

TERM 2 NEWSLETTER 2024

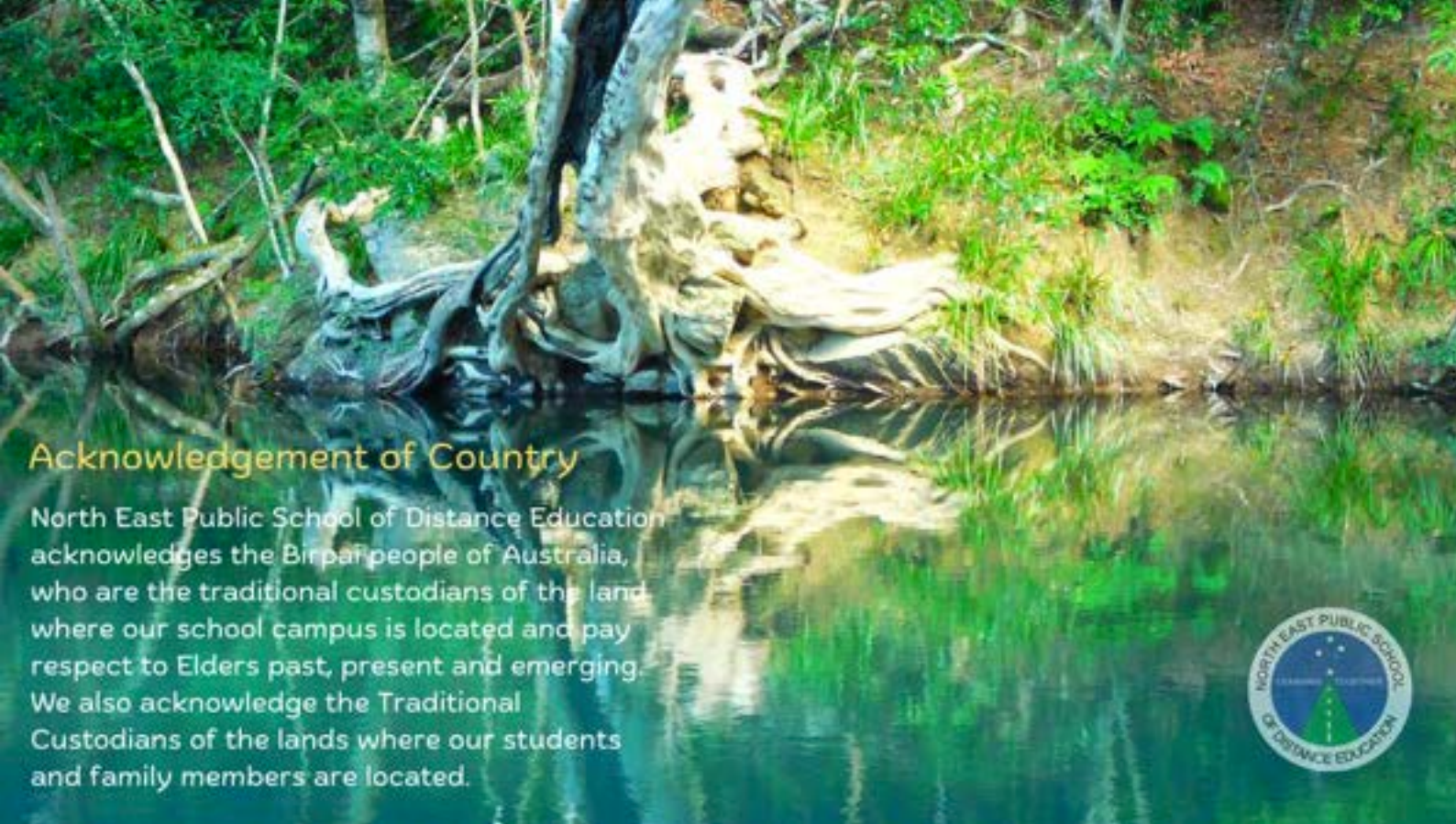
NORTH EAST PUBLIC SCHOOL OF DISTANCE EDUCATION



A SCHOOL COMMUNITY FULL OF LEARNING SURPRISES

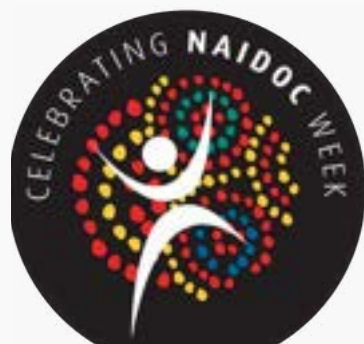
- Acknowledgement of Country
- Principal's Message
- National Simultaneous Story time
- House Cup Book Reviews
- Student Semester 1 Reports
- Satellite Studio Uplift
- Band Workshop Day
- Muster Days
- Professional Learning - School Plan Focus Areas
- Deputy Principal's Message
- Anzac Day
- NEPSODE Find-A-Word Challenge
- Glossary of terms you may hear at NEPSODE
- Coming Up in Term 3
- Contact Us





Acknowledgement of Country

North East Public School of Distance Education acknowledges the Birpai people of Australia, who are the traditional custodians of the land where our school campus is located and pay respect to Elders past, present and emerging. We also acknowledge the Traditional Custodians of the lands where our students and family members are located.



KEEP THE FIRE BURNING! BLAK, LOUD AND PROUD

7-14 JULY 2024

NAIDOC Week celebrations are held across Australia each July, celebrating the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. It is a great opportunity for all Australians to participate in a range of activities and support their local Aboriginal and Torres Strait Islander community.



Principal's Message - Term 2 wrap up and looking forward

The NEPSODE Virtual Playground

Thank you to all those students who connected with other NEPSODE students in our Virtual Playground this term. Our playground link is emailed every Tuesday and Thursday to parents. Students can visit the playground on these days between 1.30pm and 2.00pm Eastern NSW Australian time. In the playground students can:

- **Visit the Harbour Hangout** - be greeted by the teacher on duty (Harbour Master) and other students from our school. From here, you can choose to visit another playground area.
- **The Clubs Hangout** - The teacher in this area is offering activities for students to participate, alongside known and new schoolmates. The teacher leads the activity and students can interact with the teacher and, if they choose to, other school friends who are participating too.
- **The Games Hangout** - the teacher in this area is hosting organised games. The games are shared digitally with all students in the Hangout, so they can play together, turn taking and cooperating to take part.
- **The Hook Hangout** - the teacher in this area is facilitating a supported space where students can talk with each other and share their passions about areas of interest. Students help to decide the topics and often bring along examples to show, share and discuss with each other. We have discussed lego, minecraft, collections and pets as some of our shared interests.

We would really like some feedback on our Virtual Playground so we can improve this aspect of our school activities. Please follow the link to participate as a student or parent in our survey . Many thanks.

LINK to Virtual Playground feedback form here

CLICK HERE 

House Cup Term 3 - Term 3 is shaping up to include many more learning adventures and House Cup activities for students and their families. With summer Olympics in Paris, I can imagine our House Cup physical challenge may take on an 'Olympic flavour' perhaps.

School's 20th Birthday - August 4th is the official 20th birthday of our school - North East Public School of Distance Education. The name was gazetted by the NSW Minister of Education on this day in 2004. Whilst we will have a small recognition of this moment in assembly during week 3 Term 3 - we will make more of our 20th birthday celebration in our Term 4 Muster.

Have a great holiday break.

Debby Jackson

Principal





**Students in the Australian
Travel Enrolment category
exploring WA**



National Simultaneous Storytime

National Simultaneous Storytime (NSS) is held annually by the Australian Library and Information Association (ALIA). Every year a picture book, written and illustrated by an Australian author and illustrator, is read simultaneously in libraries, schools, pre-schools, family day cares, childcare centres, family homes, bookshops and many other places around the country. Now in its 24th successful year, it is a colourful, vibrant, fun event that aims to promote the value of reading and literacy, using an Australian children's book that explores age-appropriate themes, and addresses key learning areas of the National Curriculum for Foundation to Year 6.

By facilitating NSS we aim to:

- promote the value of reading and literacy,
- promote the value and fun of books,
- promote an Australian writer and publisher,
- celebrate and promote storytime activities in public libraries, school libraries, classrooms and communities around the country,
- and provide opportunities to involve parents, caregivers, the media, and others to participate in and enjoy the occasion.

Sourced from <https://www.alia.org.au/nss>

It was wonderful to see so many NEPSODE students, and family members taking part in the 'live' reading moment on 22nd May. There was also a recorded reading made available for those students who could not take part in the 'live' moment. Thanks to all those students and family members for participating.



Students in the Australian Travel
category exploring the Grampians
and Snowy Mountains



House Cup

In addition to the national Simultaneous Storytime our Term 2 challenges also included:

The NSW Premier's Reading Challenge (Open until 23rd Aug)

The Challenge aims to encourage a love of reading for leisure and pleasure in students, and to enable them to experience quality literature. It is not a competition but a challenge to each student to read, to read more and to read more widely. Lots of NEPSODE students are taking advantage of the challenge. Happy reading.



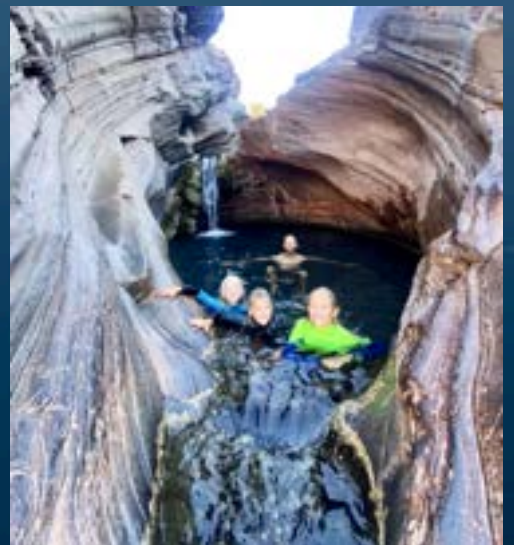
Book Review - available from Week 6 Term 2

To continue the Term 2 theme of reading and literature, students were presented the challenge to share a Book Review with us. This challenge offered an opportunity for students to highlight a book they like or recommend, and collect valuable House points for their Sporting House (either North or East).



**IT'S NOT TOO LATE TO SEND IN
YOUR REVIEWS- WE WILL BE
COLLECTING HOUSE POINTS UP
UNTIL THE END OF TERM 2.**

STUDENTS IN THE AUSTRALIAN TRAVEL DE ENROLMENT
CATEGORY DEMONSTRATING YOU CAN LEARN ANYWHERE.



Semester 1 Student Reports

During Term 2 the teachers have been working hard to capture all the different forms of assessment and feedback used to gain an understanding of student progress and performance against stage expectations.

There are specific elements that schools need to include in these communications. The Curriculum planning and programming, assessing and reporting to parents K-12 (CPPAR) policy outlines schools' obligation relating to student reporting to parents.

Each student report must include:

- student attendance
- whole school activities
- student's social development and commitment to learning
- explanation of the grade scale used
- a report for each key learning area, subject or course, each requiring
 - the outcomes assessed
 - A-E grades or word equivalent (Years 1-11) or Personalised Reporting Scale grade
 - key learning area, subject or course-specific comment.



The Semester 1 reports are a snapshot of student performance against syllabus benchmarks and form a small part of the range of ways our teachers communicate and share learning progress with their students and parents /caregivers in our school. These “Point In Time” reports will summarise much of the information and details that you as parents/carers/supervisors know about your student as a learner, through your ongoing partnership with the class teacher and other school personnel.

Parents / caregivers should receive these reports at the end of week 10 Term 2. If you have any questions related to the student reports, please contact the school to discuss with the class teacher.

For further detail about the reporting structure and requirements please see the link provided below.

NSW Department of Education

<https://education.nsw.gov.au/teaching-and-learning/curriculum/reporting-to-parents>



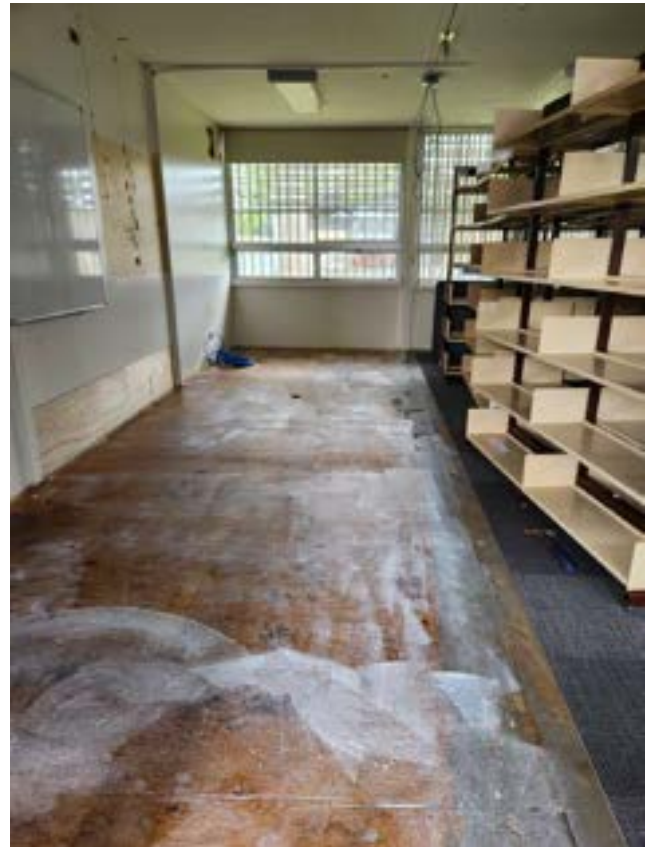
Satellite Studio Uplift

As part of a state-wide program of reviewing the current satellite studios with the different distance education schools, NEPSODE was fortunate to be included in the 'Uplift Program'. This uplift includes a complete refurbishment of our existing space we use as a studio and includes in the workflow:

- New carpet
- Repair of older wall panels
- Installation of wall pin boards
- New technology
- New desk / chairs
- update to the data and connections

We are looking forward to making use of this refreshed teaching space to provide quality teaching and learning opportunities for the students as well as host whole-school moments such as assemblies and school band.

We are hoping to be using this space early Term 3.



Band Workshop and Muster Days

Band Workshop Day

Our NEPSODE School Band runs on Friday of each week with students attending weekly tuition over TEAMS with our band leader Mr Pole, alongside weekly independent practice, where they learn to read music and play a concert band instrument. All band instruments are provided by the school for students to use, whilst they are participating in the program. As part of the program, the students are also invited to attend a full day Band Workshop as part of our Muster events.

During our Term 2 Band Workshop, Mr Pole, Mrs Jackson and supervising teachers provided the students with an opportunity to review their skills as well as practise rehearsing and performing as a group. Whilst only a small cohort were available for this recent workshop, the students reportedly had a great day rehearsing with their musical peers, developing their individual skills and those needed to combine as a band group.

For further details related to the band program - please contact our office
Ph 02 65841118 or email northeast-d.school@det.nsw.edu.au



Muster Days

The two day Muster took place during week 6 of term 2. The theme of Animal Antics was all about exploring with science, creative arts, Maths and English. The Muster started with a puppet performance at the Glasshouse theater with the show 'The One Who Planted Trees'. Once back on site at the NEPSODE Campus, students were provided their own Animal Antics Muster Shirt and participated in a range of hands-on learning over the next few days. Parents and carers also had an opportunity get creative with a bespoke art workshop at a local art school setting.

Thank you to all the students and family members for joining with us on site for our Muster Days. Thanks also to the administration staff and our coordinating staff for all the work behind the scenes to provide these learning events. These opportunities are a great way of students (and family members) connecting with each other, take on new learning challenges and have a shared learning moment.



Professional Learning - School Plan Focus Areas

Our School Plan and aligned actions for Term 2

There were a range of professional learning areas of focus for Term 2. Our staff have worked hard to engage with broader Department of Education requirements, specific School Plan targets and their own professional development plan goals. Below is a small snapshot of some of the key professional learning and School Plan focuses as featured through the term.

- Whole school staff professional learning related to supporting students with a disability using effective (evidence informed) teaching strategies with a specific focus on supporting writing and mathematics.
- Using assessment as an effective teaching strategy - specifically **for** and **as** learning.
- Designing effective asynchronous teaching and learning targeting specific student learning need and applying effective assessment within the learning design.
- Using Collaborative Inquiry through a Learning Walk model to further develop our collective efficacy in the range of quality teaching and learning practices used within the school.
- A continued reflection of whole school and individual practice specifically regarding the effective teaching of reading and number. We continued to develop our collective capabilities in using relevant and timely feedback to drive quality learning design, applying relevant assessment and feedback data capture within Department systems such as Plan and internal systems such as Data Walls.
- Teachers also used the regular allocated professional learning time for personal professional reflections and work towards their individual Professional Development Plan's goals.

The current 2024 School Plan contains 2 Strategic Direction areas - each with a clearly stated purpose.

The Strategic Direction 1 purpose - *in order to maximise student learning outcomes in reading and mathematics and to build strong foundations for academic achievement and performance through literacy and numeracy skills across the subjects, teachers will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.*

The Strategic Direction 2 purpose - *in order for students to be connected to their learning and support growth and attendance aligned to engagement and participation, teachers will use the pedagogy of personalised learning.*

If you would like further detail regarding our School Plan or professional learning structures within our school, please contact our admin.

Ph 02 65841118

email northeast-d.school@det.nsw.edu.au



Making the learning VISIBLE

Deputy Principal's Message

An important focus within the school is to embed explicit and instructional teaching into quality teaching and learning design. During Term 2 much of our professional learning focus was related to this goal and we are looking forward to continuing to develop our skills in these areas into Term 3.

In our unique school context, an effective partnership between the teacher, student and DE Supervisor is critical in supporting the effective use of explicit and instructional teaching design. The feedback required from the students and DE Supervisors is a vital component to enable the teachers to cater effectively to each student's learning needs.

As part of researching for our professional learning focuses, our Principal Mrs Jackson came across a wonderful text called - *Rosenshine's Principals In Action* by Tom Sherringham. Whilst the text contains a lot of useful evidence informed practice for our teachers to reflect on, there is a specific section that really stood out to me. It is a section that highlights the unique partnership [especially with a DE context] that needs to be established and maintained for the teaching and learning to have a positive impact on our students. When discussing instructional teaching Sherringham says,

'We need to gain as much feedback as we can from our students, helping us gauge how well the learning is going so that we can then plan the next steps in our teaching. Learning is hidden, so we need to seek out evidence for it in a dynamic fashion during our lessons.'

The key take way here is that - **'Learning is hidden'**. The effective feedback that comes from a learning partnership is such an important part of the process to help make sure the learning is not hidden but is clearly visible. This then helps the teacher modify, design and respond to the appropriate point of learning need for the student.

Such a clear message for us to focus on as we roll into Term 3 - ***let's continue to focus on making the learning visible*** within our school community.

W Newman Deputy Principal

ANZAC Day 2024

Our School was well represented this year at Anzac ceremonies held in the Port Macquarie and the Laurieton areas. We thank Mrs Moss and Ms Geihe for laying wreaths on behalf of our school community at these ceremonies.

While our school is a little unique in context and our students may be spread far and wide, we look for opportunity to 'come together' as a learning community for these important moments.

It is always nice to hear about the many different ways our students have commemorated ANZAC Day wherever they might be around Australia or even overseas.



CAN YOU FIND THE HIDDEN 'NEPSODE - RELATED' WORDS?

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school
talking
together
writing

category
community
education
farm
gate
listening
nepsode
share
teacher
travel

Find the word in the puzzle.

Words can go in any direction.

Words can share letters as they cross over each other.

Glossary of terms you may hear at NEPSODE

There are many words and terms you might encounter within the NEPSODE educational environment. Some of these might be fairly well known while others might be a little more specific to our context. The following selection are terms you may come across within NEPSODE and a basic description:

MUSTER ✓

These are regular events provided for students and families to come together for two to three day learning opportunities. These events can also include presentation moments, band workshops and performances, excursions and professional learning for parents and carers. Communication about these Muster moments and applicable dates and locations are shared via school communication platforms regularly.

LEARNING CYCLE ✓

This is the learning window the teacher has planned and is actively supporting for a student/s. The usual learning cycle 'window' is 2 weeks however, this is sometimes adjusted to better suit individual student learning needs on a case by case basis.

LEARNING INTENTIONS AND SUCCESS CRITERIA ✓

Learning Intentions are descriptions of what learners should know, understand and be able to do by the end of a learning cycle. Learning intentions are the basis for tracking student progress, providing feedback and assessing achievement. In addition to learning intentions, students may also have individual learning goals that they address in their learning. Success criteria are the measures used to determine whether, and how well, learners have met the learning intentions.

FLYNN AND FLYNNETTE BEARS ✓

These are a collection of Care Flight Bears we have purchased and collected over the years. They form what is known as our 'Fleet of Flynn and Flynnette Bears'. We use these bears to help engage and connect with the students and their family members in a variety of whole school community challenges - usually linked to our House Cup.

REVIEW MEETINGS ✓

These are meetings that align with Department of Education and Distance Education Enrolment Procedures. The reviews are aligned to specific enrolment categories. They are planned opportunities to review the current DE context and engagement, look at how we can maintain quality learning outcomes for the student/s and invite input from external supports and personnel as applicable. These meetings are managed through the school's Learning and Support Team.

SYNCHRONOUS AND ASYNCHRONOUS ✓

Synchronous means 'live' learning - real time moments, usually utilising a face to face (as well as Virtual face-to face) learning moment.

Asynchronous means learning outside these 'real time' moments - such as via a shared teacher video in TEAMS or on USB, or via instructions provided as part of the learning cycle.

Glossary of terms you may hear at NEPSODE

NEPSODE glossary of terms continued:

FEEDBACK

This is the communication back and forth between the teacher, the student (and DE Supervisor) that helps to drive the teaching and learning design, the tracking of student progress, and the inclusion of student voice into the design of personal learning goals.

LITERACY AND NUMERACY PROGRESSIONS

The National Literacy and Numeracy Learning Progressions describe common pathways or developmental sequences for the acquisition of aspects of literacy and numeracy development. The progressions provide a tool to; locate the literacy and numeracy development of students and identify the literacy and numeracy development that should follow, and facilitate a shared professional understanding of literacy and numeracy development (and expectations for student progress).

TEAMS PLATFORM

This is the current available online platform supported by the NSW Department of Education our teacher and students use to share, collaborate and communicate. Our synchronous connections are usually run through TEAMS as well as the sharing of resources and asynchronous learning opportunities.

LEARNING DISPOSITIONS

These are a selection of dispositions aligned with a 'growth mindset' we support and focus on within our school. They consist of 7 dispositions - flexible, open-minded, patient and persistent, reflective, resourceful, risk-taker, and ubiquitous.

SMART GOALS

The setting of these goals are useful for all students. The SMART stands for (Specific, Measurable, Agreed, Realistic, Time-based). Through feedback and self-assessment, students can identify specific actions to improve and plan their next steps. They can also define their short and long-term goals with increasing confidence.

For further information about these terms or any other aspect of our school community - please contact the office. We are always happy to unpack and explain what we do and how we do it.

Office number - 02 65841118

Email northeast-d.school@det.nsw.edu.au

Important Dates

Coming Up For Term 3

Here are some important dates and events to make note of for Term 3.

- 12th to 16th August is the Bullying No Way – National Week of Action
- Friday 16th August is the Nationally Consistent Collection of Data NCCD due date
- Term 4 Band Workshop, Muster and Presentation Dates – 26th, 27th, 28th, 29th Nov 2024 / details will be made available through term 3.

These are 'claim the dates' information for parents / caregivers - there will be more detail regarding these events as we move through the school year. For more detail about any upcoming event or opportunity please contact our office.



***Bullying No Way
National Week of
Action Week 4
Term 3***



We welcome enquiries, questions and feedback



Contact Us

For enquiries please contact our school.

Phone
02 6584 1118

Email
northeast-d.school@det.nsw.edu.au

Website
northeast-d.schools.nsw.gov.au

Facebook
<https://www.facebook.com/northeastpublicschool>



NEPSODE Website QRcode

NSW Education Parent App / Free download from Apple or
IOS stores

'I cannot praise NEPSODE highly enough to anyone I talk to about school. What you do to help your individual little people on their journey of learning and their family's is of an extremely high standard. A big thank you for helping my son settle into a school routine of learning. It may have been only a short time but to see how far he has come is so rewarding'.

Recent feedback from a parent with a student in our 2.9 enrolment category.