



Game Console



Tablet/Portable Games



Phone

Based on WHO Screen Time poster

More information at:  
[healthykids.nsw.gov.au](http://healthykids.nsw.gov.au)



**Health**  
Northern Sydney  
Local Health District