



# NEWSLETTER

VOL: 40 No.10

SHELLEY PUBLIC SCHOOL

7th May 2021



## Principal's Report



Our Year 4 and Year 6 this week completed their **Check-In Assessments** and our Years 3 and 5 will be completing **NAPLAN** over the next two weeks (Year 3 and 5 took part in a practice test last term). Both these assessments are taken online (with the only exception being the Year 3 Writing assessment). Our students are very comfortable with the process and with online assessments, there appeared to be far fewer students getting 'stressed' or worried about the tasks, which is just the way we want it to be!

There are always some great letters doing the rounds on social media at this time – reminding students that whilst it is important to try our best in all that we do (including our NAPLAN test and Check-In assessments), these tests do not measure all that each student is capable of, or has achieved. We recognise that each and every child is unique and brings their own special gifts, skills and experiences to their learning. Our goal is to nurture each child to achieve their very best across all areas. As parents, it is important to remember that whilst the NAPLAN assessments provide us with some valuable information about both school and student performance, they are certainly not the only measures we use at school. Teachers and students are involved in ongoing assessment throughout the year, and this data ensures that our teaching and learning programs are always adapted to meet the learning needs of our students.

Since our last newsletter, we have had a very successful **Mother's Day stall**. Sincere thanks to Nicki and her amazing team of helpers who brought together a lovely stall, with a huge variety of gifts for our students to choose from.

Nicki Jaques heads our P&C Fundraising team. As some of you may already know, Nicki no longer has a child at Shelley PS (her son headed off to high school this year!). However, Nicki maintains her links with the P&C as a lifetime member, and very generously gifts of her time to coordinate the fundraising activities. Thank you, Nicki!



Wishing all of the Shelley mums, grandmothers and other special women in our students' lives a wonderful day for Sunday! We hope you all get spoilt!

This week our **MacqLit Reinforced Reading program** commenced, with 7 parents and community members working with our MacqLit students to hear them read for 15 minutes each day. Thank you to these parents who have committed their time for training and to support our reading program students. If you nominated to be a parent helper, but were unable to attend the training session in Week 1, I will be running a second training session soon. We will be in contact shortly with the details. We look forward to having the rest of the volunteers join our targeted daily reading sessions.



In **staffing news**, Miss Greenwood (KT team teacher and Literacy and Numeracy Mentor) will be on leave for the remainder of Term 2. Unfortunately Miss Greenwood has been quite unwell and following surgery last week, she will need some time to recuperate and rest. We wish Miss Greenwood a speedy recovery and look forward to having her back at Shelley, when she is able.

Next week will be another busy week at Shelley, with:

- Monday 10th May - **Kindergarten Zoo Excursion**
- Thursday 13th May - **Year 1 Zoo Excursion**
- Thursday 13th May - Opening of our first **Book Fair** for 2021. Shelley PS

Book Fairs are always well attended by the Shelley community, as we all recognise the importance of developing a love of books and reading for our students. We look forward to seeing many parents and grandparents visit during the course of the Book Fair. (Remember to sign in with the QR Code – and sign in at the library if you visit!)

- **The Fathering Project - Launch of the Shelley Dads Group** (5:00 - 6:30pm- see later in the newsletter for more information)
- Friday 14th May - **Walk Safely to School Day**

## Important Reminder for Parents

Whilst our Student Wellbeing and PBL system is implemented consistently across the school, and our staff place great emphasis on ensuring a positive culture within both classrooms and the playground, from time to time we have incidents of children being unkind, unfair or negative in their interactions with others. Whilst it can be upsetting when your child comes home distressed by something that has happened with a peer, we remind all parents that it is ESSENTIAL that school processes are followed in relation to incidents at school.

If your child is upset about something, and they have not informed a teacher so that it could be dealt with, we ask parents to please make contact with the class teacher or the Assistant Principal for the relevant stage (see below).

Under NO CIRCUMSTANCES should a parent or family member approach someone else's child to talk about what has happened. Likewise, we ask that parents DO NOT contact the parents of the other child directly where the matter has occurred at school.

The first person to speak to should always be the class teacher, as they will often have the most knowledge about your child. Alternatively, you can contact the Assistant Principal:

**Kindergarten** Mrs Jassal (or Mrs Pikse - Assistant Principal Literacy and Numeracy)

**Years 1 and 2** Miss Sultana

**Years 3 and 4** Miss Liyanage

**Years 5 and 6** Mrs Bradley

## Attendance

Well done to the boys and girls of Shelley PS for outstanding records of attendance! When I meet with the executive staff to review the attendance rates of our students - I have been very pleased to see excellent attendance records by the majority of our students - and a big improvement for others.

Regular and punctual attendance at school is essential for the success of students at both primary school and later in life. This is important for not only each individual child, but also for the learning of their whole class. I have included in this newsletter some important information and reminders from the Department of Education website.



## Lost Uniforms

The lost property cupboard has started to fill up once again. Unfortunately, many of the items that make their way to lost property are either unclearly labelled (the writing is faded or illegible) or not labelled at all.

Where possible, labelled items are returned directly to students.

Once again, we have noticed that some items are turning up a few weeks after they are going missing – possibly having been taken home by the wrong student and then returned a while later. We remind all parents:

- Please CLEARLY label ALL items (check the labels periodically to make sure they have not faded or come off)
- Please check your child's uniforms as they go through the wash each week. (Children frequently pick up the wrong jumper – if you notice your child has brought the wrong items home, please return them to school immediately).



## After School Pick Up

We encourage our older students to be responsible to enter and leave school each day. Unfortunately, there are occasionally incidents where children have not been in the correct place to meet their parents or carers. This can be very distressing for parents and teachers alike.

We ask parents to talk to their children about this and ensure that they are aware of the correct procedures if you are running late.

When you are not here to pick them, up students must come to my office. (Parents will need to sign students out when they are collected). Of course, if you are aware that you will be running late, it is helpful if you can ring the office to inform us, so students can be notified to come to the office and wait.

Please note: it should not be assumed that it is ok to be late and that staff are on duty to care for students! Where parents are frequently late picking their children up, you will be contacted regarding making alternative arrangements for the prompt collection of your children.

## Student Safety, Parking Issues and Courtesy to Neighbours

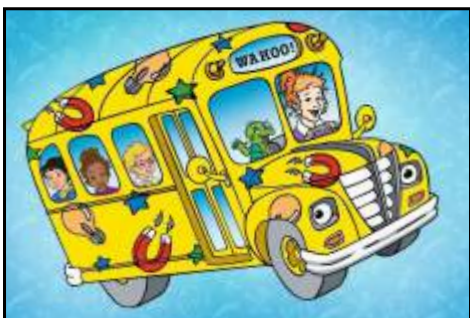
The issue of road safety around our school has been raised on numerous occasions in the newsletter. Unfortunately, most of the issues with safety at drop-off and pick-up, continue to be with parents from our school parking inappropriately and often unsafely. Although we understand that these times can be very congested with traffic - surely the safety of our students is worth parents parking just a little further away and walking those few extra metres?



We often hear on the news of terrible accidents with young people being seriously injured in traffic incidents. I continue to receive occasional reports about Shelley students being in unsafe situations. One example is students alighting from cars from the driver / traffic side of vehicles. For their safety, students should always get out of a car from the kerb side.

I ask all parents to please take some time to discuss road safety with your children - particularly if they are walking to and from school unsupervised. A reminder - all young children should cross the road with a responsible adult. Where possible - ALWAYS use the available crossings and pedestrian lights.

## Excursions



“School Excursions and incursions are a valuable teaching and learning vehicle, often integral to quality curriculum delivery in that they provide access to teaching content and learning experiences not available at the school” (DoE Excursion Policy).

Our school, and the Department of Education, is committed to “providing a safe, secure, disciplined and quality learning environment in which students can develop their individual talents, interests and abilities through a curriculum that fosters

the intellectual, physical, social and moral development of the student”.

Excursions are part of these quality teaching and learning programs. In choosing to offer an excursion, our teachers always consider the educational value of the excursion, whilst taking into the needs and resources of the school and students, and the total learning program.

We see these excursions as an outstanding opportunity to enhance and extend classroom learning. They are also a valuable opportunity to develop each student's independence and resilience- and quite often, these experiences are the highlight of the student's year!

We understand that some parents may sometimes feel nervous or worried about their child leaving the school for the purpose of an excursion, particularly our younger students. Please be assured that our teachers are meticulous in their organisation of events outside the school. We have the same duty of care for students as in the school environment. This duty of care is NOT delegated from the school to parent helpers, caregivers, volunteers or employees of external organisations. Our teachers remain responsible for students and take this responsibility very seriously. A thorough risk assessment is conducted and a risk management plan developed for all excursions. We have the same expectations for student behaviour when we leave the school – and all students must behave appropriately at all times while on excursions.

Please be assured – that your children are precious to us too! If they are attending an excursion with our staff, you can be sure it has been well planned, with consideration for ensuring safety and quality learning for all students. If you have any concerns, please speak to your child's teacher or the Assistant Principal for the stage, who will be responsible for overseeing the organisation of the excursion.

**You can help us to continue to provide these quality learning experiences by sending in notes and paying as soon as you are able - and BEFORE the final cut-off date.** (Please remember that we are unable to accept payments made after the cut-off date). If any family is unable to pay for financial reasons, please speak to either Mrs Brechin in the office, Mrs Williams or myself.

## Parenting Ideas: Promoting Resilience

This week I have included an article titled “Make the most of teachable moments to promote resilience”. (It is one I have printed in the past – but I think it offers some great suggestions).

Resilience is often defined as “the ability to succeed and prosper even after facing setbacks and hardships”. One article I found states that “Resilience is especially important during the tween years when children face new academic challenges, pressure and rejection from peers, and increasing awareness of their own limitations. Children who have this ability, bounce back well after they face these issues. They are less likely to develop depression, anxiety or unhealthy coping mechanisms like aggression, eating issues and substance problems. Some characteristics that encourage resilience are innate; such as intellectual ability and being outgoing; but many others can be actively developed.”



The article I have attached explains that how children cope with certain situations in their life will be determined by their resilience and the mindsets of the significant adults around them. I hope you find this article of interest.

*Jo-Ann Campion*



# Deputy Principal's Report

## NAPLAN Parent information

### National Assessment Program - Literacy and Numeracy

If your child is currently in Year 3 or Year 5, they'll sit NAPLAN tests next week. Despite what you may have heard, there's no reason to panic or start an intensive study schedule for your child.

At Shelley, your child will do the NAPLAN tests online. One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, in which 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.

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.

What can you do to support your child? On its own, NAPLAN is not a test that can be studied for and students are not expected to do so. You can support your child by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply do their best.

Ensuring students are familiar with using devices, typing on them and navigating through programs is a part of student learning and a requirement of the Australian Curriculum from the first year at school. 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. Teachers have ensured students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

See the types of questions and related functionalities available in the NAPLAN Online assessment at [nap.edu.au/online-assessment/public-demonstration-site](http://nap.edu.au/online-assessment/public-demonstration-site)

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.

The assessment window for NAPLAN Online is nine days. The NAPLAN Online assessment window starts on Tuesday 11 May and finishes on Friday 21 May 2021.

This information was taken from NAPLAN Online - information for parents and carers (ACARA).

At Shelley, our current NAPLAN plan is as follows:

- |               |   |
|---------------|---|
| <b>Week 4</b> | Tuesday 11th May: Years 3 and 5 Writing (Year 3 paper test - Year 5 online)<br>Wednesday 12th May Reading (Years 3 and 5 online)<br>Thursday 13th May: Conventions of Language (Years 3 and 5 online)<br>Friday 14th May: Numeracy (Years 3 and 5 online) |
| <b>Week 5</b> | NAPLAN catch up for any student who is away in Week 4.  |

## OC Placement Test

The application process for Year 5 Opportunity Class Placement in 2022 closes today. Important dates in the application process are:

**Tuesday 20th April:** online applications open

**Friday 7th May:** online applications close (parents and carers must apply by the due date)

**Wednesday 21st July:** Opportunity Class Placement Test.

## Our first Kindergarten white awards - congratulations!



## Operation Art







## Shelley Super Stars

**Congratulations to the following students on achieving their:**

These students will be presented with their badges on Monday 10th May at the K-6 Assembly



▶ Ruby

4G



▶ Sofia

1H



*Leanita Williams - Deputy Principal*

**Congratulations to our Shelley Super Stars: Mele 2S, Paige 3/4L, Metin 2L, Alexis 3T, Aidan 3/4L, Lucas 5/6D, Layton 3/4L, Connor 6E, Leah 3F, Aaryan 5/6D, Miguel 2L, Hosea 5P, Ava 1T and Joseph 1M**





## Library

**Exciting News!** Next Thursday 13th May, our first Scholastic Book Fair for 2021 arrives here at Shelley. The Library will be transformed into a treasure trove of titles and an assortment of all manner of things for students to purchase.



Unfortunately, last year, due to COVID we were unable to hold our Book Fairs and the students were quite disappointed at not being able to browse through all the new and brilliant books, so I'm sure they will thoroughly enjoy being able to do so this year.

The Book Fair will be here in the Library for two weeks, so there's a bit of time for our students to do a few extra jobs at home and save their pocket money. The Fair will be accessible from 8:30am to 4:00pm each day. Parents are welcome to come along and select books with their children. EFT services will be available as well as cash.

All classes will visit the Fair next week as part of their Library lessons and younger students will bring home their wish list to share with you and discuss as a possibility.



The Library Monitors will be happy to help you when you come to visit the Fair next week.

Warm regards,  
**Mrs Liz Bradley**

## Canteen

What a great start our P&C has had to Term 2. This term we are excited to be bringing back some much-loved yummy winter treats at our Canteen as well as some exciting fundraising opportunities - old and new - for everyone to enjoy and take part in.

### Canteen

Check out the Term 2 Menu for much loved winter treats returning to the Hunger Hut. This term we have Hot Chocolate available all day, as well as our home-made items - including everyone's favourite Cheesy Garlic Bites at recess and home-made soup at lunch. Visit the canteen and check our noticeboard for the soup flavour of the week.

Last term we introduced the option of a Birthday Bucket for students to celebrate their birthday at school with their class. Just a reminder that these can be ordered for any day of the week. Thank you to all the students so far that have ordered a Birthday Bucket, we have loved helping you celebrate.

Did you know our healthy canteen caters for all crunch and sip needs? Visit our canteen to purchase fresh fruit pieces, fruit cups, yoghurt and veggie sticks made fresh daily.

### Fundraising

This week the P&C held the much-loved Mother's Day stall on Monday and Tuesday for all students to purchase gifts for their loved ones. Thank you to all students and their families who supported the stall, which raised over \$2000 for our school.

A special thank you to our Fundraising Committee and Nicki our Co-Ordinator for all your hard work and commitment.

### Uniform Shop

Our Uniform Shop is now open on Mondays from 8:30am-9:30am. All uniform orders can also be placed online via email at [uniform.shelley@hotmail.com](mailto:uniform.shelley@hotmail.com) with payment made via cash or bank transfer to the P&C or by handing in your order with cash to the canteen.

## Speechy Corner

Here is an activity to complete this fortnight... **Make up 'alien words'**

### How?

Look around the house and have fun making up new names for objects using an 'alien language' (fake words). Then tell your child some alien words and ask them to spell them for you. Start with 3 letter words (e.g. wum, tep, saf) and gradually increase the length to 4-5 letters.

### Why?

Being able to spell fake words strengthens your child's understanding of letters and their sounds. If they are able to spell and read alien words, they will be able to spell and read unfamiliar words that they see in books.

### What do I look for?

Listen to hear that your child is trying to spell the words using the appropriate sounds.

### How can I make this harder?

Increasing the length of words you're asking them to spell/read.



*Sophie Gill - Speech Pathologist*

## Shelley Dads Group - The Fathering Project

This year we are partnering with [thefatheringproject.org](http://thefatheringproject.org) to introduce **The Fathering Project** at Shelley Public School.

### **The Fathering Project Dads Groups - By dads, for dads - to engage, belong and learn!**

Since 2014, The Fathering Project has been working with schools supporting the establishment and maintenance of Dads Groups. We provide an environment where fathers and father-figures feel welcome to gather, share, learn and bond with each other and with their kids."

You can find out more about The Fathering Project at [www.thefatheringproject.org](http://www.thefatheringproject.org)

## Shelley Dads Group Launch

Come along to meet other dads, share some pizza and find out more!



**Thursday 13th May 5:00pm - 6:30pm**

RSVP to the office  
on 9622 8359 by  
Wednesday 12th May



## Dates to Remember

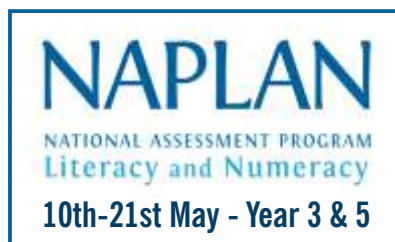


### Week 4

Monday	10th May	<b>Kindergarten Zoo Excursion</b>
Thursday	13th May	<b>Year 1 Zoo Excursion</b> Book Fair arrives <b>Fathering Project Launch 5:00pm-6:30pm</b>
Friday	14th May	Walk Safely to School Day

### Week 5

Friday	21st May	PSSA
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## Notes and Money to be Returned by Due Date

Year	Event	Due Date
K-6	Student Resources	asap
Year 3	Sydney Zoo - note & \$29	19th May

**NO LATE  
Payments can  
be Accepted**

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

| NSW Department of Education – School Infrastructure

## Works notification April 2021

Dear parents/guardians and neighbours

The NSW Government is continuing to identify and manage asbestos containing materials across NSW schools to ensure the continued health and safety of our school communities.

From 25 April 2020, work has been scheduled to verify the presence and condition of asbestos containing material in the underflooring of selected buildings across a number of NSW schools.

RMA Contracting Group Pty Ltd has been contracted by School Infrastructure NSW to perform these inspections at your school, these will be conducted during out of school hours.

During this time, you may see contractors at your local school wearing protective clothing such as high visibility vests, overalls, gloves and footwear, which are a regulatory requirement. The health, safety, and well-being of the school and the local community is our highest priority. Please be assured these inspections will not pose a risk to the local community.

The community will be notified if an area requires attention or remediation and if required, independent licensed asbestos contractors will be engaged to conduct further works.

Thank you for your cooperation during this important work.

**For more information contact:**  
School Infrastructure NSW

Email: [schoolinfrastructure@det.nsw.edu.au](mailto:schoolinfrastructure@det.nsw.edu.au)  
Phone: 1300 482 651  
[www.schoolinfrastructure.nsw.gov.au](http://www.schoolinfrastructure.nsw.gov.au)



# Parenting *ideas*

## INSIGHTS

### Building parent-school partnerships

WORDS Michael Grose

## Teach your kids to SHRUG!

The secret to having resilient, confident and optimistic children is to teach your kids to shrug!

It was so irritating, yet so effective.

I'm talking about my boyhood mate Terry's habit of *shrugging his shoulders* whenever anyone teased him or tried to persuade him to their way of thinking.

'Hey Terry, you're a \*\*\*&&E@!'

Shrug.

'Hey Terry, everyone says your....."&&TRI'

Shrug.

'Hey Terry, I'm going to tell on you!'

Shrug.

His nonchalance used to drive everyone nuts!

So much so that he was rarely targeted for teasing despite the fact that he wasn't sporty, he wasn't cool and he was late maturing – all of which back then, as now, would put a boy in the 'to be picked on' category.

I thought of Terry recently when I was coaching a young person about how to respond to some schoolyard taunts.

This young person wore his heart on his sleeve, taking taunts and even witticisms too seriously for his own good. Unfortunately, some of his so-called mates used to enjoy seeing him become angry.

The best way to break this *toxic cycle of taunt-react-taunt* was for him to change his reaction.

So we did some coaching in the art of shrugging and before long my young charge was shrugging his shoulders, as if to say 'Whatever', and walking away at the first sign of a taunt.

*Eventually he was channelling Terry so well that his nonchalance even began to irritate me.*

### Some things can't be ignored

Don't get me wrong. Kids cannot and should not ignore all negative comments directed at them.

There are times when they need to stand up and be counted. They don't need to be aggressive about it, but they do need to be assertive from time to time. Sticking up for a friend, rescuing someone who is being taunted or even looking out for a sibling's best interests at school are times when children need to assert themselves rather than shrugging off a problem.

### Kids practise on their siblings

Socially savvy kids know that some of the negative peer comments directed at them need to be ignored. However, this is quite a skill.

*Ignoring comments and choosing your arguments* is something many kids learn in their battles with siblings.

*Those noisy sibling skirmishes that annoy the hell out of parents actually toughen kids up for the less-than-pleasant social interactions that take place in the schoolyard.*

Interestingly, my boyhood mate Terry was the youngest of four brothers. I guess he would have perfected the art of shrugging out of sheer necessity.

So, if you have a sensitive child who wears his or her heart on their sleeve, or a child who reacts impulsively to both taunts and witticisms alike, you may wish to introduce the *art of shrugging* into their repertoire of responses.

### How to create a good shrug

Kids can practise shrugging in front of the mirror so that they can see what a good shrug looks like. There are 4 ingredients:

- 1 A 'whatever' look.
- 2 A shrug of the shoulders.
- 3 A simple, non-combative, non-sarcastic line such as 'You may be right', 'Whatever' or 'I hadn't thought of that'.
- 4 A final breaking of eye contact that indicates that they are in control.

### A word of warning

If you teach your kids to shrug, you need to be prepared for them to use this shrugging technique against you when you direct some criticism or constructive feedback their way. If they do, you'll find out how damn infuriating nonchalance (even when it's fake) can be.

Oh, and you'll be seeing a child or young person who is exercising a degree of personal power that, when used smartly, will increase their overall social effectiveness.



Stay one step ahead of your kids with great ideas & expert advice from Michael Grose. Join Michael's NEW ParentingIdeas Club today at [parentingideasclub.com.au](http://parentingideasclub.com.au). You'll be so glad you did.



## What parents should know about school attendance:

Regular daily attendance is essential for your child's learning. Not only is it a legal requirement between the age of 6 and 17 years. It also greatly impacts on your child's quality of learning and their ability to reach their learning potential.

### Some questions to reflect upon:

#### Do I have to send my child to school?

**YES** - all children are required by law to attend school between the ages of 6 and 17 years. Some children begin school below the age of 6. That is fine, but once the child is enrolled, it is expected that he / she will attend every day the school is open unless they are sick or have an acceptable reason.

#### When does attendance become important?

From the first day of attending school. Much of the play that goes on at school teaches your child many skills. If the basic skills are missed in the early years of school they are not fully learnt later on. It has been shown poor attendance in primary school leads to worse attendance at high school.

#### Do I need to send my child every day?

**YES** - this includes sports carnivals and excursions.

#### When may my child stay away from school?

The Department of Education accepts very few reasons.

The most valid ones are:

1. Illness/injury
2. Religious commitment

It is expected that dental and doctor appointments are made after school hours.

Having a birthday is **NOT** an acceptable reason for having a day off.

### Please remember:

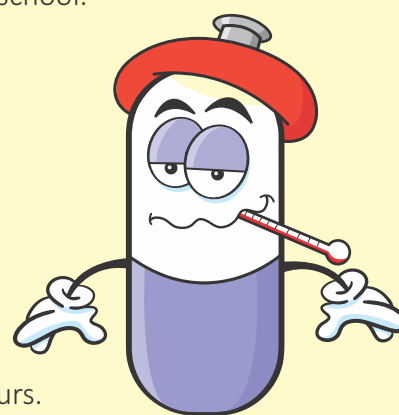
It is a departmental requirement for all parents / caregivers to either notify the school verbally or in writing about the reasons for a student not attending school.

At Shelley, we are very proud of our strong attendance rates and work hard in partnership with parents to maintain them. This is of great benefit to the learning and engagement of our students.

If your child has been away from school, it is important to explain their absence with a note upon their return to school. Parents may also use the Shelley APP to inform us of the reason.

If your child returns to school without a note they will be reminded by their teacher to bring a note in. On the third day the classroom teacher will send a request for absence explanation note home. On the fourth day the classroom teacher will call the parent for a verbal explanation of a student's absence.

If a student does not attend school for 3 days (without prior notice to the teacher), the classroom teacher will call the parents to identify the reason for the absence and a medical certificate will be required to be presented upon the student's return .



Assistant Principals will hold attendance meetings with parents and class teachers after a student has

**5 unexplained absences in a term**

or

**5 unexplained partial absences in a term**

Mrs Williams or Ms Campion will request an attendance meeting with parents after a student has

**10 unexplained absences in a term**

or

**10 unexplained partial absences in a term**



Help Wonder turn  
**BREAD BAGS** into  
**PLAY EQUIPMENT  
 FOR SCHOOLS.**

## WHAT'S THIS ALL ABOUT?

**In Australia, only 18%\* of plastic packaging is recycled.**

That's why we've created **Wonder Recycling Rewards** – a fun and easy program for Aussie schools to recycle bread bags that might otherwise go to landfill, and earn rewards points to redeem on new sports equipment for their efforts. We'll use all the collected plastic to create wonderful things like school play equipment! **PLUS** registered schools will go into the draw to **WIN one of five exercise circuits** made from recycled plastic we collect.



Schools collect bread bags into collection bins supplied by us, and post them back to us for free.



For every 5kg bin filled, schools earn credits redeemable for exciting new sports equipment.