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Term 3, Week 2 2025

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# Tarago Public School

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Mayor Nina Dillon and students

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## From Mrs Kehlet - Relieving Principal

Welcome Back to Term 3!

We hope everyone had a restful and enjoyable holiday break. Term 3 is always a busy one, and to help keep everyone informed, we've prepared this special newsletter with key dates and events coming up.

Please remember you can use the School Bytes calendar via the Parent Portal to stay up to date with upcoming events and any changes throughout the term.

We are excited to welcome Ms Carina Berry to the Tarago team. Ms Berry will be with us each Monday, spending time with every class to provide Release from Face-to-Face (RFF) teaching. We're thrilled to have her on board and know she will be a wonderful addition to our school community.

We also welcome Miss Taylor back on Fridays. Miss Taylor and Mrs Kehlet will be team teaching K-2, with both teachers working together in the classroom to support student learning through shared instruction. Year 3 will continue their connections with Years 4, 5, and 6, and will spend Fridays learning alongside them.

## **Mrs Kehlet - Relieving Principal Cont.**

Last term, our teachers began professional development in a wellbeing program called PAX. PAX supports students to develop self-regulation, focus, and positive classroom behaviour. Each week, we'll be sending home a parent information sheet outlining the weekly focus so you can stay informed and involved. The first one is attached. During Week 1 & 2 our focus is PAX Vision.

This term, we celebrate Public Education Week in Week 3. As it's a busy week with GCOPS performances and rehearsals, Tarago Public School will formally celebrate Public Education with our families during Book Week instead. As part of our celebrations, we will be opening our classrooms and holding a dress-up day and book parade on Monday, August 18<sup>th</sup> at 10am. We will then share a picnic lunch.

This term, we are also refining our whole-school behaviour and award management processes, and we'll be seeking feedback from families via surveys – we look forward to hearing your thoughts. This term, our school is also participating in the NCCD data collection. Please refer to the end of the newsletter for more information.

Parent-Teacher Interviews will be held on Monday of Week 4. Later this week, an email will be sent to parents with information about how to book an interview time via School Bytes.

We've already had a fantastic start to the term with a visit from Mayor Nina Dillon in Week 1, where our Year 6 students helped plant a tree to celebrate National Tree Day. Additionally, tennis lessons have commenced every Wednesday for all students K-6 with a coach from Ridlands Tennis, funded through a sporting grant.

Below is a week-by-week guide to some of the exciting things happening this term:

### **Term 3 Key Dates**

#### **Week 2 (July 28th- August 1st)**

- Thursday: Wizard of Oz Performance at Goulburn High - Students to wear full school uniform - Departing at 10:30am, returning by 3:00pm

#### **Week 3 (August 4th- August 8th)**

- PUBLIC EDUCATION WEEK
- Monday: District Athletics at Hudson Park (own transport required)
- Wednesday: GCOPS Performance - Day rehearsal and evening performance  
Tickets on sale now
- Wednesday: Goulburn High School Transition Day
- Friday: Jeans for Genes Day (students can wear Jeans)

**Week 4 (August 11th- August 15th)**

- Monday: Parent-Teacher Interviews – More info to come.
- Tuesday: School Photos – Students to wear full sports uniform (white socks and black shoes).
- Wednesday: School Assembly at 2:45pm, P&C Meeting at 2:00pm.
- All Week: Year 1 Phonics Screening.

**Week 5 (August 18th- August 22nd)**

- Book Week – Book Fair open all week - Book Parade – Dress up as a favourite book character (Monday 18<sup>th</sup> August, times to be confirmed)
- Thursday: Healthy Harold Visit
- Friday: Premier's Reading Challenge finishes

**Week 6 (August 25th- August 29th)**

- Check-in Assessment for Years 3, 4, 5 & 6

**Week 7 (September 1st-September 5th)**

- Miss Everton on Leave for the remainder of the term
- Friday: Regional Athletics

**Week 8 (September 8th- September 12th)**

- Wednesday: Goulburn High School Transition Day
- Thursday: Mighty Playwright Performance – All K–6 students to attend

**Week 9 (September 15th- September 19th)**

- Wednesday: School Assembly at 2:45pm, P&C Meeting at 2:00pm

**Week 10 (September 22nd-September 26th)**

- Final Week of Term 3

We're looking forward to a great term full of learning, growth, and community connection. As always, thank you for your ongoing support!





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# K-1 News – Mrs Everton

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This term, we will be focusing on several key areas in **Mathematics**:

- Friends of 10: Students will explore number relationships and how to make ten using various combinations.
- Patterning, Grouping, and Sharing: We will engage in activities that involve identifying patterns, grouping objects, and sharing them equally, helping to build a strong foundation for understanding division and multiplication.
- Measurement of 3D Objects: Students will identify and compare three-dimensional shapes, understanding spatial awareness and volume.

In **English** this term, we will be concentrating on:

- Automatic Word Recognition: Students will practice reading words automatically and applying this skill to various texts.
- Grapheme-Phoneme Connections: We will focus on reading texts using the letter sound relationships which is essential for decoding.
- Comprehension Skills: Students will work on recalling key characters, events, and information from texts to enhance their understanding.
- Writing Development: There will be an emphasis on experimenting with compound sentences and punctuation.
- Understanding and responding to literature: Students will listen to a variety of quality literature to develop their imaginations and love of books.
- In our Tarago class family, we pride ourselves on creating a safe, happy, and supportive environment. This term, we will embrace the challenges in learning new things together as a class.



In **Geography**, students will explore their own community and learn about Australia and its special places. They will discover the significance of local landmarks and cultural sites, fostering a deeper connection to their environment.

Mr. McCartney will teach sport to K-2 students on Fridays, focusing on fundamental motor skills. Each Wednesday, students will participate in a tennis lesson.

## Note:

- Ms Everton will be taking leave in September of Term 3 and Miss Mulholland will be joining Kinder/1 for the last few weeks of term. Miss Everton will return for Term 4.



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# 2-3 News - Mrs Taylor

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Welcome back to another exciting term!

In our reading groups with Megan (SLSO), we will focus on enhancing our understanding of the texts we read and how to respond to them. Students will receive explicit instruction in fluency skills and various reading strategies. These will include self-monitoring to ensure they comprehend what they read, as well as comprehension strategies like predicting and making connections to the text. To support our responding to text, we will be focusing on note taking and writing summaries of what we read. In modelled reading we will be travelling around Australia and exploring books for each state of Australia. This will be the basis for our response writing this term.

In **Maths**, we will continue to practice mental strategies for addition, subtraction and multiplication and we will be learning to choose the most efficient strategy. Our lessons in maths over the term will be focused on position, 3D objects, place value, area, and measurement using formal measurement units such as metres, centimetres and millimetres. We will revisit 2D shapes and develop our multiplication and division skills. At the end of each lesson, there will be a focus on developing problem-solving skills, which will be introduced and practised.

In **writing**, we will continue to link our knowledge of grammar to enhance writing interesting sentences. Each day and for homework, students will develop their ability to construct effective sentences.

Also, this term we will be creating newspaper reports, stories and persuasive text in response to the modelled reading texts that we will be exploring as part of our geography focus on Australia this term.

In **creative arts**, we will begin to explore drama to tell stories. Students will look at the different mediums that are used for dramatic performances including the exploration of theatre, television and movies as well as the dramatic concept of the situation. We will dramatise personal experiences using movement, space and objects. Learning goals include the ability to communicate both real-life and fantasy situations within imagined dramatic contexts. Students will use movement, objects, and costumes to effectively portray roles and scenarios in symbolic play. For example, they might wear a hat and push a movable object to simulate a shopping trolley in a supermarket setting.

## **Sport/PE**

This term students will be participating in tennis lessons each Wednesday at 12:30pm. On Fridays, Mr. McCartney will be teaching K-2 students, focusing on developing fundamental movement skills related to sports such as soccer, netball, and basketball.

## **Geography**

The students will be learning to describe ways people connect to and care for places, water environments and each other, using geographical information.

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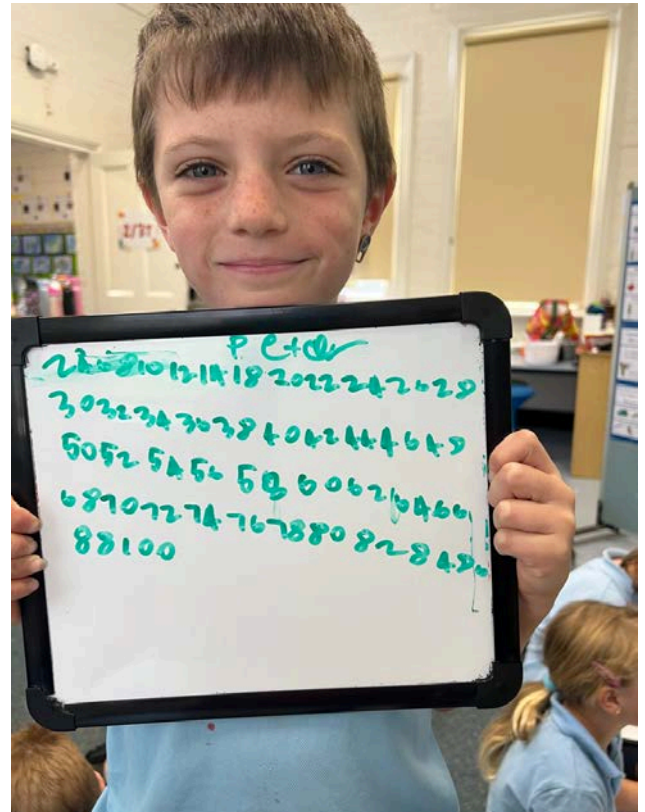
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## 2-3 News - Mrs Taylor

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They will focus on people's connection to places and groups. They will learn to describe how Aboriginal Peoples use their knowledge of land, water and sky country in everyday life, demonstrating their connection to places through geographical information. Additionally, they will locate Australian states, territories, and capital cities on political maps. Finally, they will explain the reasons people are connected to places around the world by collecting and organising data in lists, tables, or picture graphs.

In Science, students will explore the concept of sound by investigating how sounds are produced, identifying different types of sounds, and understanding that sound is a form of energy created by vibrations. They will learn to describe sounds based on their volume and pitch, as well as how these properties can be altered. Additionally, students will explore how sound travels and its applications in music and storytelling.





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# 4-5-6 News - Mr McCartney

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## ENGLISH

### Public Speaking

Students will start another round of public speaking sessions to practice their skills from term 1. Later on this term our school will send one competitor to the Quota public speaking competition in Goulburn. The school selection process will be held next week where all students in years 4/5/6 will present their speech.

**Reading** - A wide variety of texts is very important for improvement in fluency and comprehension. Even MORE important is for students to READ EVERY day. Our class completes Reading Groups 4 days per week which includes daily oral reading in groups, reading a magazine and writing a review of one article per week, reading a comprehension card and answering questions once per week and completing Reading Eggspress activities each week. Students borrow library books every Friday which they are encouraged to read in class each afternoon in USR (uninterrupted silent reading).

**Novel Study** – This term, we are studying a recommended text called “WONDER”. We will focus on character development and use of language to create engagement for the reader.

**Writing** – Students regularly write weekly journal entries, respond to specific writing tasks from our novel study and practice handwriting. Students will also write their public speech and use writing skills in Geography tasks on Wednesday and Friday afternoons. This term we are also focussing on using better adjectives, adverbs, similes and metaphors.

**Spelling** – The class will continue to study important spelling rules in our Sound Waves program. During the first 5 weeks we will study ‘oa’, ‘p’ and ‘r’, ‘ar’, ‘ir’ and ‘t’. Our Sound Waves program also revises suffixes, prefixes, synonyms, antonyms and improving vocabulary.

## MATHS

The first 5 weeks of term will see students focus on mental arithmetic skills across all areas of Maths using our New Wave Maths program. Our areas of study for the main part of our maths lessons will be – addition, subtraction, division and multiplication algorithms, transformation of 2D shapes, quadrilaterals, coordinates, chance, fractions, decimals, length, mass and timetables.

## PD/PE/SPORT

Our Sport program will focus on tennis this term with Dave Ridland coming out to provide expert tuition mixed with lots of fun games every Wednesday. We will also revise soccer skills and athletics skills in preparation for the District Carnival next week.

## GEOGRAPHY

This term, our unit is called “Factors that Change the Environment”. Students will study the historic natural changes of the planet and the continental movements then focus on the interconnectedness of humans and the environment.

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# 4-5-6 News - Mr McCartney

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## TECHNOLOGY

Each Tuesday, Mrs Tinson will be teaching the 4-5-6 class. She will be continuing with established maths and reading programs.

Writing lessons will focus on poetry using the mentor texts "The Eagle" by Alfred Lord Tennyson and "Who Has Seen the Wind?" by Christina Rossetti. Students will be learning about the vocabulary, themes and writing techniques used in these poems so that students can create their own poems.

Each afternoon students are completing a project where students will create their own claymation animations using modelling clay, stop-motion and sound effects. Students are currently at the planning stage, which includes creating a storyboard and designing the setting for their animation. This project aims to combine art, technology and English in an imaginative way. They will be sharing their final designs with the school community when they are complete.

## CREATIVE ARTS

Ms Berry will be teaching a unit on visual arts this term on Mondays while Ms Taylor will be teaching a unit involving drama skills each Friday.

## GCOPS Concert

Students have been rehearsing 7 songs for the big concert on Wednesday 6th August. Our 3/4/5/6 students are also preparing an amazing drumming performance with Windellama PS under the guidance of Mrs Tinson that will also be performed at the concert.





# Awards - Assembly Term 2 - Week 10

## K/1 Achievement Awards

- Lucy W
- Aria M

## K/1 Behaviour Awards

- Allan V (bronze)
- Josephine M (bronze)
- Lexie G (Bronze)



## 2/3 Achievement Awards

- Amelia P
- Oliver AE

## 2/3 Behaviour Awards

- Liam K (Bronze)
- Astrid C (Bronze)
- Emelia P (Silver)
- Oliver AE (Silver)



## 4/5/6 Achievement Awards

- Nate M
- Jaxon L
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## 4/5/6 Behaviour Awards

- Caiden M (Silver)
- Amelia G (Silver)



## Principals Award

- Hunter L
- Oliver AE
- Lucy W



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# Did you know?

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## Days missed = years lost

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



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## Before and After School Care

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### Tarago Public School Before and After School Care

Tarago Public School is pleased to announce that before and after school care will commence from Monday the 8th of May.

**Book now using the number or web address below.**

Care provided before school from 7am and after school until 6pm.



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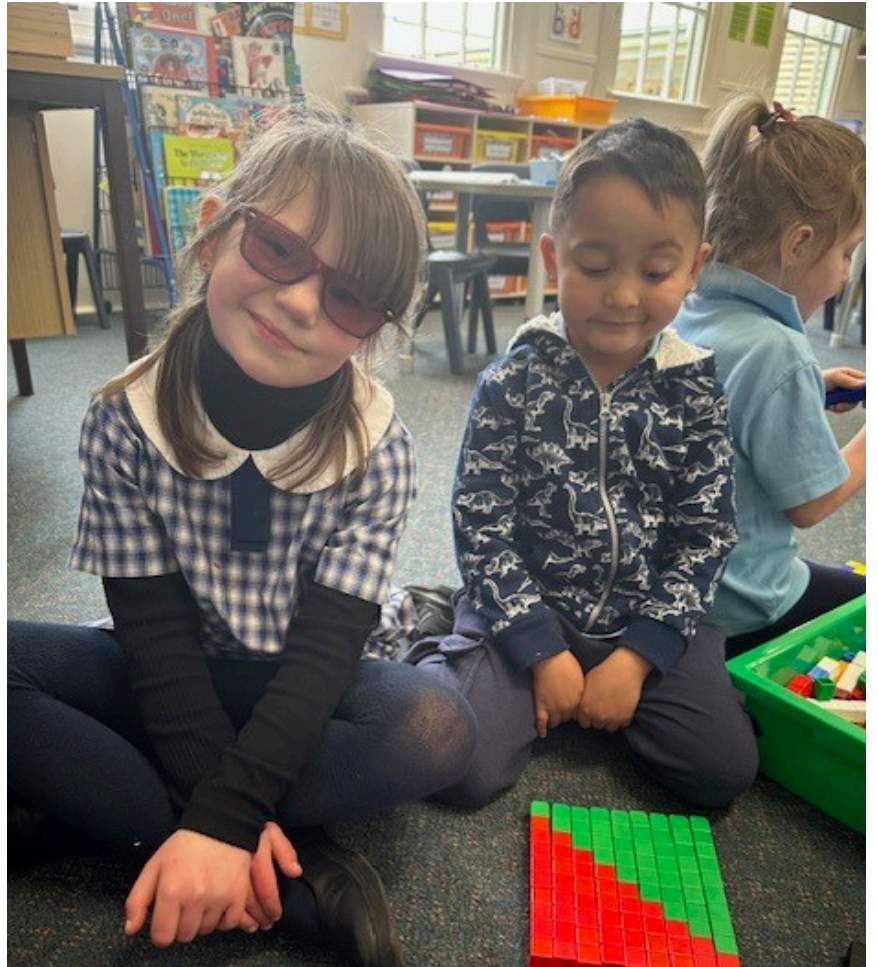


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# What's on?

## Hume Conservatorium of Music Now teaching at your school!



Hume Conservatorium's experienced music teachers want to hear you make music at school!  
Individual lessons are now available after school at Tarago Public School

LESSONS AVAILABLE  
NOW IN WOODWIND,  
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# Supporting PAX Students at Home

## PAX VISION

**PAX Vision** is a strategy your child's teacher uses to set clear expectations for everything we want to see, hear, feel, and do more or less of during an activity. **PAX Vision** allows all students to engage in establishing expectations, ensuring that everyone is on the same page about what to do and what to avoid.

**PAX Vision can help your child right away:**

- They will cooperate more consistently with expectations.
- They will complete requests with less reminding or nagging.
- They will have less conflict with peers and adults at school.

**PAX Vision can help your child in the long run.**

- They will stop and think before engaging in new or potentially dangerous activities.
- They will take responsibility in making positive choices and avoiding negative choices.

**Here's how you can use PAX Vision when working on school at home:**

1. Before starting a school assignment, ask the child what we need to see, hear feel, and do **more** of to make sure the assignment gets done well.
2. Also, ask what we need to see, hear, feel, and do **less** of to make sure it gets done well.
3. Be sure the more outnumbers the less. For example, recommend more staying on the right website instead of **less** getting distracted.
4. Provide guidance if there are issues around schoolwork that they may have missed; make sure to complete the **PAX Vision** together.
5. Throughout the activity, compliment them for their **more** behaviors and remind them of the **PAX Vision** for their **less** behaviors. Reflect on how it went at the end of the assignment.

**PAX Vision** reduces conflict and frustration by ensuring adults and children are on the same page with expectations before, during and after an activity. When everyone is on the same page, it creates **peace, productivity, health and happiness for everyone.**

The PAX Good Behavior Game® better children's lifetime outcomes, and better the world. This PAX Tip Sheet™ joins communities of PAX children and adults in common purpose to create more peace, productivity, health and happiness around the world. This PAX GBG Tip Sheet© PAXIS Institute, 2020 may be reproduced without cost, with the copyright and trademark notices present. PAX Good Behavior Game® and PAX Tip Sheet are trademark™ of PAXIS Institute, an international prevention science organization, [www.paxis.org](http://www.paxis.org).





## FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

### WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

### WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

### Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

### WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.



## WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

## WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The *Disability Standards for Education 2005* define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

## WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

## WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

## WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.



## HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

## WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

## IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

## HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

## FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers*.