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Term 1 Week 7

Principal's Report



I would like to express my gratitude for the support our P&C has provided to our School Swimming and Water Safety program. The provision of a bus for the 5 days greatly reduced time and demands upon all families with travel to and from Dorrigo. I am grateful for the expertise provided by our swim coaches, Richie and

Caleb. It was a special moment for our school to have an ex-Hernani student make such a significant contribution to our learning experiences. Both Caleb and Richie's enthusiasm and passion for swimming, as well as the opportunities swimming provides was a highlight as we concluded our lessons. I am not sure, however, whether this was surpassed by the ice-cream treat. To our bus drivers, Shaun, Mark and Graeme we say a special thank you for driving us safely into town for our lessons and back to school. All students are to be congratulated upon their progress throughout the program and I am certain that the Term 4 Swimming and Water Safety Program will be an invaluable opportunity to build upon and expand our new confidence and skills.

This year we are following up on feedback and suggestions for improvement from parents and expanding the use of School Bytes to streamline communication. We request that communications with staff are sent via the Hernani Public School

email: hernani-p.school@det.nsw.edu.au

We have published our School Behaviour Support and Management Plan on our website:

[Rules and policies - Hernani Public School](#)

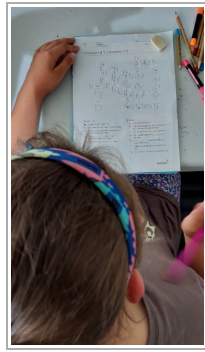
We are looking forward to sharing our learning experiences and showcasing students' achievements at our first formal assembly for the 2025 school year, to be held on Friday 21 March at Hernani Public School. **Please advise if you are able to join us for our Harmony Day lunch followed by the assembly.**

An important reminder that every student requires a broad-brimmed sun hat. If you are awaiting on an order, please send in a non-uniform broad-brimmed hat for your child to wear in the meantime. With the arrival of autumn we request that parents please check that your child has a jumper in their school bag every day. Our jobs as teachers and parents are also made much easier if all items are labelled. This includes hats, drink bottles, clothing, and belongings. It is frustrating for parents when items go missing and are not returned and when we as teachers have lots of unlabeled clothing to sort out. We thank you for your assistance with this.

Learning from home - TC Alfred

During the period when our school was non-operational due to Tropical Cyclone Alfred, students were engaged in learning from home to ensure they continued their education.

Thank you to parents for sharing photos and providing us with an insight into your child's learning from home experiences.



lifecycle of a lion. Check out their responses.

In Creative Arts on Friday, we made a tropical fish. First, we used oil pastels to draw, then we painted our background with watercolour. They turned out beautifully!

Then we headed to the library for borrowing and Miss Curr was super impressed with everyone's book hunting and all the help in sorting the library. We looked at the Premier's Reading Challenge and discussed the rules. We also made a Book Jellyfish - this required a lot of tricky folding!

We have also been completing dance lessons through Amplify. We have been learning about our kinesphere and low, medium and high levels of dance.

On Friday 28 February it was Schools Cleanup Day, and since we had been completing lots of swimming lately, we took a walk around the school and tennis court collecting lots of rubbish to help with this awesome initiative. Sport was postponed to Monday when Mrs Bingle took the children through some general athletics activities, such as baton-passing and running, and ended the session with a fun (and safe!) student-designed obstacle course.

Sunny Baff

completed each activity

Use evidence from the video to complete each statement.

An extremophile can ... survive extreme and harsh environments and temperatures up to 82.2 degrees Celsius in water. And they can also survive the coldest and harshest environments and in water as low as -24.4 degrees Celsius.

Scientists study extremophiles to ... try and solve many of earth's problems. They think that it could lead to the development of a family genetic medication. It could also lead to creating new types of bio fuel. Extremophiles could also protect humans from radiation exposure

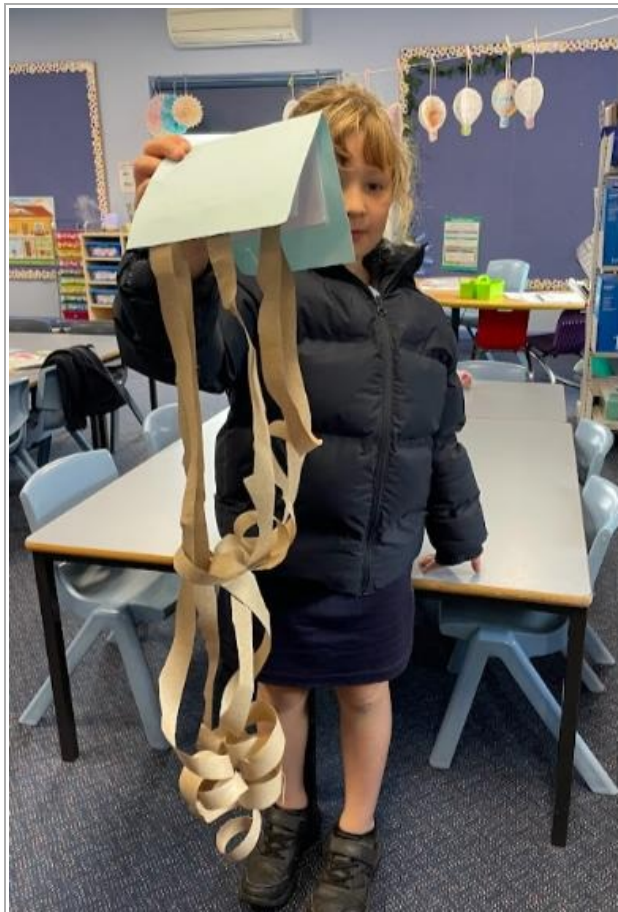
Panda cub		Cubhood		Life Cycle Diagram Checklist
Birth to 4 months	4 months to 2 years	4 months to 2 years	and eating bamboo	
				<input checked="" type="checkbox"/> A title <input type="checkbox"/> A drawing of your mammal at each stage <input type="checkbox"/> The age of your mammal at each stage <input type="checkbox"/> A fact about your mammal at each stage
Independence 2 years	Maturity 4 to 6 years			

News from Miss Curr

March is upon us, and we are super busy in the classroom! Check out what we have been getting up to on Fridays. We start our mornings with fruit break and a morning meeting which consists of a greeting, what's on today, expectations, announcements and a positive primer - we love when 3-6 join us for this, as it makes for a nice big circle!

We have then been engaging with our science unit, Living Things. K-2 will share more of this at our assembly but 3-6 have been using an interactive program called Inquisitive. Sunny has been looking at extremophiles and why we study them, while Mackenzie has been looking at the





- We need to create a sign to help keep our roadsides clean and encourage people not to throw rubbish out of their vehicles.



Schools Clean-up Day

On Friday 28 February, we spent the afternoon participating in this special event (which has been running for 35 years). We are delighted to report that our school was a very clean environment with minimal rubbish. Students used their keen eyesight to collect small pieces of wire at the tennis courts, making our local tennis courts a safer place for all. The wire collected was a result of the upgrade and replacement of the old Hernani Tennis Court fence. After discussion and analysis of rubbish found, our students came up with the following observations and recommendations:

- At school, we should try not to use plastic bags in our lunch boxes (as these were found in the playground). We know that plastic is not good for the environment and can end up in waterways. We learnt that our rivers are part of the Clarence Valley catchment, and the rubbish will possibly end up in the ocean via the Clarence River at Yamba. We all know that plastic in our oceans is not a good thing!
- We should try and encourage people not to throw rubbish out of their vehicles (we found a takeaway food wrapper and a drink can) next to the Armidale Grafton Road.



Stage 2 & 3 news

As we are embracing uninterrupted time for learning now that our swimming lessons are finished, we are all eagerly learning about Poetry. Our minds are being expanded as we learn about figurative language, how poets use words to create rhythm, metaphors, onomatopoeia, connotation, and perspective. We have all experienced success as we have written our own poems and are looking forward very much to sharing these at our first assembly. We have learnt that punctuation is important as it guides the reader, creates rhythm, and guides expression. Did you know that our poems are going to be published in the Plateau News?

In Mathematics we have been learning to read, write, and represent 12-digit numbers. We have been learning about standard and non-standard partitioning and have had lots of fun challenging each other with Mastermind. During the next two weeks, we will be learning about strategies for addition and subtraction and measuring area and perimeter.

Second Step

We want your child to be as successful as possible at school. Success in school is not just about reading and maths. It is also about knowing how to learn and how to get along with others. This year we are using the Second Step program to teach these critical skills.

The Second Step program teaches skills in the following four areas:

1. **Skills for Learning:** Students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with schoolwork.


2. **Empathy:** Students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.


3. **Emotion Management:** Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.

4. **Problem Solving:** Students learn a process for solving problems with others in a positive way.

Keep an eye out in our newsletter for overviews of our learning in Second Step - the first few are below. These are a great way for you to understand what your child is learning and for your child to show you what he or she knows.

If you have any questions about the Second Step program, please do not hesitate to contact the school for more information.

	What is My Child Learning? Your child is learning rules for how to be a good listener.	Why is This Important? Being good listeners helps children be better learners. Following the Listening Rules helps children listen and pay attention in class.
Ask your child: What are the Listening Rules in your class? (Read each rule below and do the action along with your child.) Eyes watching: Point to your eye. Ears listening: Cup your ears with your hands. Voice quiet: Put your finger to your lips. Body still: Hug your torso with both arms.		
Why is it important to follow the Listening Rules? Possible answers: It helps you learn. It is respectful.		
Practice at Home Before giving directions for daily activities, such as getting ready for school, setting the table, or getting ready for bed, remind your child to use the Listening Rules. For example: You need to use your Listening Rules now. Do the actions for each rule along with your child, then give the directions: Please put a placemat and a knife and fork on the table for each person.		

	What is My Child Learning? Your child is learning that you need to use your eyes, ears, and brain when you focus attention on something. Your child is also learning that saying things to yourself (self-talk) can help you pay attention.	Why is This Important? Being able to focus attention helps children be better learners.
Ask your child: What can you do to help you focus attention? Possible answers: Look at what you want to focus on. Use an attent-o-scope.		
Can you show me how to make and use an attent-o-scope? (See directions at right.)		
What words can you say to yourself to remind you to pay attention? Possible answers: Focus, listen, pay attention, look carefully.		
Practice at Home Before giving your child important information, let your child know that you really need his or her focused attention. Then ask your child to repeat what you said. For example: This is important. I need you to focus your attention. Pause for your child to focus. Please give this note to your teacher. It tells her that I'm picking you up early from school today to go to the dentist. Now please repeat what I said.		

NAPLAN for Year 3 and Year 5

Week 7:

Wednesday 12 March - Writing

Thursday 13 March - Reading

Week 8:

Monday 17 March - Conventions of language
Tuesday 18 March - Numeracy

NAPLAN 2025

Information for parents and carers

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it is important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum and allows parents/carers to see how their child is progressing against national proficiency standards.

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, but it can provide teachers with more information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working, and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Online NAPLAN tests are designed to provide precise results and are engaging for students. The tests are tailored (or adaptive), which means that each test presents questions that may be more or less difficult depending on a student's responses. This helps students remain engaged with the assessment.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

All Year 3 students will continue to complete the writing assessment on paper.

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REPORTING AUTHORITY

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content linked to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for all Year 3, 5, 7 and 9 students. ACARA supports inclusive testing, so all students have the opportunity to participate in the National Assessment Program.

Information on adjustments available for students with disability who have diverse functional abilities and needs is provided in the [National protocols for test administration](#).

Schools should work with parents/carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN.

To help inform these decisions, you may consult the National protocols for test administration (linked above), [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), and our [series of videos](#) where parents/carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.

What if my child is absent from school on NAPLAN test days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by letting them know that NAPLAN is a part of their school program and reminding them to simply do their best. Some explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests; however, it is not necessary for parents/carers to do this. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at [NAP – Public demonstration site](#).

How is my child's performance reported?

From 2023, NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected of the child at the time of NAPLAN testing, based mainly

on what has been taught in previous years of schooling. Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school.

How are NAPLAN results used?

- Students and parents/carers use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at myschool.edu.au.

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

To learn how ACARA manages personal information for NAPLAN, visit nap.edu.au/naplan/privacy.

NAPLAN timetable

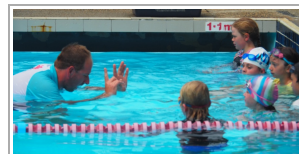
The NAPLAN test window is 9 days. This is to accommodate schools that may not have the capacity to complete the tests in a shorter time frame. **The NAPLAN test window starts on Wednesday 12 March 2025 and finishes on Monday 24 March 2025.** Schools will schedule the tests as soon as possible within the testing window, prioritising the first week.

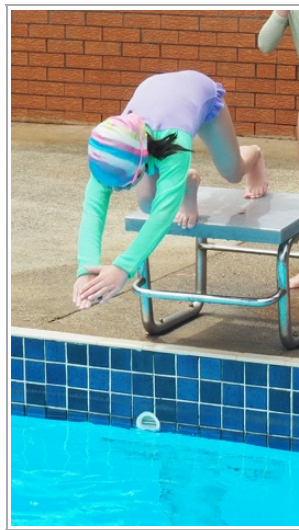
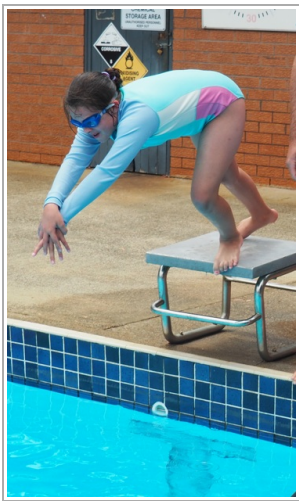
Test	Scheduling requirements	Duration	Test description
Writing	Year 3 students do the writing test on paper on day 1 only. Years 5, 7 and 9 writing must start on day 1 (schools must prioritise completion of writing on day 1, with day 2 only used where there are technical/logistical limitations).	Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min	Students are provided with an idea or topic called a writing stimulus (or prompt) and asked to write a response in a particular genre (narrative or persuasive writing).
Reading	To be completed after the writing test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students read a range of informative, imaginative and persuasive texts, and then answer related questions.
Conventions of language	To be completed after the reading test.	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Students are assessed on spelling, grammar and punctuation.
Numeracy	To be completed after the conventions of language test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students are assessed on number and algebra, measurement and geometry, and statistics and probability.

Swimming & Water Safety Lessons

Our next Swimming & Water Safety Lessons will be scheduled in Term 4 2025. We look forward to discussing our tentative planning for this program with the P&C this coming Friday 7 March at 3.15pm.

A few more photos of our lessons for Term 1.





Supporting Your Child's Reading Journey

In their first year of learning, your child will focus on understanding letter sounds and how to blend them to read short words. As they gain confidence, they will start reading decodable books that match their skills and help reinforce what they've learned.

What Comes Next?

As they progress, your child will learn about more complex sound combinations, like digraphs (two letters that make one sound, such as "sh" in "she"), trigraphs (three letters making one sound), and quadgraph (four letters for one sound). Once they're comfortable with these, they can begin

reading simple texts that are not strictly decodable.

Building Reading Skills

As they continue to grow, your child will read more challenging texts, using their knowledge of sounds, syllables, and word parts to read accurately. The goal at this point is for them to read aloud fluently—meaning they can read accurately, at a good speed, and with expression.

Ways You Can Help:

Read Together: One of the best things you can do is read with your child. It makes reading fun and supportive!

Encourage Them: If they make a mistake, gently ask them to try sounding out the word again. Then, read the whole sentence together to help with understanding.

Ask Questions: Talk to your child about the stories they read. Asking questions helps them connect what they're reading to their own experiences.

Take Turns: Make reading enjoyable by taking turns reading pages. This will help them learn how to read smoothly.

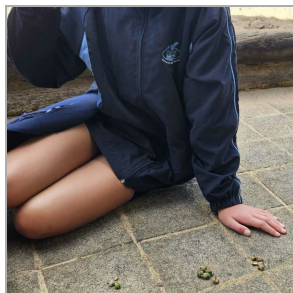
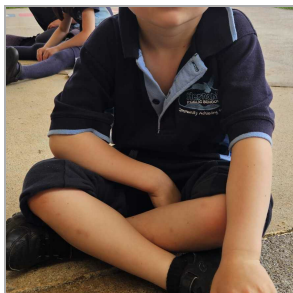
Celebrate Achievements: Celebrate every book they finish! Acknowledge their effort and hard work, no matter how small.

Happy reading! If you have any questions or need more tips, please reach out!

Monday afternoon maths

After a sweaty session of cross country and athletics practice, all students K-6 finished the afternoon with a competition to see who could collect the most acorns. We then had to organise our acorns in a way that made counting easy, such as by 2s, 5s or 10s. We were having so much fun organising and counting that we completely forgot to crown a winner!

My New Gallery



Upcoming Events:

Friday 21 March - Harmony Day

Wednesday 12 March to Monday 24 March - NAPLAN (Test Window)

Friday 14 March - P&C Meeting

Agenda items: (as per the noticeboard at school)
Hernani Public School Annual Financial Statement,
P&C to purchase baking paper (student's lunch preparation), Bus for Swimming Term 4, Peaches Run-Thursdays, P&C Freezer, Back up lunch items, Cubby House, Sand Pit Cover.

Thursday 10 April - P&C AGM 3.15pm



**Quilters and Patchworkers
of New England Inc.**

Quilting & Needlework

Exhibition

15TH AND 16TH MARCH 2025

9.00am – 5.00pm Saturday

9.00am – 3.00pm Sunday

**At
LEGACY HOUSE**

FAULKNER STREET, ARMIDALE

*Entry: Adults \$5.00
Children under 10 yrs free*

(Tea, Coffee, Sandwiches and Slice available at nominal charge)

Contact

Robyn Wood (02) 67726368

Harmony day

everyone belongs...

Harmony Week is the celebration that recognises our diversity and brings together Australians from all different backgrounds. It's about inclusiveness, respect and a sense of belonging for everyone.

Bring a plate of food to share and wear something the colour **ORANGE**

Parents are welcome to join us at 11:30am for lunch and stay on for our school assembly at 2:30pm



21st March



To also celebrate Ride to School Day - Meet at the Tennis Courts at 8:45am to ride your bike or scooter to school

