Sandpit

Thank you to students Dean, Alex and parents from the Johnsun, Pellegrino and Wharton-Jones families for their work in creating a new sandpit for students. Thank you to Mr Colmer for his back breaking efforts.

Peter Jones was terrific in providing such practical advice.
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We look forward to completing the rest, in a working bee to be held on Sunday 15th February 2015.

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Crowd Funding Donation

We continue to move towards our $45,000 target with an extremely generous donation from the Hannan family, the Wong family and a mysterious benefactor. Thanks all who make donations every cent helps.

One of our parents wanted to assist and decided to walk around shops in the Kensington area seeking their support in assisting us to meet our target.

P&C Mufti Day

Don’t forget to support our final Mufti Day for 2014 on Thursday 27th November. Please give a gold coin donation.

Bake Sale

Our holiday bake sale will take place on 8-10 December. Please call Helen on 0431 959295 if you need cake boxes to transport donations. Please drop off donated baked goods to the library before school on Monday 8th December. The sale will take place after school from 8-10 December.

Tea and Tissues

As they drop off their children for their first day of school on Monday the 2nd February 2015, parents of the Kinder students are invited by the P&C to stay for morning tea. Of course any other parent who wants to come along is more than welcome.

3-6 Student Merit Awards

Knowledge, Honour and Community

3B Susanna, Aiden Silver Samuel
3W Preston, Tengjun Silver Maria, Alexandra
Gold Will, Tim
4/3C Lauren, Kevin
4R Mahir, Brendan
5/4OC Michael, Audrey Silver Amy, Audrey, Safarez
6/5E Amy, Liana, Issey Bronze Ismail Silver
6D Shakira, Akul Silver Manea, Grace, Hannah, Gianni, Bianca, Camilla, Miriam
Greek James 3W, Aghia 4/3C, Matthew 6/5E, Adam 6/5E
Mandarin Julian 6/5E, Jim 5/4 OC, Maithreyi 4R, Leesia 3W

PSSA Results 14 November 2014

T-ball/Softball v Coogee B at Queens Park
Juniors won Score 26-20
Players of the Week: Maria, Claudia
Seniors lost Score 7-6
Player of the Week: Vanessa
Summary: Another impressive win by the T-ballers who have been in outstanding form. The softballers were narrowly defeated 7-6 by a very strong Coogee B team. Vanessa was player of the match with some powerful hitting.
Next opponent: Randwick A

Oz Tag at Queens Park
Junior Boys v Waverley won Score 5-2
Player of the Week: Aiden W.
Senior Girls v Paddington A won Score 7-0
Player of the Week: Manea
Senior Boys v Randwick B won Score 11-1
Player of the Week: Alan
Summary: Another ‘clean sweep’ by the Oz tag teams. Some terrific backline plays by the Senior Boys team. The girls scored seven tries, with 4 of them coming through Manea. The Juniors again have improved their passing.
Next opponent: Juniors Boys: Glenmore Road B
Senior Boys: Darlinghurst A
Senior Girls: Randwick C

Soiree

Such talent was on show last night with performances by 20 students either individually or as part of an ensemble who played their instruments of choice. Choirs and bands were also on display. Photos in next week’s newsletter.
The school will be holding a Grandparents Day Morning Tea on Thursday 4 December.

We are seeking donations of food for the shared morning tea between students and their grandparents.

The feedback from the community, as we manage students with anaphylaxis, is that an ingredients list would be appreciated so students are aware of the choices they make and self-managing their conditions whether that be allergies or gluten free.

**Canteen**

The school canteen will close under the current provider on Friday 28th November, 2014. Over the next eight school days there will be progressively limited stock available so your child's first choice may not be available. We apologise for this.

Obviously, it is regrettable the online ordering system will now no longer proceed.

Arrangements for service to the canteen for Monday 1st December, 2014 through to the 16th December have yet to be worked out. We will keep you informed of arrangements for this period as they are sorted out. Please look for information in the newsletter 26th November.

Thank you in anticipation for your patience and understanding during this challenging time.

**Reports**

A sample of the format for this semester's student reports is attached at the end of the newsletter. Using the descriptors contained in our syllabus you can see to what level your child has attained understandings, knowledge and skills in each Key Learning Area.
These pictures represent the Highly Commended Award Alex won at the recent Red Room Poetry competition. This is a huge honour, particularly receiving a letter from the patron.

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Please come along!

Parents are invited to discuss the 2015 - 2017 School Plan in the library tomorrow Thursday 20 November 7pm - 8pm. Plans for English and Maths will be the focus.
Grandpa’s Slippers 1C

1C wrote literary recounts of one of their favourite stories called Grandpa’s Slippers.

Last week our class 1C read the story Grandpa’s Slippers because we thought it looked interesting.

First, Grandma decided that Grandpa needed some new slippers. Sumaija

She saw that Grandpa’s old slippers were falling to bits, so she bought new slippers. Isabella

On Tuesday, Grandpa was tidying the cupboard under the stairs and in the darkest corner were Grandpa’s old slippers. Grandpa said to Grandma: “Leave my slippers alone!” Alina

On Wednesday, Grandma tried to give them to a person collecting used clothing. Max

On Thursday, Grandpa was about to go to put the rubbish out but he found his slippers in the rubbish bin. Jandira

On Friday, Grandpa was putting out the compost and found them under a cabbage leaf. Daniel

On Saturday, Grandpa was about to put fire to a pile of leaves but there were his slippers. Harry

On Sunday, Grandpa picked up the slippers but they fell to bits, so he wore the new ones. He loved them. Clara

On Monday, Grandma said: “You need a new cardigan”. Bennett

First, Grandma thought Grandpa’s slippers were going to fall to bits so she bought him a new pair of slippers.

On Tuesday Grandpa was cleaning out the room under the stairs where he came across his old slippers. Grandma had tried to hide them. Grandpa said to Grandma: “Don’t try and hide my slippers!” “They should be hidden”, said Grandma.

The next day, Grandpa was just in time to see Grandma handing his old pair of slippers to a lady collecting used clothing. “Hey”, yelled Grandpa, “leave my slippers alone! Don’t try and give them away.” “They should be given away”, said Grandma, “they are going to fall to bits.”

The next day, when Grandpa was putting the garbage bin out he found his old slippers on top of the bin. “Don’t try and throw my slippers away”, said Grandpa. “They should be thrown away”, answered Grandma.

On Friday when Grandpa went to the compost heap, there were his slippers not quite covered. “Leave my slippers alone”, said Grandpa grumpily.

On Saturday, Grandpa was about to set fire to a hill of leaves when a gust of wind revealed his old slippers. Grandpa told Grandma once and for all: “I leave my slippers alone!”

On Sunday, when Grandpa was about to put on his slippers, they fell to bits in his hands. He had to wear his new slippers and he found that they were comfortable indeed.

On Monday, Grandma said: “You need a new cardigan.” Elizabeth
KM are enjoying learning gymnastics skills in their Sportspro lessons.

They have been exploring movement patterns using different parts of their body, as well as identifying a way in which their bodies can travel and form different shapes.
Class: Sound

English

### Class: Sound

**About This Report**

Our school reports a summary of your child's progress across Years 1-6 with written reports twice each year (June and December), scheduled interviews at the end of Term 1 and provides ongoing detail through interviews or meetings as required. You are encouraged to ask the school to provide you with written information that clearly shows your child's achievement compared to his or her peer group at school. This information will show you the number of children in the group in each of the achievement levels. This data is available at the office from 11 December 2014 until the end of the year.

Evidence to support the grade provided is collected in a variety of ways throughout the year by classroom teachers including, but not limited to, formal testing, anecdotal records, work samples and checklists. Student achievement is monitored regularly to inform and adjust the teaching and learning process.

The learning achievements reflected in this report are based on the outcomes of the NSW Syllabus for the Australian Curriculum which has been implemented across the school during 2014, specifically, English, Mathematics and Science. Human Society and Its Environment, Languages, Creative Arts and Personal Development/Health/Physical Education are based on existing syllabus documents.

In line with current DEC guidelines, a grade for each KLA is based on the professional judgement of teachers continues to be central to the process of determining grades based on the standards of the Australian Curriculum where data supports the validity and reliability of teacher judgements.

The assessment of overall achievement is based on the standards for each level of achievement that are associated with the description of each level. These levels are described as Outstanding, High, Sound, Basic and Limited scale. The overall grade can be determined where the majority of evidence provided supports the description of a level.

### Class: Sound

#### Standards of Achievement

- **Outstanding:** The student has an extensive knowledge and understanding of the content and can readily apply these skills to all situations.
- **High:** The student has a thorough knowledge and understanding of the content and can readily apply these skills to most situations.
- **Sound:** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- **Basic:** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- **Limited:** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

#### Assessment of Achievement

- **Written Tests:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Class Tests:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Interviews:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Classwork:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.

#### Content Areas

- **Reading:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Writing:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Spelling:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Grammar:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Vocabulary:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Listening:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Speaking:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.

#### Numeracy

- **Number:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Measurement:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Geometry:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Data Handling:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.

### Class: Sound

#### Assessment of Knowledge and Understanding

- **English:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Mathematics:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Science:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Human Society and Its Environment:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Languages:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Creative Arts:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.
- **Personal Development/Health/Physical Education:** The student is able to use a variety of strategies to demonstrate knowledge and understanding of the content and can apply these skills to most situations.

#### Class: Sound

**Consistently High**

- **Effort:** The student consistently demonstrates a high level of effort in all areas of learning.
- **Understanding:** The student consistently demonstrates a high level of understanding of the content and is able to apply these skills to new situations.
- **Respect:** The student consistently demonstrates respect for others and their ideas.
- **Cooperation:** The student consistently demonstrates cooperation and collaboration with others.
- **Responsibility:** The student consistently demonstrates responsibility for their learning.

#### Class: Sound

**Satisfactory**

- **Effort:** The student demonstrates a satisfactory level of effort in all areas of learning.
- **Understanding:** The student demonstrates a satisfactory level of understanding of the content and is able to apply these skills to new situations.
- **Respect:** The student demonstrates respect for others and their ideas.
- **Cooperation:** The student demonstrates cooperation and collaboration with others.
- **Responsibility:** The student demonstrates responsibility for their learning.

#### Class: Sound

**Minimal**

- **Effort:** The student demonstrates a minimal level of effort in all areas of learning.
- **Understanding:** The student demonstrates a minimal level of understanding of the content and is able to apply these skills to new situations.
- **Respect:** The student demonstrates minimal respect for others and their ideas.
- **Cooperation:** The student demonstrates minimal cooperation and collaboration with others.
- **Responsibility:** The student demonstrates minimal responsibility for their learning.

#### Class: Sound

**Limited**

- **Effort:** The student demonstrates a limited level of effort in all areas of learning.
- **Understanding:** The student demonstrates a limited level of understanding of the content and is able to apply these skills to new situations.
- **Respect:** The student demonstrates minimal respect for others and their ideas.
- **Cooperation:** The student demonstrates minimal cooperation and collaboration with others.
- **Responsibility:** The student demonstrates minimal responsibility for their learning.
LANASIA is now taking enrolment for Year 2015!!!
Santa is coming to The Royal!

REGISTER to visit Santa, to obtain one hour free parking
AND for your chance to win an iPhone 6

Santa Claus is coming to The Royal Hospital for Women on

*Thursday 4th December from 1-5pm.*

Families from around the area are invited to come and
meet have a selfie with Santa for a gold coin donation!

All funds raised on the day will go to support the work of The Royal. The Royal Hospital for
Women is the only women’s hospital in NSW and is an internationally acclaimed centre of
excellence in the care of women and their babies. The Royal is a pioneer in research and at
the forefront in advocacy of women’s health in Australia.

Your chance to win an iPhone 6!!

Register your details for ONE HOUR FREE parking at Randwick Metro
Parking (Barker St) on 4/12/14 and go into the draw to win an iPhone

Remember to get your ticket validated by Santa on the day!