

The Diwan
**EUABALONG WEST
PUBLIC SCHOOL**
Newsletter

Principal's Message

by Mr Clifton
Principal

Welcome back to Term 4! I hope everyone is enjoying the beautiful spring weather on Wiradjuri Country. It's wonderful to be back into the swing of things at school, with lots of learning already happening in classrooms. As the term gets underway, we're focusing on providing engaging lessons and rich learning experiences for all our students.

I was thrilled to hear that our first Cultural and Community Day was a great success while I was on leave. This event was a fantastic opportunity to celebrate our local culture, build connections, and create memorable experiences for our students. A huge thank you to all the staff, families, and community members who helped bring this special day to life. It's events like these that make our school community such a wonderful place for our students to grow and learn. Your support is always deeply appreciated.

I would like to address a significant concern: attendance. We have noticed a substantial drop in student attendance, which is worrying. Regular school attendance is crucial to every child's education. Each day at school is an opportunity for your child to learn, build relationships, and develop the skills they need to succeed. When students miss school, they miss out on learning, and it can be

difficult for them to catch up. This has a significant impact on their academic achievement and their wellbeing.

I strongly encourage all families to read the pages in this newsletter that focus on the importance of school attendance. We cannot stress enough that the most impactful thing parents can do for their child's education is to ensure they attend school every day they are well enough to do so. Attending school consistently sets up a positive routine and helps students feel connected to their learning and their peers.

Please do not let your child stay home unless they are unwell.

The negative impacts of low attendance are serious. Students who miss days of school miss out on important concepts taught on those days, which affects their progress over time. This can lead to gaps in knowledge and a lack of confidence, which can persist through later years of schooling. Let's work together to give every child the best possible chance to succeed by making sure they are here at school, learning every day.

If you have any concerns or questions, please don't hesitate to reach out. We're here to support you. Thank you for your ongoing support, and let's make this final term of 2024 one filled with growth and achievement!

Andrew Clifton

Why does school attendance matter?

Research consistently shows that regular school attendance is important to students' learning, wellbeing and development. Attending school gives students the opportunity to benefit from the teaching and learning programs and other educational and developmental experiences that school environments provide. This section summarises the research findings on the impacts of school attendance.

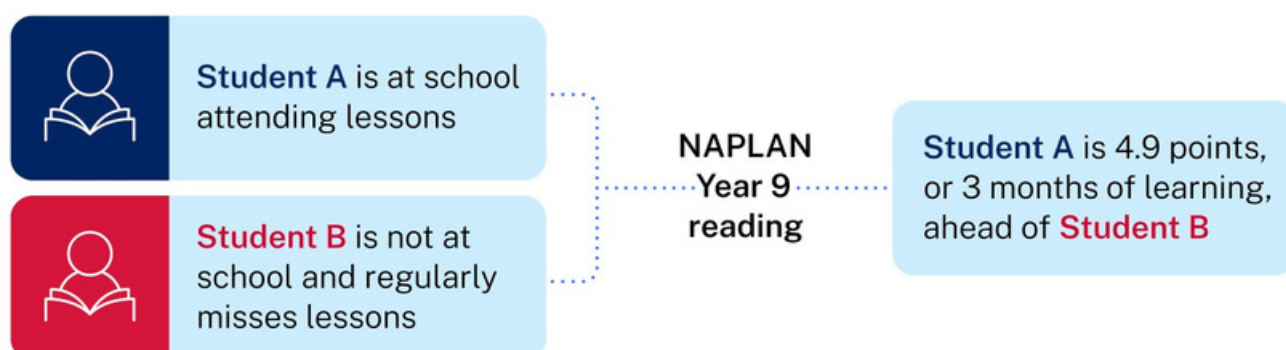
Attendance impacts student learning and academic achievement

Low school attendance is linked with poorer academic achievement and other educational outcomes. Key findings from Australian research are summarised as follows:

- Higher rates of absence from school are associated with lower NAPLAN scores (Daraganova et al. 2014; Hancock et al. 2013).
- The link between student absence and achievement is stronger among students who are disadvantaged due to structural inequities (Hancock et al. 2013).
- Unjustified absences may have a greater impact on achievement than authorised absences, likely due to co-varying factors. That is, students who are more likely to have unjustified absences are also more likely to be from low socioeconomic status (SES) backgrounds or face other kinds of disadvantage that impact their academic achievement (Hancock et al. 2013; Hancock et al. 2018).
- In NSW, students who report positive attendance behaviours in Year 7 are on average 3 months ahead in their learning by Year 9, compared with students who have poor attendance behaviours (Figure 5 CESE 2017).
- The Australian research is generally consistent with international evidence for low attendance having a detrimental impact on student learning and achievement (for example, Aucejo and Romano 2016; Carroll 2010; Gottfried 2015; Liu et al. 2021; Paredes and Ugarte 2011).

Figure 5

The effect of attendance behaviours in Year 7 on Year 9 NAPLAN reading scores (CESE 2017:6)



Attendance impacts wellbeing, development and long-term outcomes

Students who are frequently absent from school are more likely to not complete Year 12 and experience poorer long-term social, health and economic outcomes. These include:

- increased likelihood of dropping out of school (Rocque et al. 2016)
- social isolation from the school community and peers (Gottfried 2015)
- poorer mental health and social functioning (González et al. 2019)
- negative effects on income and long-term earnings potential (Cattan et al. 2023)
- increased likelihood of involvement in the youth justice system (Epstein and Sheldon 2002; Tanner-Smith and Wilson 2013 as cited in Kearney and Graczyk 2014)
- increased likelihood of requiring social assistance (Christenson and Thurlow 2004 as cited in Kearney and Graczyk 2014).

Attendance patterns can persist throughout a student's schooling

Australian research shows positive attendance patterns are often established in early primary school, with positive school transitions playing a key role in setting these patterns (Daraganova et al. 2014). The research suggests it is important to identify and address problematic attendance behaviours early on in students' schooling.

Small improvements in attendance can have meaningful impacts on student outcomes

Research shows promising evidence for several school-based strategies to improve student attendance, though more high quality research is needed. A recent review by the Education Endowment Foundation (2022) found several approaches to be effective in improving attendance in ways that lead to meaningful change in student outcomes.

This paper outlines evidence-based strategies for improving attendance under 'What can schools do to improve attendance?' (page 26). Teachers and school leaders can use the accompanying resource [Understanding attendance research review – what educators need to know](#) when unpacking the evidence to inform their planning and implementation of attendance strategies.



Attendance Matters

At Last Newsletter

Year to Date

71% ↓ 71%

Our attendance goal is for all students to attend school 95% of the time.

Regular attendance at school is essential for students to achieve quality life outcomes. Schools, in partnership with parents, are responsible for promoting the regular attendance of students.

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age of 17 years. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school. Children are required to attend school each day it is open for students.

Link to [Compulsory School Attendance Information for Parents Document](#).



Curriculum Focus

by Mr South

Assistant Principal, Curriculum and Instruction

Recently, staff have been meeting to collaborate on our School Excellence Plan and our 2025 External Validation.

Our School Excellence Plan is a three-year roadmap for school success. It guides teacher professional learning and focuses on the areas where our school can make the most significant improvements. Throughout this period, we continuously monitor our progress, set goals for school improvement, and make adjustments as needed.

External Validation is a process designed to ensure high-quality teaching, learning, and effective school management. In preparation, we collect and present evidence showcasing our school's operations. This evidence allows evaluators to assess our procedures and practices in enhancing teaching and learning.

From this, they evaluate us against the School Excellence Framework and provide feedback that shapes our school's directions for the coming years.

We are working hard on self-evaluation and evidence collection to support this process. It is a highly reflective exercise that has already helped us enhance the teaching and learning happening at our school.

We have also been focusing on improving our assessment practices and data collection to drive teaching and learning and track students growth over time.

Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just... they miss weeks per year and years over their school life

1 day per fortnight = 4 weeks = Over 1 year missed

1 day per week = 8 weeks = Over 2.5 years missed

Why attendance matters



When your child misses school they miss important opportunities to:



Learn



Make friends



Build skills through fun

Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...

they miss weeks per year

and years over their school life

1 day per **fortnight**
 = **4** weeks = Over **1** year missed

1 day per **week**
 = **8** weeks = Over **2.5** years missed



Kukuparra News

By Miss Lesker

The K-2 Kukuparra students have had a busy start to Term 4 and are looking forward to lots of wonderful events and activities for the rest of the year. They have already started practising for a special performance at the end of year presentation night.

The students had lots of fun in Science at the end of Term 3 designing and making a toy that moves. They used recycled materials to design, produce and test a toy that could be pushed or pulled. The students painted and decorated their toys and then demonstrated how they moved either by pushing or pulling.

In Maths, the K-2 students have been participating in hands on learning activities to measure, record, compare and estimate the masses of objects using uniform informal units. They used an equal-arm balance to compare the masses of two objects and record, which is heavier or lighter. The students have used a balance to find two collections of objects that have the same mass.

In Science this term, K-2 students are learning about digital technologies that can be found in everyday life and how they help us. The students went on a digital technology hunt around their school and took photos of all the technology they could find. They then drew a picture of one piece of digital technology that they found and explained how it was used in everyday life.



Marrawuy News

By Mr Clifton and Mr South

The 3-6 Students have had the opportunity to engage in Child Protection lessons.

Stage 2 looked at our right to feel safe and had lessons about showing respect and how to manage challenging safety and social relationships. Stage 3 have been learning about changing relationships over time and the qualities that make up positive and negative relationships.

Students engaged in a range of tasks, including having to work collaboratively to meet challenging goals and design a poster where they needed to work together in order to assign roles to ensure everyone felt valued and included. We will continue our work in Child Protection later in the term.

Our students have also been focusing on improving their writing skills. They have been learning how to create persuasive texts encouraging circuses to discontinue the use of wild animals as part of their performance. Using the mentor text 'The One and Only Ivan', they have learned more about the topic and have begun to form arguments persuading politicians to outlaw the use of wild animals in this show.

We look forward to reading the finished product!



Kindergarten Transition

Over the course of Term 3, we have had our 2025 Kindergarten students, Kelly and Brodie, join us for Kindergarten Transition!

These sessions continue throughout Term 4, giving our newest students a head start as they begin to learn and explore the routines and environment of school life.

Transition is a wonderful time for these young learners to gradually adjust to the rhythm of the school day, familiarise themselves with our classrooms, and make connections with teachers and peers. Each week, they engage in fun and meaningful activities that introduce them to early literacy, numeracy, and social skills, all designed to help them feel comfortable and confident for their official start in 2025.

They're also learning to navigate the routines of school, such as lining up, participating in group activities, and following directions. These small but important steps are helping build a solid foundation for their full-time schooling journey next year.

We've been thrilled to see their enthusiasm and curiosity as they discover new things each week. Welcome Kelly and Brodie!





"The beautiful thing about learning is that no one can take it away from you." – B.B. King

Well done, Erin!

We are incredibly proud that Erin recently received a heartfelt letter from the Minister for Education, acknowledging her exceptional commitment to learning and her admirable community spirit. This special recognition is a result of the positive impact Erin has had at Euabalong West Public School.

The Minister praised Erin for her cooperative attitude, kindness, and consideration towards her peers, noting how these qualities make her a valued member of our school community. The Minister's letter highlighted Erin's potential as a natural leader, sharing how she actively listens to others and serves as a role model to younger students, setting a positive example through her actions.

In the letter, the Minister also recognised Erin's pride in her culture and her admirable qualities as an ambassador for our community. It's inspiring to see Erin's growth as a student and her commitment to upholding the values we cherish at Euabalong West. Her dedication to both her studies and her peers is truly commendable and it is wonderful to see her efforts celebrated in this way.

Congratulations, Erin, on this well-deserved recognition! We look forward to seeing your continued success and contributions to our school and community. Keep up the fantastic work—you make us all proud! Never stop being a leader and a learner. You're a natural!



Cultural and Community Day

Our first Cultural and Community Day was wonderful, bringing together students, staff, families, and community members for a memorable celebration of Wiradjuri culture and community spirit. Students enjoyed a day rich with hands-on activities, exploring cultural traditions, and learning from local community members who generously shared their time and knowledge.

One of the highlights of the day was making Johnny Cakes, an exciting and delicious experience for all involved! Students also had the opportunity to paint boomerangs, adding their own creative touches while learning about the significance of these cultural symbols. Through each activity, students gained insights into Wiradjuri culture, enhancing their understanding of and appreciation for the traditions that shape our community.

We extend our heartfelt thanks to the Murrin Bridge Local Aboriginal Land Council for their generous support in providing the delicious food for our recent Cultural and Community Day. Their contribution played a vital role in making the day a memorable and enriching experience for our students, staff, and community members. Sharing food together strengthened our connections, and we are deeply grateful for the role Murrin Bridge Local Aboriginal Land Council played in fostering this spirit of community and cultural appreciation. Thank you for helping make our day such a success!

We are deeply grateful to everyone who contributed to this special event, from the community members who shared their expertise to the families who joined us. The support and participation of our community made this day truly exceptional, providing our students with a meaningful connection to local culture and fostering a deeper sense of community.

Thank you to all who attended and helped make our first Cultural and Community Day a day to remember! We look forward to our next Cultural and Community Day, where we will continue to provide our students with opportunities to learn about Aboriginal cultures and history and to connect with our community.



Calendar Term 4 2024

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday & Sunday
6		19th November P&C Meeting 3.30pm		21st November Lake Cargelligo AECG Meeting 3.30pm 2025 Kindergarten Transition		
7	25th November Swimming Lessons	26th November Swimming Lessons	28th November Swimming Lessons	29th November Swimming Lessons	30th November Swimming Lessons	
8	2nd December Swimming Lessons	3rd December Swimming Lessons	4th December Swimming Lessons	5th December Swimming Lessons	6th December Small Schools Swimming Carnival	
9			11th December Year 6 Farewell Dinner			
10		17th December Presentation Day	18th December Last day of school for 2024			

IMPORTANT UPCOMING EVENTS AND KEY DATES

Week 7

25th November-
30th November

Swimming Lessons

Week 8

6th December

Small Schools
Swimming Carnival

Week 10

December 18

Last Day of School
for 2024