



Lake Munmorah Public School

Term 2 Week 3



Personal Best

Responsibility

Respect



Principal's Report

It was so lovely to welcome all the families back into the school for the **Mothers' Day Breakfast** this morning. Lots of smiles all round from the mums as well as the children.



External Validation

Every five years all schools in NSW go through a process called External Validation. The School Evaluation Team prepare a special report, in line with the School Excellence Framework, to present to a panel of principals and a Director Educational Leadership. This report outlines the school's progress towards excellence, and shares the great work we do here at Lake Munmorah Public School. This report was submitted on Monday this week with the panel to meet on the 20th May, 2021. The panel will validate the information shared and provide feedback on improvements that might be made within the school.

Central Coast Choral Festival

Our wonderful singers went to Wyong Public School last week to join in the choir rehearsal for the Central Coast Choral Festival. The students represented our school with pride and fitted in seamlessly with the other choir members from across the Central Coast.

NAPLAN

Students in Years 3 and 5 will take part in the National Assessment Program - Literacy and Numeracy (NAPLAN) from the 11th May to the 21st May 2021. Lake Munmorah Public School use the online version of the assessment, apart from the Year 3 Writing assessment.

Stage 1 to Art House

Stage 1 students are looking forward to attending the Art House at Wyong to see the performance "Magic Beach". I know the students will love seeing a live show that depicts one of the school's favourite books.



The Crossing Supervisors have requested that parents do not drop their children off in the Crossing Area.

Congratulations to the boys basketball team who competed on Monday. Mr Rowe said the boys competed with excellent sportsmanship and were unlucky to lose a couple of close matches. See Mr Rowe's report later in this newsletter.

Wishing a very happy Mother's Day to all.

Narelle Baldwin

Principal



PBL Awards - Term 2 Week 3



Class	Respect	Responsibility	Personal Best
KJ	Callum	Lani	Nash
KM	Maddie	Aiden	Willow
K1/V	Mason	Remi	Jesse
K-6S			
1W	Emika	Summer	Kobe
1Z	Lilly	Lulu	Max
2L	Amelia	Willow	Sophie
2S	Jack	Rosette	Charlie
2/3W	Chloe	Lillian	Sonny
K-6B			
3C	Ledger	Aysha	Summer
3L	Lonny	Axel	Sunni
4N	Zander	Sage	Hayley
4R	Lucas	Lily	Taj
K-6R			
5C	Kobia	Jett	Paige
5K	Hudson	Kupa	Isabella
6J	Koby	Kane	Riley
6W	Brianna	Hunter	Zavier
Library	Grace 2L		Charlie 6R
RFF	Ayla 4R Charlie 1W	Lani KJ Te Ana 6J	Tanner 2S Phoenix 4N
Wristbands	Ayla 4R	Lani KJ	Taj 4R Sophie 2L

NSW PSSA Basketball – Boys

Congratulations to our boys' team for their excellent sportsmanship at the gala day. Unfortunately, we didn't win a game, but we were very competitive.

Round 1 we had a bye (woo hoo!)

Round 2 we lost 8-7 to Warnervale.

We then played consolation games against Gorokan (lost 20 -10) and then Northlakes which we agonisingly lost 5-4.

Well done to the following boys for their fantastic efforts:

Oliver, Hunter, Xavier, Oran, Isaac, Jack, Hudson and Jett.

Mr Rowe

Coach





LIBRARY NEWS



Hi everyone,

Another Term is starting to zoom by already!!! Book Club Issue 3 closed today. Orders have been placed and should be back at school by this time next week. Issue 4 will be out shortly with lots of more great books and bargains to be had! Again, thank you to all the families who support Book Club by purchasing books for your children to enjoy at home.

Library Talk

May is Family Reading Month. I have encouraged all students to share reading with their families this month. They have been asked to read to adults, siblings and even pets to share their joy of reading. So if you are attempting to sit quietly for 5 minutes and enjoy a coffee, trying to cook the dinner in peace, or driving in the car (captive audience!), you may find that someone wants to read to you. Please enjoy the story



This week in Library we talked about Amazing Animals. We discussed whether there are more people than animals on Earth. (Check out the LIVE World Population Clock to see how many people on Earth at: <https://www.worldometers.info/world-population/>) In case you wanted to know, current world human population is approx: 7,864,035,878. Animal population approx.: 20,000,121,091,000,000,000. (20 quintillion).

We talked about different habitats of animals. We looked at Nat Geo Kids Amazing Animals facts about all sorts of animals including: the Giant Pacific Octopus, the Grey Kangaroo, Gentoo Penguins, Tree Kangaroo, the King Cobra, and Christmas Crabs. Lots of amazing facts!! Check them out at: https://www.youtube.com/watch?v=9vQnKO_2kKk&list=PLQInTIdJs0ZQNDwnQIStNF9LwoSAM7aF

Lastly, we talked about how most animals spend their days foraging for food, whilst at the same time trying really hard to not be someone else's food. If you would like to see a great example of the food chain at work, check out this David Attenborough clip with a BIG surprise at: https://www.youtube.com/watch?v=jo51flu_fjk

Next week in library, it's all about poetry. If you haven't heard this Australian classic in a while check out Banjo Paterson's The Man from Snowy River at: https://www.youtube.com/watch?v=jo51flu_fjk

The Frog

I saw a little frog,
He was cuter than can be,
He was sitting on a log
And I'm sure he croaked at me!



National Simultaneous Story Time



Next week, we will participate in **National Simultaneous Story Time** on Wednesday 22nd May (all classes will experience the book during that week). This year we will be reading a Philip Bunting book – Give Me Some Space. We will be able to see a real astronaut in space reading the book. This initiative is aimed at encouraging reading for everyone – and everyone reading together as one voice #1millionkidsreading

Please encourage your child to borrow and return regularly. I am currently chasing some books that were borrowed back in February and March.

If your child brings home a reminder slip, please help them locate the book/s so they can be returned for others to borrow. Many thanks.

Happy Reading,
Julie Treharne



1-2-3 Magic

& Emotion Coaching

Offering parenting solutions that are easy to learn and that work!

Are you struggling with your child's behaviour? 123 Magic might be the group you have been looking for. Learn how to:

- ♦ Manage unwanted behaviour - helping your children to stop doing what you don't want them to do
- ♦ Encourage good behaviour - helping your children to start doing what you want them to do
- ♦ Emotion coaching - helping children to identify and manage emotions that drive behaviour
- ♦ Strengthen your relationship - reinforcing the bond between you and your child having fun!



**Come along to our three week parenting group
at Lake Munmorah Public School
Carters Road, Lake Munmorah
on Tuesdays from 9:00 am to 11:00 am
25th May, 1st & 8th June 2021
Morning Tea Provided**



**For further information and to register please
contact Claudia on
0434 973 556 or charman@uniting.org**

Uniting



benevolent SOCIETY

Requesting an NDIS-funded therapy service for your child at a NSW public school

Information for parents and carers

This document provides information for parents and carers seeking to have NDIS-funded services delivered at school.

There are 4 key steps for parents and carers who want an NDIS-funded service delivered in school:

1. Ask the school in writing
2. Meet with school staff to discuss details
3. The principal considers your request, taking into account the needs of your child, other students and the operations of the school
4. The principal lets you know whether or not the provider can deliver their services at the school.

NDIS-funded therapy supports and schools

Some children and young people with disability may benefit from allied health and specialist therapies. Examples include physiotherapy, speech pathology and occupational therapy. In most cases, these therapies can be delivered at home or in a therapist's office. Some therapies may be best delivered in school during school time.

The NSW Department of Education and the National Disability Insurance Agency (NDIA) recommend that therapy services funded through a child's NDIS support plan are best delivered outside of school time. This allows the school to focus on teaching your child and all other students, and ensures your child does not miss out on important learning time.

Schools work with both parents and allied health providers to meet the needs of students and support their learning and development. This may include sharing information about the student and what activities might work best to support them. In some cases, where it is suitable, this may mean working directly with the provider in the classroom.

The principal is responsible for deciding when and how therapy services are delivered in the school. The principal will make decisions that ensure that the school is able to run to benefit all students and without disrupting learning. The principal will manage any services that come into the school in a way that supports children to continue to take part in classes and school activities.

How to request the service for your child to be provided at school

1. Firstly, make your request to the principal in writing so that there is a record of your request. The principal will consider your request.
2. Meet with the principal or the school staff they nominate. This may be during your normal planning meetings with the school about your child's learning and support.
 - a. You may want to invite the therapy provider to the meeting. Note: Schools will not meet any costs for providers to attend meetings at school.
 - b. Bring all relevant documents and information to the meeting. This may include reports from specialists or therapists, or your child's NDIS support plan.
 - c. Discuss with the school possible days and times for the service to be provided at school.
3. The principal will then need time to consider your request and let you know their decision.



The principal will consider a number of important matters

After your meeting with the school, the principal will consider a number of matters including:

- the school's duty of care to all students and staff
- how the service relates to your child's needs
- impacts on your child if they will need to leave the classroom to receive therapy
- arrangements to ensure that your child is adequately supervised when receiving the service
- effects on other students if the service needs to be provided in the classroom
- whether the service needs to be delivered at a particular time of the day.

The principal will let you know about their decision

If the principal agrees for the service to be provided at the school, you will need to let the provider know. This includes letting them know the agreed times and days for the service to be delivered at school.

If the principal decides that the service is not able to be delivered at the school, talk to the school about how the service delivered outside of school can support your child's learning. The school may decide to talk directly with your provider about how the provider's services can help with your child's learning goals.

Providers coming into a school need to meet legal requirements

Before starting work in a school, the service provider will be asked to show that they comply with certain legal requirements. This includes a Working with Children Check clearance for all provider staff working in the school. The school will give providers information about these requirements.

Providers will be asked to sign a written agreement with the school. This agreement sets out how they will work in the school, including the agreed times and days for the service to be delivered. The provider will need to record the details of the services that they will provide to your child in the school. You can request a copy of the agreement between the school and the

provider, including information that relates to your child.

The school has the right to stop a provider's access if:

- the provider breaches their agreement with the school
- the principal decides the service does not support your child's educational needs or goals
- the service impacts on school operations.

The principal will contact you before they take this step. If you are unhappy with this decision, you should discuss it with the principal.

Your ongoing role when a provider is working in a school

Under your child's NDIS plan, you will have a service agreement with the provider you have chosen for your child's therapy support. This means you will continue to have a role when it is agreed that the service will be delivered at school. This includes:

- Letting the therapy provider know that the school has agreed to them working with your child at school at the agreed times and any other conditions. This information will be included in the written agreement with the school.
- Telling the therapy provider as soon as possible if your child is absent from school on a day when the provider is supposed to go to the school.
- Telling the service provider if other activities at school mean that therapy cannot take place. For example, when sports carnivals, excursions, or special events or assemblies are scheduled.
- Telling the school if you stop using the service or change providers.
- Meeting or talking regularly with school staff to review your child's personalised learning and support plan, and talking about how the service is going.

Schools will not assess providers

Schools will not assess the professional skills of therapy providers or evaluate their accreditation. However, if the school has concerns about the service being delivered to your child, the school will discuss these concerns with you.





Lions Club of Gwandalan
Lioness Inc

Pre-loved Clothing Sale.

"DRESSED BY LIONESS"

Saturday 15th May

Community hall, Koowong

Rd Gwandalan



Men's, Women's and
children's clothing

Boutique bargains.

Shoes and Accessories.

Come along and grab a bargain.

\$5 for a bag of clothes.

Amazing Raffle.

Doors open

at 8am.

