







# Thomas Acres Public School

## Stage 2 Newsletter • Term 1, 2026



We are pleased to welcome you to Thomas Acres Public School, especially those families who are joining our community for the first time. We hope you had a wonderful holiday filled with rest, happiness and safe moments with loved ones. We look forward to a positive and successful year ahead, filled with learning, growth and new experiences for our students.

Our Stage Two team this year consists of:

			
<p>Mrs Puntoriero <b>Assistant Principal</b> (Monday -Thursday)</p>	<p>Miss Moisy <b>3M's Class Teacher</b> (Mon, Tues, Thurs &amp; Fri) <b>Relieving Assistant Principal</b> - Friday</p>	<p>Mrs Wilde <b>3M's Class Teacher</b> (Wednesday)</p>	<p>Miss Villanueva <b>3V's Class Teacher</b></p>
			
<p>Mr Tasker <b>3/4T's Class Teacher</b></p>	<p>Mr Ayuso <b>4A's Class Teacher</b></p>	<p>Mrs Jaafar <b>4J's Class Teacher</b> (Mon, Weds, Thurs &amp; Fri)</p>	<p>Mrs Warren <b>4J's Class Teacher</b> (Tuesday)</p>

### What are we going to be learning?

#### English

##### SpellEx:

Stage Two will be participating in the SpellEx program. SpellEx provides a language-based, explicit approach to the teaching of spelling. It helps students learn about how letters work together to form words, including helpful rules and tips for spelling. It also teaches important word parts and spelling terms, making it easier for students to understand and improve their spelling skills.



## Reading:

In reading, students will continue to strengthen their reading strategies and comprehension skills, as improving their understanding of texts is a key focus for our school. They will read and view a variety of familiar and challenging texts and images independently, using a wide range of skills and strategies. Students will have the chance to interpret, analyse, and evaluate these texts and visuals. They will learn to identify how characters, settings and events are represented in imaginative works and begin to assess different points of view. Additionally, they will explore how authors and illustrators capture the interest of their audiences and achieve various goals. Students will also investigate the structural and grammatical features of different written and visual texts, as well as understand their purposes.

## Writing:

In writing, students will work on developing the skills needed to create well-organised, imaginative, informative, and persuasive texts, focusing on the topic, purpose, audience and language. They will learn how to draft, proofread and edit their writing for both familiar and new audiences. Students will learn to write well-structured sentences and paragraphs on various topics, using proper punctuation and grammar to enhance their meaning.



## Mathematics

In mathematics, students will pose questions and apply effective mental and written strategies with growing fluency to tackle problems. They will utilise technology and hands-on materials to explore mathematical concepts and verify their solutions. Students will develop appropriate mathematical terminology to articulate and connect mathematical ideas, assess statements for correctness, and clarify their reasoning.

## Geography

### People use geographical information to understand climates and environments

This term, students will learn how maps and data help us understand different climates and how people adapt to them. They will explore how the sun influences climate zones around the world and identify where these zones are located.

Students will also study Australia's climate zones, comparing temperature, rainfall and vegetation across the country. They will learn how climate affects the way people design environments and understand how seasonal weather patterns influence daily life.



## Science

### Living Things & Digital Systems

This term, students will develop an understanding of how living things rely on one another, Earth's systems and energy for survival. They will explore the connections between habitats, ecosystems and environments. Students will also learn how to conduct fair scientific tests by investigating how factors such as soil, water and light influence plant growth, and will present their findings using digital tools.

## Personal Development, Health & Physical Education

### Staying Safe and Working Together in Health and Physical Education

In Personal Development and Health lessons this term, students will learn about safety strategies for home, school and the wider community, including road safety. They will create written texts to promote safety awareness and explore the physical, social and emotional changes that occur as they grow and develop. Students will also identify trusted adults and reliable sources of support. In Physical Education lessons, students will develop skills and strategies across a variety of games while learning the importance of inclusivity and adapting physical activities to accommodate the diverse ways people move.

## Zones of Regulation

The Zones of Regulation program supports students to understand and manage their emotions and behaviour in positive ways. Through a range of engaging activities, students learn to identify different emotional states, known as "Zones,"

The **ZONES** of Regulation®

<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

and explore strategies to help them stay in a Zone or move between Zones when needed. They also practise calming techniques and begin to build a personal toolbox of strategies to help manage their feelings at school and beyond.

### Skills developed in this unit include:

- recognising and interpreting others' facial expressions
- identifying a wider range of emotions
- understanding how their behaviour affects others
- recognising situations that may trigger strong emotions
- knowing when and how to use problem-solving and self-regulation strategies

## Creative Arts

### Exploring Dance and Music Styles Across Time

This term, students will explore how dance and music are influenced by people, time and place. During dance lessons students will investigate the styles of jive, disco and hip-hop, experimenting with elements such as space, time and dynamics to compose, rehearse and perform movement sequences. In music, students will explore rock 'n' roll, disco and hip-hop, focusing on musical elements including duration, pitch, texture, timbre, structure and performing media. Students will create musical accompaniments and hip-hop-inspired compositions, as well as develop a timeline to describe and reflect on the styles studied.

### Formative Assessment: What is it?

At Thomas Acres, we view learning as a continuous process, with ongoing assessment supporting students every step of the way. Rather than waiting until the end of a unit or term, teachers regularly check students' understanding during lessons so adjustments and support can be provided when they matter most.

When students know what they are learning and what success looks like, they are more confident and engaged. Teachers work closely with students to clarify learning intentions, monitor progress and plan next steps together. Teachers act as guides, offering clear direction and constructive feedback to help students grow.

In classrooms, students are supported through clear expectations, timely feedback and opportunities to reflect on their learning. By actively involving students in this process, we aim to strengthen learning habits, improve the quality of work and deepen understanding across all areas of learning.



### NAPLAN:

The National Assessment Program – Literacy and Numeracy (**NAPLAN**) is an annual assessment for students in Years 3, 5, 7 and 9. It is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning and for their productive and rewarding participation in the community.

NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time – individually, as part of their school community, and against national standards.

**The test window for NAPLAN 2026 is 11<sup>th</sup> – 23<sup>rd</sup> March (during Weeks 7 - 9).**

NAPLAN is made up of tests in the 4 areas (or 'domains') of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

Assessments will take place during school hours.

**NAPLAN**  
NATIONAL ASSESSMENT PROGRAM  
Literacy and Numeracy

## Excursions:

This year we are planning to hold two excursions/incursions. There will be one per semester. We are anticipating excursions will cost approximately \$35 - \$60 each. We are still in the process of finalising arrangements for our first excursion. Details will become available roughly four - six weeks prior to the excursion date via Sentral.



## Fruit Break:

Each day at Thomas Acres, students will take part in a program called 'Fruit Break.' This special break allows students to enjoy some fruit or vegetables, and drink water during class. It helps them recharge, stay hydrated and improve their focus and concentration in the classroom.

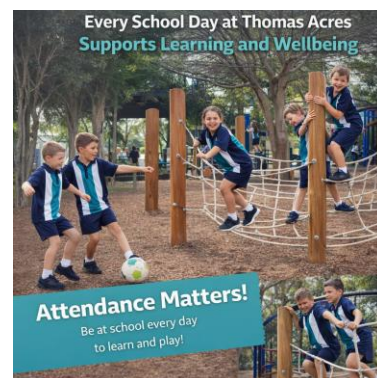
To participate in Fruit Break, we kindly ask that your child brings a bottle of water and a piece of fruit or a vegetable to school every day. Thank you for your support in helping our students stay healthy and energised!

## Attendance:

At Thomas Acres, we value every school day, and the important role regular attendance plays in your child's learning and wellbeing. Coming to school every day helps children make steady academic progress, develop confidence and build strong friendships. Being present and on time sets positive routines that support your child's overall development.

Parents and carers can support positive attendance by:

- helping their child understand the importance of routine and punctuality
- ensuring their child arrives at school on time and ready to learn (**school hours are 8:55 am–2:55 pm**)
- arranging appointments outside school hours wherever possible
- **replying to the school's SMS on the day of an absence** with a clear reason (for example, "Sam Smith has a cough and headache," rather than "Sick" or "Unwell")
- providing a **written explanation within 7 days if the SMS is not responded to**, such as a note from a parent/carer or a **medical certificate for absences of three days or more** (absence booklets are provided at the start of the year and are also available from the front office)
- working with the school to address any concerns that may affect attendance or engagement



When your child misses just ...	that equals ...	which is ...	and therefore, from Kindy to Year 12, that is ...
10 minutes each day	50 minutes each week	Nearly 1 ½ weeks each year	Nearly ½ a year of learning
20 minutes each day	1 hour and 40 minutes each week	Nearly 2 ½ weeks each year	Nearly 1 year of learning
30 minutes each day	2 ½ hours each week	4 weeks each year	Nearly 1 ½ years of learning
1 hour each day	1 day each week	8 weeks or nearly 1 term each year	Over 2 ½ years of learning

*Your child's best learning time is at the beginning of the day*

If your child arrives late, they must sign in at the front office and collect a late note to give to their teacher. Please note **that late arrivals and early departures do affect overall attendance.** Thank you for your continued support in helping your child attend school regularly and on time.

## Merit Awards:

At Thomas Acres, we use a merit system as an important part of supporting positive behaviour and encouraging students to always try their best.

Our Merit Award system is a tiered program that students can take part in throughout their time at the school. As students earn certificates, they can exchange them for higher-level awards. This system continues from year to year, with students taking responsibility for keeping track of their awards and trading them in when they are ready.

The award system is designed to recognise each student's effort, achievements and personal progress. As students work towards earning bronze, silver and gold certificates, and badges, they collect merit awards that acknowledge and celebrate their successes along the way.

5 mini white merit awards = white award

4 white awards = bronze certificate and badge with bronze chip

**\*\*This is repeated for silver and gold certificates and chips**

**for badges\*\***



### Homework:

At Thomas Acres Public School, we don't send home formalised homework, but there are many ways you can support your child's learning at home. Reading together every night is one of the most beneficial activities you can do. Ask your child questions about the story to help develop their understanding and language skills.

You can also involve them in everyday life skills like helping to prepare dinner by following recipes, learning to tell the time and recording on calendars any family events. These simple activities support your child's learning in a fun and practical way!



### School Sport and Gala Days

Students who are competing at PSSA Gala Day sports will train and compete in a variety of sports. They will have the opportunity to improve their fundamental movement skills whilst competing against schools from the Campbelltown region. Students who are not competing in PSSA Gala Day sports will remain at school and participate in a range of activities to help them build the confidence and capability to be active for life, through increased participation in sport. They will be split into different classes for the day and given the opportunity to mingle with their peers.

#### **Gala Day Dates:**

##### **Term 1**

Week 6 - March 6<sup>th</sup>

Week 9 - March 27<sup>th</sup>

##### **Term 2**

Week 4 - May 15<sup>th</sup>

Week 8 - June 12<sup>th</sup>

##### **Term 3**

Week 4 - August 14<sup>th</sup>

Week 8 - September 11<sup>th</sup>

##### **Term 4**

Week 4 - October 23<sup>rd</sup>

Week 4 - November 6<sup>th</sup>

### Library Day:

Stage Two library days will differ from class to class. Parents will be notified which day their child/ren will visit the library. Borrowing will commence in the next couple of weeks.

### Mobile phones:

Thomas Acres understands that mobile phones are an important part of many young people's daily lives and parents/carers may require their children to have a phone for a variety of reasons including safety and ease of contact. However, mobile phones have the potential to cause significant disruption to learning, safety and the efficient operation of the school. We are therefore advising that mobile phones remain at home where possible.



If mobile phones are brought to school, the following expectations must be adhered to:

- Mobile phones must be **switched off and securely stored during school hours, including recess and lunch.**

- Mobile phones brought to school are at the owner's (student's or parent/carer's) own risk. They are not the responsibility of the school or staff.
- If a student's use of a mobile phone is considered inappropriate, it may result in a consequence in accordance with the school's established Behaviour Policy.
- In the event of an emergency, parents or carers should contact their child through the school office. Students who need to call their parents during school hours can make arrangements with their teacher, who will coordinate with the office staff.

### **Student resources:**

At the end of last year, Thomas Acres sent out a list of resources for the new school year. We kindly ask that you send these items into school as soon as possible. Please be sure to clearly label all your child's belongings with their name.

#### **FOR STUDENT:**

- Lunch box
- Drink bottle (water/no glass please)
- Library bag
- Hat - labelled
- Pencil case
- Lead pencils
- Coloured pencils
- White eraser
- Sharpener
- Textas (optional)
- Highlighter (optional)
- 30cm ruler
- Small pair scissors
- Headphones for laptops

We are also kindly requesting donations of the following items for each classroom. These are not mandatory but would be greatly appreciated:

#### **Classroom Donations:**

- 3 x Boxes of tissues
- 2 x Pump soaps
- 3 x Paper towels
- 1 x Hand sanitiser
- 4 x Glue sticks
- 6 x Whiteboard markers
- 1 x Black sharpie

We greatly appreciate all generous donations of classroom supplies! Once all initial donations have been received, individual teachers may send out additional requests as needed. For example, during the colder months, we often find that tissues and hand soap are used up quickly as cold and flu season takes hold. Your continued support is invaluable and we're so grateful for your contributions to help keep our classrooms running smoothly.

We are looking forward to partnering with you and your child/ren to learn, grow and connect over the coming year.

**Stage 2 Team, 2026**