



NEWSLETTER

VOL: 38 No.9

SHELLEY PUBLIC SCHOOL

29th March 2019

Deputy Principal's Report

Harmony Day

Reptile Incursion

Stage 3 Bouncing Back

Dates to Remember



Principal's Report

Final Two Weeks of Term

The final two weeks of Term 1 will be very busy. There are many important events planned for Weeks 10 and 11, before we head off on a lovely two week break.

During Week 10, we have a week of Professional Learning and Planning for our teachers. The teachers will be involved in professional learning, as well as planning the teaching and learning programs for Term 2. All classes will run as normal on these days and will be taught by the support staff or casual teachers. The stage planning days will be:



KidsMatter

Monday 1st April	Tuesday 2nd April	Wednesday 3rd April	Thursday 4th April
Early Stage 1 Kindergarten	Stage 3 Years 5 and 6	Stage 2 Years 3 & 4	Stage 1 Years 1 & 2

These planning days are an invaluable opportunity for the teachers to work together to develop and enrich their teaching and to plan educational programs as a team, to ensure consistency across classes.

In the final week of term (Week 11) we have:

- Super Star Morning Tea on Monday 8th April
- Term 1 K-6 Assembly on Wednesday 10th April
- K-6 ANZAC Service on Thursday 11th April
- Easter Events (3-6 Egg-Stravaganza and K-2 Hat Parade) on Friday 12th April.
- Last day of school for Term 1 - Friday 12th April.



Interrelate - Monday 1st April

Our P&C are offering the opportunity for parents to bring their children along for Interrelate sessions this Monday 1st April. Interrelate's high quality Sexual and Relationship Education program is offering two sessions:

Session 1 6:00pm Where did I come from?
1 hour - Years 3-6

Session 2 7:15pm Preparing for Puberty
1 hour - Years 5-6 (Students in Years 3-4 may attend Session 2 at their parents discretion)

The cost is \$32 per family for one session or \$37 per family for both sessions. Please note: students MUST be accompanied by their own parent or caregiver.

Due to Interrelate, there will be NO P&C meeting this Monday night. If you have any matters you would like raised at the P&C executive meeting the following week, please advise the office.

Harmony Day

On Thursday last week, we celebrated Harmony Day here at Shelley, with a special Mufti Day, where students had the opportunity to come dressed in either National dress from their cultural heritage, or in the colour orange – which is recognised as the colour for harmony.

The playground was a sea of orange – as well as the beautiful colours of a variety of National dress from various cultural backgrounds. Well done to all of the boys and girls (and the teachers and parents) for their involvement in this special recognition of our multicultural nation.

Harmony Day is a great opportunity to discuss and acknowledge the importance of inclusiveness, respect and a sense of belonging for everyone.



Cross Country

A reminder our Cross Country Carnivals (both K-2 and 3-6) will be held on the first Friday back in Term 2 (Friday 3rd May). Please make sure you have this date in your diary!

Tell Them from Me survey: Students in Years 4 to 6

This term, our school, like many other public schools in the state, will participate in a Department of Education initiative: the Tell Them From Me student feedback survey. The survey measures factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey is on student wellbeing, engagement and effective teaching practices.

More information about the survey is available at:

<http://surveys.cese.nsw.gov.au>

The survey is a great opportunity for our students to provide us with valuable and quick feedback on what they think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the Tell Them From Me survey to help improve how they do things at school.

I want to assure you that the survey is confidential. The survey is conducted online and will typically take less than 30 minutes to complete. It will be administered during school hours between 25th March and 12th April. Participating in the survey is entirely voluntary. A consent form and FAQs for parents/carers about the survey was sent home last week with students in Years 4 to 6.

Copies of the form and FAQs are available from:

<http://surveys.cese.nsw.gov.au/information-for-parents>

Jo-Ann Champion



ANZAC SERVICE

ANZAC Day is on Tuesday 25th April (at the end of the school holidays).

The ANZAC service at Shelley is always an important event for all students K-6 and this year it will be held on **Thursday 11th April** at 11:30am.

We invite parents and community members to join us for this significant date on our Term 1 calendar.



Deputy Principal's Report

Easter Activities

This year our Easter celebrations are planned for Friday 12th April with an Easter Hat Parade for students in K-2 and an EGG-Stravaganza for Years 3-6.

Easter Hat Parade K-2

K-2 students are encouraged to make an Easter hat at home to bring in to wear for the parade. Parents and children can work together to create the hat - perhaps using cardboard with decorations on it or decorations can be added to an existing hat. These hats will need to be brought in ON THE DAY. Students will also make a hat in class (to ensure all students are able to participate).



All students taking part in the parade will have equal opportunity to win a participation prize (two Easter Egg prizes for each class).

3-6 EGG-stravaganza

Students in Years 3-6 are encouraged to make a diorama using the theme EGGS (eg Albert EGGstein, EGG-streme sport). These dioramas are to be made at home and brought to school on Thursday 11th April (the day before so they can be set up and ready for viewing and judging).

As in previous years, a judging panel will award two Easter Egg prizes to each class.

Our Easter activities are always a highlight of the Term 1 Calendar. We look forward to sharing the day with the students and community.

NAPLAN - Year 3 and Year 5

NAPLAN assesses literacy and numeracy – important skills that each child needs to succeed in school and life. The NAPLAN tests are designed to help us make sure students are on track with their literacy and numeracy development. Students in Years 3, 5, 7 and 9 participate in NAPLAN tests for reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

Between Tuesday 14th and Friday 24th of May, our school will participate in NAPLAN Online. Students do not need to be computer experts to take the NAPLAN test online. Making sure students have computer skills is part of our school curriculum, and our teachers will ensure your child is familiar with the online format. To see the types of questions and interactive features of NAPLAN Online, visit [the public demonstration site at http://www.nap.edu.au/online-assessment/public-demonstration-site](http://www.nap.edu.au/online-assessment/public-demonstration-site).

If you have any questions about NAPLAN Online, please contact the office.



For more information:

- [How to support your child during NAPLAN](https://nap.edu.au/naplan/parent-carer-support)

<https://nap.edu.au/naplan/parent-carer-support>

- [information for parents and carers \(see attached sheet\)](http://www.nap.edu.au/docs/default-source/default-document-library/naplan-online-information-brochure-for-parents-and-carers.pdf)

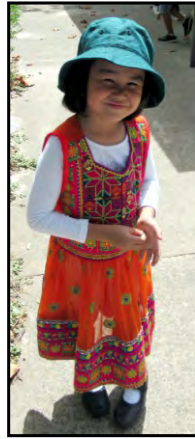
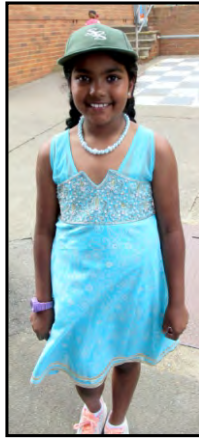
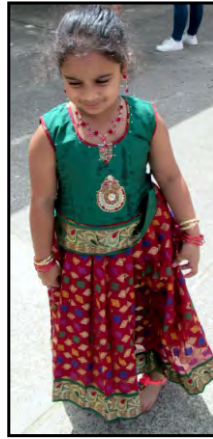
<http://www.nap.edu.au/docs/default-source/default-document-library/naplan-online-information-brochure-for-parents-and-carers.pdf>

- [Watch a video that explains NAPLAN Online](https://www.youtube.com/watch?v=3S1z6kUnRRE&feature=youtu.be)

<https://www.youtube.com/watch?v=3S1z6kUnRRE&feature=youtu.be>

- [Subscribe to ACARAs monthly parent newsletter, Parent Update](https://confirmsubscription.com/h/j/0EF4811A90ACFBC1)

<https://confirmsubscription.com/h/j/0EF4811A90ACFBC1>



CELEBRATING HARMONY DAY







STAGE 1 REPTILE INCURSION





K - 2 Easter Hat Parade

Friday 12th April 2019 - 11:50am

The Easter Hat Parade will be held on the 3-6 back courts area at 11:50am.

We ask families to join the rest of the school to watch this parade in the allocated area for parents and carers.

3 - 6 EGG-Stravanganza

Friday 12th April 2019

11:00am - 11:20am & 1.20pm - 1:50pm

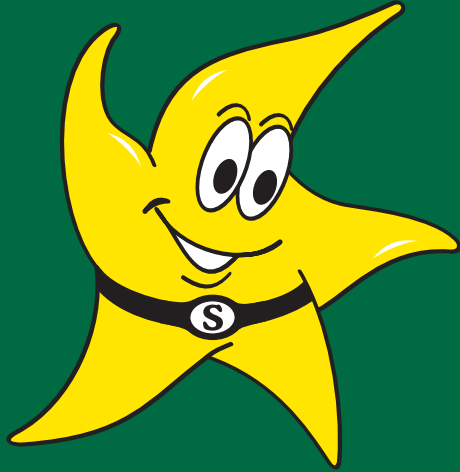
Please note these viewing times are for parents.

Students will have an opportunity to view the EGG-stravaganza with their class.





Shelley Super Stars



Students who have not received their badges due to wet weather will do so at the next K-6 Assembly



Leanita Williams - Deputy Principal



PBL Update

Shelley Super Stars are Safe Respectful and Responsible!

Shelley Super Stars follow instructions and sit to eat before playing.

The PBL Committee



Stage 3 - Bouncing Back from Online Bullying

As part of our studies in responsible digital citizenship, Stage 3 students attended a session about digital resilience on Thursday the 21st March 2019. The session was called 'Bouncing Back from Online Bullying' and was delivered through the eSafety Commission. It aimed to teach students to:

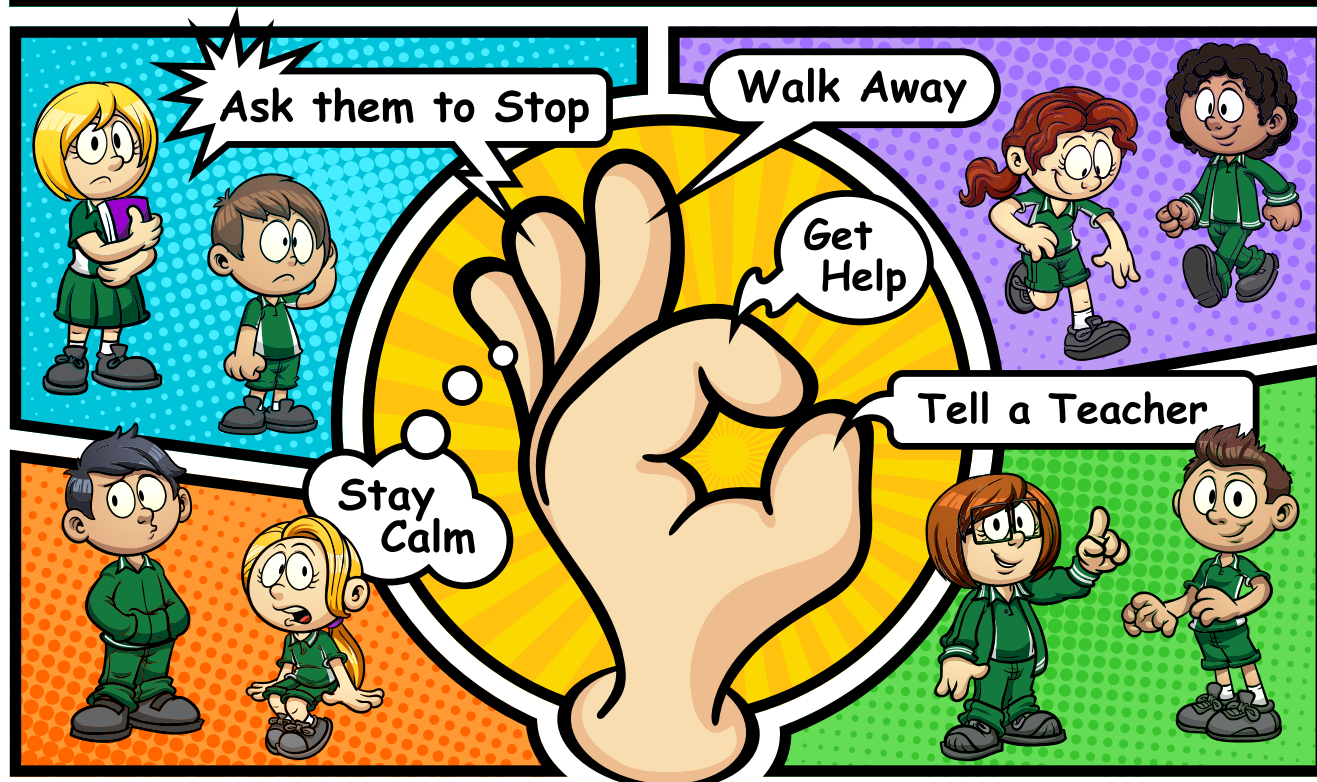
- Identify strategies to help them recover from difficult online situations,
- Know where to get help for online bullying situations and
- Choose a digital resilience skill to practise and develop.

During the interactive session, our students voted on the question 'Have you ever felt like you didn't know how to cope with an online bullying situation?' Student responses indicated that one third of SPS students in Stage 3 had felt this way, which was consistent with research presented during the session for students in this age group. The session also addressed the impacts of online bullying and how it can affect many aspects of our lives. Most importantly, the session specifically outlined a range of strategies to use to empower students to know what to do if they found themselves being bullied online. Below are some reflections written by students in 5J.

*Today Year 5 attended an online class about bullying. They told us what to do in a bullying situation online. We also learnt that you have to be brave and support the person who is being bullied. The site helped me out because now I know what to do next time. **By Declan.***

*Today, all of Year 5 watched an online cyberbullying safety program on how to act if you get cyberbullied. It supplied a lot of information on how to calm yourself down and ignore them. Here are some tips on what to do: tell them to stop, talk to your friends and family, block them and report them. I feel like this helped me because I now know how to act if I am cyberbullied and know how to calm myself down first. **By Josh.***

At Shelley Public School, Bullying STOPS with Us!



Year 5 attended a Bouncing Back from Online Bullying session today. It was to teach us about avoiding getting bullied online. It gave us lots of tips on what to do if you get bullied and what to say to them – even when they make you feel mad, sad or emotional. It really helped me to understand how to stop bullying. **By Zac.**

Today I went to a digital classroom and it was called 'Bouncing Back from Online Bullying'. I learnt lots of things, like how to calm ourselves down, how reporting is important for change and much more. They taught us how to calm ourselves down by taking deep breaths, watching a funny video, meditation and yoga. We also learnt that app settings allow you to filter and block certain words like swear words or rude words. After doing it, I felt really comfortable because I always have someone to support me. **By Harini.**

Today, Shelley Year 5 students attended 'Bouncing Back from Online Bullying' and we learnt about things we could do if we got bullied on the internet or on a social media app. Here are some things we picked up along the way... We learnt about a story of a boy who got bullied. In between, we got to vote on questions from the host, Greg. He said that we could report people and call the Help hotline. He also taught us that we have 3 sections in our brain called the survival brain, the smart brain and the emotional brain. I didn't know all of this was possible when I got bullied on an app. I learnt a lot today about what to do if I get cyberbullied and it makes me feel safe. It was completely useful to me and others I could share it with. **By Belinda.**

Today all of Year 5 went to the library to watch something called 'Bouncing Back from Online Bullying'. I learnt that if someone bullies you online, you certainly will need to report them so that it does not get worse. This is going to help me in the future because if someone bullies me, I can report them, but first I need to take a deep breath and not make the situation worse by posting more rude comments. If you want to make the situation better, you must ignore them, tell a friend, parent or guardian and make sure they help you. I was shocked when I also heard that the person who gets reported can have consequences such as not being able to play the game for at least 40 days! **By Shania.**

Today Year 5 had an online chat to talk about what to do to bounce back from online bullying. Some new things we learnt were that one third of children our age have been cyberbullied. There are apps and websites people can go on when there are bad situations like 'Bullying, No Way!' and the Kids Helpline. One new thing I learnt was that in app settings, you can block words you don't like on your device. I thought it was really helpful to know that when you're alone, you can go to websites that can really help you. **By Erin.**

Today Year 5 attended an interactive webcast about cyberbullying and how to deal with it. We learnt that we should think before we post because it might hurt someone else's feelings and if we are going to post something like a photograph, we should ask and have their permission first. This webcast really helped me with breathing techniques to calm me down and if I get bullied online, I know what to do. **By Beth.**

IS IT BULLYING?

When someone says or does something **unintentionally** hurtful and they do it once, that's **RUDE**.

When someone says or does something **intentionally** hurtful and they do it once, that's **MEAN**.

When someone says or does something **intentionally** hurtful **and they keep doing it** - even when you tell them that you're upset - that's **BULLYING**.

Green Team News

On Wednesday in Week 8, The Shelley Green Team had another fantastic day in the garden!

We were lucky enough to be joined by Peter Dawes from the Royal Botanical Gardens Trust who also worked with Year 1 to plant their own tree that will belong to them, to care for and watch grow. Peter really is a great friend to the Shelley Green Team.

We worked in teams and each shared the jobs of planting, mulching and waste management!

The planting included putting lots more natives, such as lomandra, emu bush, and callistemon in our new outdoor learning area.

We also were given some gorgeous bush tucker plants, including a Davidson Plum, native guava, a finger lime and some native turmeric. They look great and a big thanks to Kylie from Bunnings, who has been supporting us in a range of school projects. Thank you to all those parents who donated their free trees from Blacktown Council to our school. Moving the mulch was hard work, but lots of smiles and team work really made the job a pleasure (a zooper dooper might have also helped).

Our third job was to sort the recyclables, and check our school environment for rubbish. We have a great team of new radical recyclers who can lead the school! The worms were a bit shy but we learnt how helpful they are in the garden and how to feed and care for them.

Well done, Shelley Green Team - you really are a dream, green team!



Speechie Corner

Language Difficulties: "Red Flags"

What is receptive language?

The ability to understand the language that we hear including words, sentences and the meaning of what others say.

What is expressive language?

Being able to express what we think, want and need. How well a child can put this information into words and sentences that make sense.

When should you be worried about your child's language?

- If your child has a history of being a late talker or having trouble with their speech sounds it is always a good idea to keep a close eye on their oral language too.
- Others find it hard to understand the message your child is trying to express. Your child's talk might be
 - out of order (poorly sequenced),
 - vague (full of words like thing and stuff and you know)
 - the sentences may be ungrammatical or incomplete or
 - the listener might have to ask a lot of questions to clarify what is meant.
- Your child has trouble understanding what other people say, for example they might have difficulty
 - Following instructions
 - Might give "odd or unusual answers" because they haven't understood the question
 - Might not be able to understand what they read because they don't know the meanings of words or sentences.
- Your child has trouble saying what they want and may become frustrated.
- Your child has behavioural problems because they can't explain a problem or understand the language being used in that situation.

What to do if you are worried about your child's language?

- Discuss the problems with your child's teacher and your school learning support teacher
- Get your child's hearing and vision tested
- You can make a time to come to see me at Shelley PS to discuss your concerns - [phone 9622 8359](tel:96228359)
- Go to see a Speech Pathologist

Sophie Gill - Speech Therapist

DID YOU KNOW?



that oral language difficulties are often the underlying cause of reading, writing and learning problems





Dates to Remember

Week 10

Monday	1st April	Interrelate
Friday	5th April	PSSA

Week 11

Monday	8th April	Super Star Morning Tea
Wednesday	10th April	K-6 Assembly
Thursday	11th April	ANZAC Service
Friday	12 April	Easter Activities

PSSA

Softball, Tee Ball & Cricket
Harvey Park

AFL
Morgan Power Reserve

Notes and Money to be Returned by Due Date

Year	Event	Due Date
K-6	Book Pack	asap
K-6	Afternoon Pick Up Arrangements	asap
Years 1-2	Brewongle Excursion - note and \$30	17 May
Year 5	Environmental Excursion - note	5 April



Please note: copies of all notes and Newsletters are available on the Shelley website.

Shelley P&C
has a sporty fundraiser!

Spalding High Bounce Balls

\$3

Buy from the Hunger Hut (our canteen) for only \$3 each!



SHELLEY PUBLIC SCHOOL SUPPORTS
Mental Health and Wellbeing in our School Community

NAPLAN Online – information for parents and carers



2019

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life. Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN is just one aspect of a school's assessment and reporting process - it does not replace ongoing assessments made by teachers about student performance.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are meeting important educational outcomes in literacy and numeracy.

What is assessed?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. All government and non-government education authorities have contributed to the development of NAPLAN materials.

In 2019 most students across Australia will sit NAPLAN online.

Feedback in the first year of NAPLAN Online showed that students engaged well with online assessments. One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, where the test automatically adapts to a student's test performance. The test presents questions of higher or lower complexity, depending on a student's performance.

Tailored (or adaptive) testing is designed to assess a wider range of student abilities and to measure student achievement more precisely. Your child should not be concerned if they find questions more challenging than usual; they may be taking a more complex test pathway. A student's overall NAPLAN score is based on the number and complexity of questions they answer correctly.

NAPLAN Online is not a test of keyboard skills. There are variations in how fast and well a student can type – just as there are variations in how fast and well a student can write by hand. Year 3 students will complete the writing test on paper.

To get an idea of what the online assessment looks like, visit the public demonstration site at nap.edu.au

How can I help my child prepare?

Help your child prepare by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply try their best. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance. Ensuring students are familiar with using devices, typing on them and navigating through programs are a part of student learning and a requirement of the Australian Curriculum from the first year at school.

ACARA does not recommend excessive preparation for NAPLAN or the use of coaching providers. NAPLAN is about assessing learning progress in literacy and numeracy.

Will my child sit NAPLAN on paper or online?

In 2019, your child will sit the NAPLAN online tests. However, children in some other schools across Australia will sit the NAPLAN paper tests this year. Federal, state and territory education ministers have agreed that all schools will move online by 2020. State and territory education authorities will determine when their schools move online.

As students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the test online or on paper, results for both formats can be reported on the same NAPLAN assessment scale. To find out more about NAPLAN Online, visit nap.edu.au

Participation in NAPLAN

All students in Years 3, 5, 7 and 9 are expected to participate in the annual NAPLAN assessment.

Students with disability may qualify for adjustments that reflect the support normally provided for classroom assessments. You should first discuss the use of any disability adjustments for your child with your child's teacher.

A formal exemption may be granted for a student with disability that severely limits their capacity to participate in the assessment, or for a student who has recently arrived in Australia and has a non-English speaking background.

Your school principal and your local test administration authority can give you more information on NAPLAN Online disability adjustments or the process required to gain a formal exemption.

NAPLAN Online 2019 timetable

The assessment window for NAPLAN Online is extended from three days provided for the paper test to nine days. This is to give schools more flexibility in scheduling and accommodate schools that may have fewer devices. The NAPLAN Online assessment window starts on Tuesday 14 May and finishes on Friday 24 May 2019.

The online tests must be taken in the following order:

Test	Duration	Order	Details
Writing	Year 3: 40 min. Year 5: 40 min. Year 7: 40 min. Year 9: 40 min.	To be completed in the first two days	Year 3 students do a paper-based writing test on day one only
Reading	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	To be completed after the writing test	Students read a range of informative, imaginative and persuasive texts
Conventions of language	Year 3: 45 min. Year 5: 45 min. Year 7: 45 min. Year 9: 45 min.	To be completed after the reading test	This test includes spelling, grammar and punctuation
Numeracy	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	To be completed after the conventions of language test	This test includes number and algebra; measurement and geometry; and statistics and probability

What if my child is absent from school on assessment days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule. Individual students are not permitted to sit NAPLAN online tests after Friday 24 May 2019.

How is my child's performance measured?

Individual student performance is shown on a national achievement scale for each assessment. A result at the national minimum standard indicates that the student has demonstrated the basic literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be issued by your child's school later in the year. If you do not receive a report, you should contact your child's school.

How are NAPLAN results used?

- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to better identify students who would benefit from greater challenges or extra support.
- Schools use results to identify strengths and areas to improve in teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- The community can see average school NAPLAN results at myschool.edu.au

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

For information about how personal information for NAPLAN is handled by ACARA, visit nap.edu.au/naplanprivacy

INSIGHTS

by Michael Grose – No. 1 parenting educator



What bullying isn't, and what to do when it happens

Bullying should not be confused with teasing, rejection, random acts of violence or physicality and conflict. While children will often tease or fight, this bickering should not be confused with bullying.



Bullying is a word that's wrapped in emotion. For many people bullying is associated with **bad childhood memories**. It's been estimated that around 40% of people have experienced some type of bullying in the past.

Bullying is an insidious behaviour that transgresses children's natural right to feel safe and secure. It can adversely affect their learning, emotional well-being, further peer relations and their sense of self.

Bullying takes many forms and guises including, physical and emotional abuse, intimidation, harassment and exclusion.

It now has a well-publicised cyber-dimension which has moved the goalposts for many kids. In the past children could escape bullying behaviours they may have experienced by being at home. Cyberbullying now means that kids can't escape the bully like they once could.

Bullying is not the domain of one gender. Girls bully just as much as boys but they do it in less physical ways. While boys use physical intimidation or verbal abuse to wield power, girls are more likely to use exclusion or verbal sarcasm to assert themselves.

Bullying should not be confused with teasing, rejection, random acts of violence or physicality and conflict. While children will often tease or fight, this bickering should not be confused with bullying.

Bullying is about lack of power as one person is powerless to stop the teasing or physical abuse. Bullying is the *selective, uninvited, repetitive oppression* of one person by another person or group.

If you think your child is being bullied then handle with care as children often don't want to admit that they are on the receiving end of bullying.

Some kids keep it close to their chests so it helps to be on the lookout for **warning signs** such as: items being stolen, changing the route to school and withdrawal from usual activities.

If your child is being bullied:

1. Listen to their story: Children who are bullied need someone to believe their story. Take them seriously and avoid dismissing complaints as tell-tale. Use common sense to differentiate between bullying and more random, non-selective antisocial acts. Kids can be nasty to each other, yet this doesn't constitute bullying.

2. Deal with their feelings: A child who is bullied probably feels scared, angry and sad. Boys are more likely to display anger and girls claim they feel sad. The degree of emotional intensity is an indicator of the amount of bullying. Recognise and validate their emotions. Let them talk about how they think (remember boys respond better to 'think' language) and feel. It's normal to feel sad, scared or just plain confused.

3. Get the facts: Get a clear picture of what happens, including who is involved, the frequency and what happens prior to any bullying. Get your child to be as specific as possible by asking good questions. An accurate picture will help you determine your next course of action.

4. Give them coping skills: With a clear picture you can start giving your child some help about how he or she may deal with bullying including using avoidance strategies, being more assertive and changing poor body language.

5. Get the school involved: Bullying is best handled when parents and teachers are involved. Approach your school through the appropriate channels, make yourself aware of your schools' anti-bullying procedures and programs, and be willing to work within these guidelines.

6. Help build your child's support networks: Kids need a group of friends to support them when they experience bullying so look for practical ways to broaden friendship groups.

7. Build their self-confidence: Provide children with systematic encouragement. Let them know through your words and treatment of them that they will get through this period.

It's worth remembering that children who experience some form of bullying often come out stronger and more resourceful because they have experienced difficulties and they know they can defeat them.

parentingideas.com.au parentingideas.co.uk parentingideas.co.nz

Michael Grose Presentations

PO Box 167 Balnarring Vic 3926 p 61 3 5983 1798 f (03) 5983 1722 e office@parentingideas.com.au

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SHELLEY PUBLIC SCHOOL

TRIVIA NIGHT

YEAR 6
FUNDRAISER

SATURDAY 6TH APRIL
SCHOOL HALL
7.00PM



ENTRY - \$15 AND A PLAIN WRAPPED BOTTLE PER PERSON

8 PEOPLE PER TABLE

COME DRESSED AS A
CELEBRITY AND JOIN IN
THE MAYHEM AND
MERRIMENT





MARCH 2019

Wanted Under 10 Rugby Players

HOME OF THE BLACKTOWN SCORPIONS

CRANTHAM RESERVE, SEVEN HILLS

Contact Mr Ofeina Sikahele 0402 814 648, Mr Teki Tuipulotu 0404 133 913 or
Registrar Marama 0421 920 960



**Enrol now for
Shelley Public School**

KINDERGARTEN 2020

**Drop in to the Office
for an Enrolment Form**
Let your friends and neighbours know!



MEGA MINI GOLF

1/8 Rose Street, Campbelltown

02 4626 6222

www.megaminigolf.com.au

Chase a ball with a stick this winter

Join Hockey Blacktown's 2019 Winter Programme

Local training
Local games

For 7 to 10 year old boys and girls commencing Monday 30 April

After more information?

Lyn 0421 798 242

email@hockeyblacktown.org.au

<http://www.hockeyblacktown.org.au>



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childrenfirst
growing potential

SHELLEY VACATION CARE PROGRAM

APRIL 2019 MAIN EVENTS

Shelley Outside School Hours - Inside Shelley Public School
Hadrian Ave Blacktown Ph: (02) 9621 2022 Email: sosh@childrenfirst.asn.au

WEEK 1	ACTIVITIES
Monday 15.4.19 \$15 extra cost of incursion	Fitkids Incursion Dance program 10:00am-12:00pm Grow your own plants, sequin art, totally toss game
Tuesday 16.4.19	Mystery Challenge Day, Solve puzzles and unlock mysteries with a variety of team and knowledge experiences and challenges.
Wednesday 17.4.19 \$15 extra cost of incursion	Excursion to Penrith Indoor Sports Centre with HGOSH. Please arrive at SOSH by 8:30am sharp. Mastermind, Puzzle challenge.
Thursday 18.4.19	Celebrating Easter Join us for some Easter themed cooking and craft activities.
Friday 19.4.19	PUBLIC HOLIDAY - CENTRE CLOSED
WEEK 2	AM ACTIVITIES
Monday 22.4.19	PUBLIC HOLIDAY - CENTRE CLOSED
Tuesday 23.4.19 florist shop and post office theme day	Work in our florist shop and post office as well as participate in flower arranging, craft and more. Magic crystal coral reef. Excursion to Pat Zikan Reserve 9:45 – 11:15am snacks to enjoy too!
Wednesday 24.4.19	Make your own Anzac slouch hat, Sock wrestling ,Face off target, Melting Crayons, Butterfly Craft and Cards
Thursday 25.4.19	PUBLIC HOLIDAY - CENTRE CLOSED
Friday 26.4.19	Visit to Blacktown Road Children's Centre, Rabbit hole, Yarn hats, Paint and decorate craft
WEEK 3	
Monday 29.4.19	Origami, Lawn Bowls, Race to the galaxy, Frog in a pond, Ball shooter

BOOKINGS MUST BE MADE BY MONDAY 1ST APRIL - PAYMENT MUST BE MADE BY FRIDAY 5TH APRIL

Please contact the centre on 9621 2022 if you have any questions.
We look forward to sharing in some holiday fun with your children.

IMPORTANT THINGS TO REMEMBER:

- Please bring a hat for outdoor play.
- Children will need to bring morning tea, lunch, afternoon tea and snacks.
Food is not provided during Vacation Care.
- Lunch is occasionally eaten while we are out on excursions.
Please do not pack hot lunches on these days.
- Children are permitted to bring DS, iPods and other electronic devices (must not be able to access wifi on these days). **Games must be age appropriate.**
- Staff take no responsibility for lost or damaged games/consoles.
- Children are encouraged to wear enclosed shoes and shirts with sleeves.
- Please advise staff if your child will be absent for a day you have booked in for.



REMEMBER the Food Groups when Packing Your Childs Lunch