

Message from the Relieving Principal

Welcome back to Term 4 for 2016. It is already proving to a busy and eventful time with excursions, assemblies and engaging learning opportunities already underway. I would like to thank the staff, students and community members of Harcourt for their support in my time of illness and for the wonderful messages I have received on my return. I have had time to recover and am now excited about the term ahead. Thank you also goes to the staff at Harcourt who under the professional and highly valued leadership of Chad Harris have continued to build on the vision and direction determined earlier in the year, resulting in exciting and challenging learning opportunities for all students. I appreciate and value the commitment made by Mr Harris during this time not only to Harcourt PS but also to the wider education system he impacts daily.

For my first week back I was greeted by many students and have been invited back into rooms to be a part of the learning that is occurring. I have also had students come to share their creative work with me and explain how they considered and solved the problems and challenges put before them. One visiting class has been 2V who have been building houses that needed to be mobile. Students explained the theories behind the wheels they attached to their foundations and how they would build from that foundation to create a solid, movable structure.



Students haven't been the only ones learning this fortnight. Each week the staff of Harcourt meet to extend on their level of knowledge and capacity in the educational field. This week we were involved in a session led by the executive team around Mathematics and continual assessment practices. It was a pleasure to see such a strong leadership team presenting and sharing their knowledge with the teaching staff of all grades. I look forward to being a part of the future sessions planned.



Kindergarten orientation occurred on Thursday with many new and existing families attending. It was a pleasure to speak to the group and consider the exciting adventures their children will experience in the coming year. If you have or know of a child who will be attending Kindergarten next year and lives within our local area, please ensure the enrolment forms have been completed. We are currently looking at the organization of Kindergarten classes for next year and having this information early assists this process greatly.

This week has seen the changeover to a new financial and management system for Harcourt. This is a departmental initiative which will see all schools undergo over the coming year. We have been successful thus far with our changes and appreciate the patience community members are displaying as we develop these new processes. Thank you also to the parents who gave their time to complete the community section of the Tell Them From Me Survey. Each year Harcourt strives to gain feedback on the service and educational quality we provide. Parent feedback is highly valued as we are in a partnership together in providing high quality experiences for every child and we appreciate the time given in sourcing this information.

This term will see the organization of a few excursions and events. Could I please express the importance of returning the permission note and requested information by the due date. A lot of organization goes into providing an excursion and many important facts need to be communicated to other agencies and within the school. For this reason we have a due date for final numbers and information to be received allowing us to ensure a successful, safe and enjoyable experience for all. Unfortunately, we need to adhere to this process so late notes and payments will not be accepted. Keep an eye out for notes over the coming weeks and speak to your child's teacher if you would like further information on possible upcoming events.

This Friday, 28 October sees the first P & C meeting for the Term. I encourage all community members to attend. We meet at 10am in the community room to enjoy a cuppa and conversation together. The relationship between the school and P & C is a vital one and I look forward to sharing this experience with all interested parties.

Mrs Holt

What's On, 2016	
Oct 9	Term 4 Commences
Oct 19	Kokoda Track Excursion Stage 3
Oct 20	Kindergarten Orientation
Oct 25	NRMA Incursion K-6
Oct 25	Healthy Harold to Nov 4
Nov 9	Social Program Yrs 5&6
Nov 30	Stage 1 Excursion

Assembly Awards

Congratulations to the following students who received an award at assembly.

Class	Week 8(term 3)	Week 9(term 3)	Week 1(Term 4)
KB	Nessi Ryan	Stella Jamie	Mischa Ahmed
KG	Tasfia Herman	Cheynelle Tony	Saumya Jai
KP	Yasmina Sam	Kiera Michelle	Harry Ziya
KR	Dana Emilia	Phoebe Scarlett	Aiyanna Shalin
K/1S	Kate Natasha	Olivia Kosta	Adi Minoo
1C	Vivian Farin	Vincent Milan	Evander Rayan
1E	Yu Tong Aimee	Isabella Muzammil	Piper Vanessa
1G	Joshua Ayden M	Aiden Timilia	Sophia Joshua
2V	Aymen Aisha	Givendiau Zihan	Linh Ethan
2B	Hana Vedansu	Celia Samuel Kamyra	Christopher Ivy
2T	Yichen Daniel	Becki Ryan	Mark Lyric
3H	Yunah Mohamed	Brian Tanzin	Nafisa Frank
3N	Alexander Manha	Alisha Zaeem	Alisha Allen
3/4E	Yuri	Zac Owen	Edward Wilson
3/4W	Adrian Aaron Q	Josephine Sanad	Gillian Ryan
4C	Chunxi Mehveen	Zunaed Sarah	Grace Kevin
4R	Bianca Joaquina		Emma Andrew
5C	Aryan Owen	Anna Phillip Yu Hung	Ross Anni
5F	Lilian Rifa	Annaleece Aya	Paare Melelola
5/6W	Gurpartaap Esther	Kylie Eugene M	Ellen Anai
6H	Francis Morila	Hannah Kezia	Ilanthe Moazan
6N	Tosnuva Jason	Ruichien Brody	Nina Paul



Intention to apply for Year 7 entry to a selective high school in 2018

Selective high schools cater for highly achieving academically gifted students who may otherwise be without classmates at their own academic and social level. These schools help gifted and talented students to learn by grouping them with other gifted and talented students, teaching them in specialised ways and providing educational materials at the appropriate level.

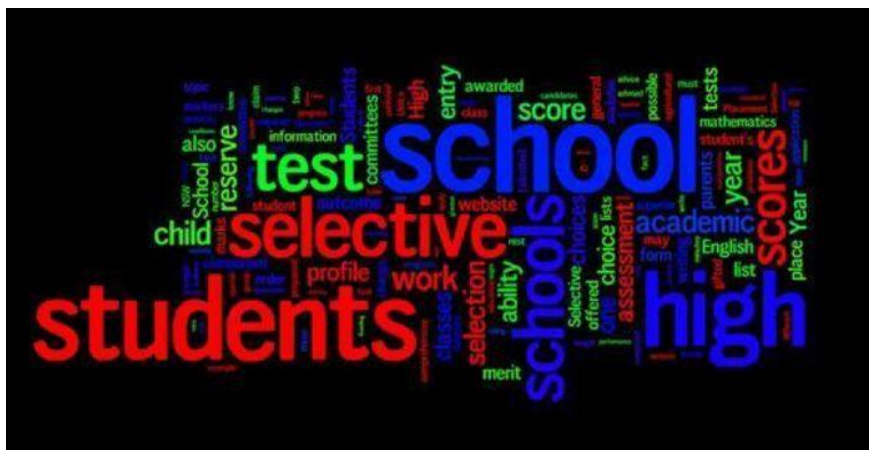
Applications for selective high school placement are considered mainly on the basis of the Selective High School Placement Test results and school assessment scores. The Selective High School Placement Test will be held on Thursday 9 March 2017.

If you would like to have your child considered for Year 7 selective high school entry in 2018, you need to do so soon. You will need to apply on the internet using a valid email address (not the student's email address).

Detailed instructions on how to apply online will be available from 11 October 2016 in a printed application information booklet and at www.schools.nsw.edu.au/shsplacement. The application website opens on 11 October 2016 and closes on 14 November 2016. No late applications will be accepted.

There are no paper application forms. If you do not have internet access, you could apply at a public library. If you have a disability that prevents you from using a computer, you can contact the Unit for assistance.

If you require a printed information booklet please complete the request form available from the front office.



Students' Safety

The safety of our students is paramount! All parents/visitors **MUST** report to the office to sign the Visitor's Register and obtain a **Visitor's Pass** for the duration of their visit to the school site.

Children Arriving at School Early/Late

Thank you to all families who are ensuring their children are arriving at school safely and in a timely fashion. There are a small number of our students who are being dropped off before 8:45am. Before 8.45 am, the safety of these children cannot be guaranteed. Please remember that supervision in the playground only commences at 8:45 am. All children are expected to be at school before 9.15 am.

Afternoon Pick Up

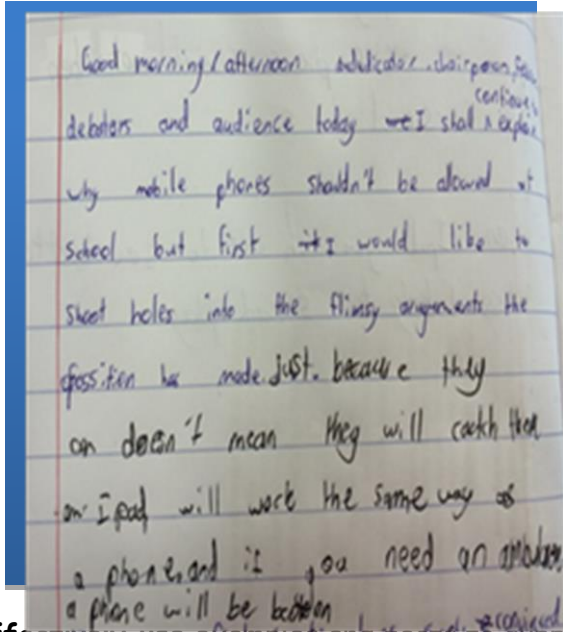
Please make sure your child is collected at 3.15 pm, we have an increasing number of students who are not collected on time. Our playground is not supervised in the afternoon and uncollected students present a safety concern.

Thank you for your ongoing support with these important safety issues.



Seen around our classrooms

Stage 3 Year 5 RFF Students over the past few weeks have presented their topics for debating. During this process, they have learnt **how to**:



Effectively use examples and facts to support reasons of their point of view with references from different sources of information such as a computer, newsletter, and or survey



Critically think of arguments made by the other teams and respond too effectively with new information.



Be organised and select powerful words to create viewpoints and responses that were clear and orderly.



Present to an audience, for instance using the correct tone of voice, hand and body gestures, and level of enthusiasm which made the argument more convincing for the audience



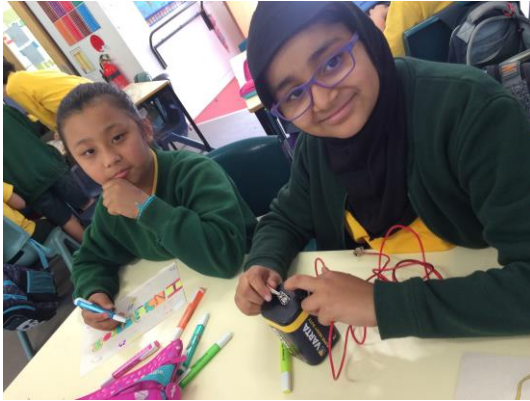
Senior Debate

Korean students of Year 5 and Year 6 enthusiastically participated in the debate on the Korean culture vs Australian culture in the Korean classroom on Thursday, 1st September 2016. Students also created a performance evaluation sheet for guidance of their performance criteria. The whole debate was videotaped for students' resources for self-evaluation of their performance. The students presented their talk with confidence and excellent information. The Korean debate provided the students with a fantastic and enjoyable opportunity for improving their critical thinking and boosting their confidence. 하코트의 한국어 반에서 5 학년과 6 학년 한국 학생들의 한국어 토론대회가 지난 9 월 1 일 열렸습니다. 이 토론대회에서 학생들은 한국과 호주 문화의 장단점에 대한 깊이 있는 내용으로 자신에 찬 열띤 토론을 했습니다. 또한 iPad 를 이용하여 촬영된 비디오로 자신과 다른 참가자들의 발표를 보며 5, 6 학년 학생들이 직접 만든 토론평가표를 이용하여 참가자들의 토론 내용과 발표 태도를 평가하는 시간도 가졌습니다. 이 토론대회를 통해 학생들은 비판적인 사고능력과 자신감을 높일 수 있는 즐겁고 효율적인 시간을 보냈습니다.

KOREAN DEBATE -Yr 5 vs Yr 6



What's been happening in 5C?



We have been 'switched on' learning about electricity in science ...

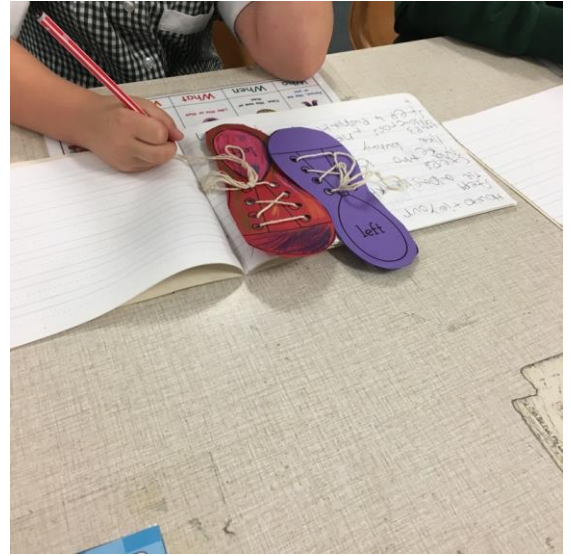


jumping and skipping to keep fit and active ...



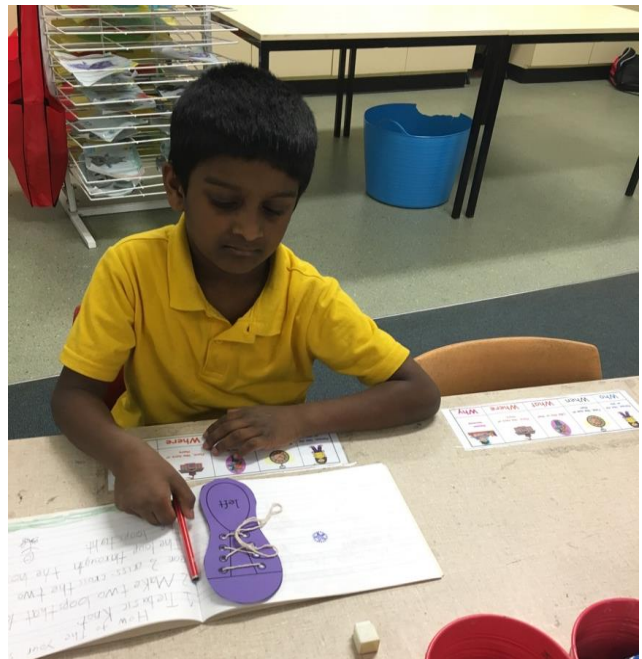
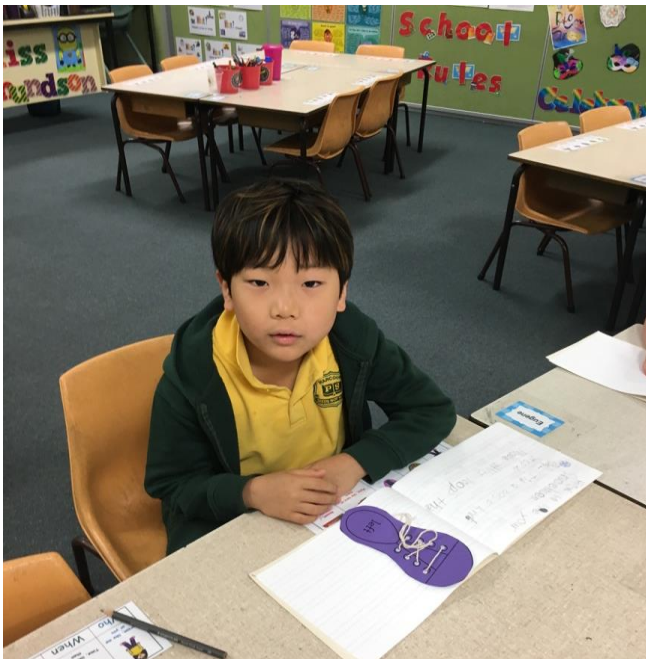
and some of us have been learning to sew in 'The Sewing Club' making our very own cushion !

PROCEDURAL WRITING IN 1E



1E have been busy learning how to tie their shoelaces. The students had lots of fun learning how to tie shoelaces! They also wrote procedures.

Mrs Tsiakoulas and Ms Edmunson were very proud of their efforts



KINDERGARTEN EAL/D

This term Kindergarten has been learning about what things are made of. The EAL/D students have been talking about and playing many games to practise the vocabulary of what things are made of. In addition they have been studying the book *The Three Little Pigs*. We have talked about what the houses were made of. The students have sequenced pictures from the story. They have also made a mural by using craft skills such as chipping, curling and fringing as well as painting the three little pigs. All these activities have enabled the students to practise English in a meaningful context.



The students enjoyed dramatising the story. Here they are in the brick house hiding from the big bad wolf. All of them enjoyed saying, "Not by the hair on my chinny chin chin!"



Public Speaking

On Tuesday 13th September students from K-6 participated in the Harcourt Public Speaking Competition. Congratulations to all participants. All participants should be proud of their efforts.



A special commendation must go to the winners of each Stage . The winners were **Early Stage 1** Jayden T, **Stage 1** Jhenna, **Stage 2** Olivia and **Stage 3** Prableen. The winners of our competition will progress to the district competition in October. We wish them all the best.



Macqlit



Reading is Fun.....

MacqLit is an explicit, systematic reading intervention program for struggling readers in Year 3 and above.

Research shows that the most effective programs of reading instruction for low-progress readers involve intensive, systematic and explicit instruction in three main areas:

1. 'Phonics' (or word attack skills);
2. Sight words recognition; and
3. Supported book reading.

1. Word Attack Skills

When teaching students to become independent readers, teaching phonic word attack skills is an essential component of any literacy intervention program. These skills help students to decode text by associating sounds with letters or groups of letters

The three components of Word Attack Skills are accuracy, fluency and spelling.

2. Sight Words

The basic premise behind teaching a bank of high frequency sight words is to enable low-progress readers, who have previously had very little exposure to text, or indeed success in reading, to access text quickly.

3. Reinforced Reading

One of the single most important things we can do to help low-progress readers is to hear them read every day, for as little as 15-20 minutes, using a set of tutoring strategies known as Reinforced Reading.

This program has proven to be very successful.

Congratulations this term goes to Yu Ri Lim who successfully completed the Macqlit program.



Mrs Worrad and Mrs Pearson

Local foster carers needed

Family and Community Services are seeking people in the local area to provide short term and crisis foster care for children and young people 0-18 years that are unable to live with their own families. Individuals, couples and families from varied backgrounds and cultural groups are required. Aboriginal and Torres Strait Islander people are encouraged to apply. All carers receive training, ongoing support and financial assistance. If you are interested in making a difference and helping children reach their full potential, please call 9765 5000 or email fosteringwithfacs@facs.nsw.gov.au

