18th November 2014

Dear parents, care givers, boys and girls,

How the time flies! It only feels like yesterday, when I last started the newsletter in this way. That is, asking for your opinions about our strengths and weaknesses but more importantly the direction we should take for the next 3 years. The school plan we designed for 2012 – 2014 has finalised successfully. Over the last three years we have worked hard with the students to achieve great results in reading, writing, talking and listening as well as mathematics. While every child is performing at a higher level, there is still room for improvement.

Over the last three years, while implementing our 2012-2014 plan, we also took a really hard look at all aspects of our teaching and the learning styles of our students to help us discover/to unearth our directions for the next three years......So we started by asking ourselves what do the these companies: Adobe Systems Incorporated; Apple Inc; Cengage Learning; Crayola; Dell; Harcourt; Hewlett Packard Intel®; LEGO Group; McGraw-Hill; MHz Networks; Microsoft Corporation; netTrekker; Pearson; Verizon and Walt Disney Company have in common? They all employ people who are 21st Century learners.

I hear you say... ‘What is she talking about now?... 21st Century learners? ... Don’t we all learn the same way?... ’ Well, I would have agree with you on some levels because I really don’t want to be out of a teaching job... but on the other hand, if I want the children who attend Bargo Public School today to lead the future tomorrow; we as a staff really need to investigate & discover what sorts skills the students will need to develop in coming years to become 21st Century learners.

In brief, 21st Century learners need to master both core subjects and 21st century themes. Core subjects include English, reading or language arts; World languages; Arts; Mathematics; Economics; Science; Geography; History as well as Government and Civics.

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In addition to these subjects, we must move to include not only a focus on mastery of core subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects. 21st century interdisciplinary themes include:

**Global Awareness** which looks at

- Using 21st century skills to understand and address global issues
- Learning from & working collaboratively with individuals representing diverse cultures, religions & lifestyles in a spirit of mutual respect & open dialogue in personal, work & community contexts
- Understanding other nations and cultures, including the use of non-English languages

**Financial, Economic, Business and Entrepreneurial Literacy** which looks at

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

**Civic Literacy** which looks at

- Participating effectively in civic life through knowing how to stay informed & understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

**Health Literacy** which looks at

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

**Environmental Literacy** which looks at

- Demonstrate knowledge & understanding of the environment & the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
- Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- Investigate and analyse environmental issues, & make accurate conclusions about effective solutions
- Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

As well as creating skills which develop every child’s ability to

**Think Creatively** through/by:

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

**Work Creatively with Others** through/by

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality & inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

**Implement Innovations:** - Act on creative ideas to make a tangible & useful contributions to the field in which the innovation will occur.

By developing each child’s ability to perform tasks which require **CRITICAL THINKING AND PROBLEM SOLVING**; which involves the ability to **Teachers, Parents and Community Caring for Children, Educating for Life”**
Reason Effectively: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions:
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems:
- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Communicate Clearly:
- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priority, as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others:
- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology. This means that students will need to know about and how to:

Access and Evaluate Information:
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information:
- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Analyze Media:
- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products:
- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

Apply Technology Effectively:
- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy

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• Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Adapt to Change
• Adapt to varied roles, jobs responsibilities, schedules and contexts
• Work effectively in a climate of ambiguity and changing priorities

Be Flexible
• Incorporate feedback effectively
• Deal positively with praise, setbacks and criticism
• Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Manage Goals and Time
• Set goals with tangible and intangible success criteria
• Balance tactical (short-term) and strategic (long-term) goals
• Utilize time and manage workload efficiently

Work Independently
• Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners
• Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
• Demonstrate initiative to advance skill levels towards a professional level
• Demonstrate commitment to learning as a lifelong process
• Reflect critically on past experiences in order to inform future progress

Interact Effectively with Others
• Know when it is appropriate to listen and when to speak
• Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams
• Respect cultural differences and work effectively with people from a range of social & cultural backgrounds
• Respond open-mindedly to different ideas and values
• Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Manage Projects
• Set and meet goals, even in the face of obstacles and competing pressures
• Prioritize, plan and manage work to achieve the intended result

Produce Results
• Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

Guide and Lead Others
• Use interpersonal and problem-solving skills to influence and guide others toward a goal
• Leverage strengths of others to accomplish a common goal
• Inspire others to reach their very best via example and selflessness
• Demonstrate integrity and ethical behaviour in using influence and power

Be Responsible to Others
• Act responsibly with the interests of the larger community in mind

So now that you have an idea of the skills students will need to learn to be success as leaders... what do you think we should focus on, besides reading, writing, talking and listening as well as mathematics?

Drop me an email (anne.bunga@det.nsw.edu.au) outlining 3 strengths of our school; a Teachers, Parents and Community Caring for Children, Educating for Life”
couple of weakness; and your top 5 of the skills you believe we should focus on over the next cycle of the School Plan 2015 - 2017. Once everyone has responded to my email account. I will gather the information and share in the next newsletter for further discussion.

Please note: The next few issues of the school's newsletter will be delivered in fortnightly instalments. So please check your child's bag or your email account on the following dates:

November 18th; December 2nd and December 16th 2014 for very important information!!

By the way, check your children's head tonight as we have our Spring outbreak of head lice across every class. Time to get up to our elbows in nit removal solution.

Enjoy the week ahead and learn something new!
Anne Bunga
Principal

Topics in this week’s newsletter include:

- Returning School Equipment
- Enrolling and Departing Students
- Student Banking
- P & C Christmas Raffle
- Notes to be returned
- Calendar dates

Returning School Equipment
It is time to start looking around the house, in particular the children’s bedroom for:-

- library books – we have 4298 overdue books at moment;
- home readers – we have some children with more than 8 unreturned books (in total about 450 home readers in homes);
- maths equipment – like little silver weight of 1gm up to 50 grams; cm blocks in a range of colours in plastic and/or wood;
- sport’s equipment – balls on ropes, handballs, tennis balls, soccerball, frisbees, torpedoes;
- school pencils both lead and coloured
- school scissors.

Thanks in anticipation of a speedy return!

ENROLMENTS 2015/ DEPARTING STUDENTS
It is not too late to enrol your child into Kindergarten for 2015. Just complete the form below.

Now if you are moving out of the area of the Christmas holidays or you have decided to move onto another school please let me know sooner rather than later. Remember the door is always open if you wish to return down the track.

By giving me this information now it makes is so much easier to form classes in 2015. It also affects how many teachers will be engaged in 2015. At this point in time we only have enough students to form 15 classes in 2015 instead of the 16 we have this year. If we lose 5 students this number of classes will drop to 14 classes…… SO PLEASE LET ME KNOW a.s.a.p.

Leaving Students
Child’s name: ____________________________ Date of leaving: ____________________________
Family contact details: __________________________________________________________
New school: ___________________________________________ so that I can release your child to the new school with all of the correct information.

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STUDENT BANKING

Don’t forget that THURSDAY is School Banking day and students should bring in their weekly deposit. For every deposit made at school, no matter how big or small, students will receive a Dollarmites token. Once students have individually collected 10 tokens they can redeem them for an exclusive School Banking reward item in recognition of their continued savings behaviour. Final banking day is December 11th 2014.

Notes to be returned via the silver tin:

Please look for these notes which have been sent home and return as soon as possible, placing the correct money (if necessary) in the envelope and place it in the silver security tin at the rear of the administration block on a Monday, Wednesday or Friday morning. Cheques should be made out to Bargo Public School.

- Year 5 and 6 week 3 day camp - medical notes, activity note
- Kindergarten enrolments 2015
- Departing Bargo Public School in 2015 - notice or a phone call to the office
- K, 1, 2 End of Year Party

CALENDAR – UP COMING DATES

Please refer to the school’s website for upcoming events. Look at the online calendar and any date with a blue triangle indicates a school based event. Simply click on it for more information and access to permission notes.

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<th>T 4</th>
<th>MONDAY</th>
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<tr>
<td>7</td>
<td>18 November</td>
<td>Ms Cayzer R R Training</td>
<td>19 November</td>
<td>20 November</td>
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<td>24 November</td>
<td>Y4.5.6 Camp Tea Tree Gardens Library closed 4 borrowing</td>
<td>25 November</td>
<td>26 November</td>
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<td>3.30 pm LAS/PBIS meeting</td>
<td>3.30 pm STAFF MEETING</td>
<td>3.30 pm Staff meeting</td>
<td>3.30pm Executive meeting</td>
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<td>8</td>
<td>1 December</td>
<td>Office closed due to Annual Financial Rollover</td>
<td>2 December</td>
<td>4 December</td>
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<td></td>
<td>3.30 pm LAS/PBIS meeting</td>
<td>Ms Cayzer R R Graduation</td>
<td>3 December</td>
<td>school banking today</td>
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<td></td>
<td>3.30 pm STAFF MEETING</td>
<td>Ms Jordan R R meeting</td>
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<td>8 December</td>
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<td>3.30 pm LAS/PBIS meeting</td>
<td>Combined Scripture service</td>
<td>3.30 pm STAFF MEETING</td>
<td>Presentation Day assemblies - times TBC</td>
<td>3.30pm Executive meeting</td>
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<td>10</td>
<td>15 December</td>
<td>Moving Day Talent Quest k-6 Overflow assembly</td>
<td>16 December</td>
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<td>16 December</td>
<td>Red food day - canteen K 1.2 Party day @ Narellan Movies 3.30 pm STAFF MEETING</td>
<td>Red food day - canteen</td>
<td>House keeping meeting</td>
<td>2.30pm Yr 6 arch 3pmish Students commence holiday</td>
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<td>17 December</td>
<td>18 December</td>
<td>3.30pm Executive meeting</td>
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CAMP QUALITY PUPPET SHOW

Teachers, Parents and Community Caring for Children, Educating for Life”

Feeling classy?

New women’s exercise classes at Bargo Fitness Centre starting...NOW!

Total Tone Up
9:15am - 10:00am Mon & Fri
Ladies Kickboxing 9:30am - 10:30am Tue & Thu

Bargo Martial Arts and Fitness Centre
213 Great Southern Road Ph: 4684 1079
ADVERTISING, COMMUNITY NEWS AND EVENTS

Because Jesus Cares

Bargo

Building friendships - Strengthen relationships - Be empowered
Light refreshments available
Talk to us about accredited services available
Spiritual Care - Counselling - Financial Counselling - Family Counselling
For further details contact Erich 0437860025
Meets Every Friday 7 PM starting 10/10/14
At Bargo Community Centre, Nathan Rd

Challenging Behaviours Collaboratively Workshops

Busy Bee Kindy

The workshop is aimed at parents only with children diagnosed with ADHD, Oppositional Defiant Disorder (ODD) or Conduct Disorder (CD) or challenging behaviour.

Highlights
- Development of the child and the relationship to seriously challenging behaviour
- Looking for and identifying lost skills in ADHD, ODD, CD
- Parents as partners in managing behaviour
- Strategies to reduce outbursts

Presenter: Dr. Steven Walker
This workshop is not for workers. For families only.
Venue: Busy Bee Kindy 102 Merlin Street, The Oaks
Date: Thursday 5th February 2015 and every Thursday after until 26th March 2015. Time: 6.30-8.30pm Cost: Gold coin donation.
All sessions need to be attended.
No child care available. To register phone Community Links Wollondilly.

Phone: (02) 46832776

Camden Local Area Command
Narellan Police Station
Camden Valley Way
“Open Day”
Sunday 30th November, 10am to 3pm

COPS ARE TOPS
NEW SOUTH WALES

Teachers, Parents and Community Caring for Children, Educating for Life”
BARGO BUNNIES JUNIOR R.L.F.C

NEW REGISTRATIONS FOR 2015 SEASON

FREE FREE FREE

BE A JUNIOR BUNNIE IN THE 2015 SEASON BY REGISTERING AT BARGO SPORTS CLUB AUDITORIUM ON THE FOLLOWING DATES:

- 23/11/14 BETWEEN 9.00 & 1PM
- 29/11/14 BETWEEN 9.00 & 1PM
- 06/12/14 BETWEEN 9.00 & 1PM
- 07/12/14 BETWEEN 9.00 & 1PM

WE WILL REQUIRE A COPY OF A BIRTH CERTIFICATE & AMENITIES BILL TO PROVE AGE & DWELLING AS WELL AS A PARENT OR GUARDIAN PRESENT ON THE DAY

CONTACT US IF YOU NEED US TO COME TO YOU

FACEBOOK: Bargo Bunnies Junior R.L.F.C
EMAIL: bargobunniesjrlfc@gmail.com
PHONE: 0413 202 938

“Teachers, Parents and Community Caring for Children, Educating for Life”