Principal's Message
Welcome back everyone! Term 2 is here already. I hope everyone had a safe and relaxing holiday. I hope everyone has returned full of energy and enthusiasm for the learning ahead.

I must commence this newsletter by thanking Narelle for her outstanding organisation of the Bunnings BBQ held on the very first day of the Easter holiday, Saturday 13 April. I believe around $1400 was collected throughout the day.

Thank you everyone for putting yourselves on the roster to assist on the day. There were so many of you to mention individually I fear missing someone out, but you know who you are. THANK YOU!

Thank you Nick and Adam! I had a fantastic time sharing the BBQ duties with you on the first shift of the day. It was a lot of fun!

Thank you also to both Shane and Amanda for again supporting the school with your generous donations of onions for the BBQ. And thank you to the very brave helpers who turned up on Friday afternoon, the last day of school, to chop onions ready for the day. It truly was a team effort!

Your teachers have been working hard the last two days being professionally developed about the imminent changes and implementation of our NSW English Syllabus for the Australian Curriculum in 2014. It was a very productive two days.

Day 1 was shared with our Seacliff Community of Schools at Woonona-Bulli RSL where 180 teachers gathered to listen to and learn from presenters about a variety of issues facing public education in the coming months.

Day 2 was shared with Coledale and Scarborough where teachers had the opportunity to collaborate with teachers from other small schools to discuss their strengths and concerns about the implementations of the new syllabus in 2014. Discussion will continue throughout 2013.

A reminder that this Friday 3 May is our school Cross Country Carnival at Rex Jackson Oval. We need some more parent helpers to transport the students, please contact the school office if you are available to help. If you have offered to transport students please be at school by 11.45 am. We hope to commence the cross country at 12.00 pm. Here's hoping the weather stays as beautiful as it has been. See you there!

Remember the carnival is only for students who turn 8 and over this year. However, all students in 2-3-4 and 4-5-6 will run. K-1 will have a small cross country run back at school.

Unfortunately if we encounter wet weather on Friday and have to cancel the carnival we will be unable to run the cross country on another day as District Cross Country is next Friday 10 May. We will make the decision to send the students who qualified last year as our representatives.

Jenny will be on long service leave during weeks 2,3 & 4 this term. Michelle McLeod will be running the school office whilst Jenny is away. Michelle has worked at Otford previously so most of you should recognise her.

Lesley Matthews
Principal
School Photos
School Photos are on **Wednesday 29 May**. Please make sure that full school uniform is worn on the day, so make sure you have a nice clean one ready. Don’t forget to send the photo payment envelope with your child on the day. Sibling photographs can also be taken, an envelope is available from the school office if you are interested. **IMPORTANT:** Please make sure you do not lose the envelopes that have been sent home today as they have been printed with your child’s name on it.

Gymsports
All the students commenced Gysports today. This program will run each week until the end of term 2. Please make sure you send in the permission note and payment if you haven't already done so.

NAPLAN
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been a regular part of the school calendar since 2008.

NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May (week 3 term 2).

NAPLAN is made up of tests in the four areas (or ‘domains’) of:

- Reading
- Writing
- Language Conventions (spelling, grammar and punctuation)
- Numeracy.

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<th>Tuesday 14 May 2013</th>
<th>Wednesday 15 May 2013</th>
<th>Thursday 16 May 2013</th>
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<td><strong>Year 3</strong></td>
<td>Language Conventions 40 minutes</td>
<td>Reading 45 minutes</td>
<td>Numeracy 45 minutes</td>
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<td>Writing 40 minutes</td>
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<td><strong>Year 5</strong></td>
<td>Language Conventions 40 minutes</td>
<td>Reading 50 minutes</td>
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<td>Writing 40 minutes</td>
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Woolworths Earn & Learn
From **Monday 8 April** until **Sunday 9 June 2013**, when you shop at Woolworths you will be given a Woolworths Earn & Learn Point. There’ll be one Woolworths Earn & Learn Point for every $10 spent. Collect these Woolworths Earn & Learn Points and our school will be able to redeem these for educational resources. Woolworths at Engadine will have a box for Otford Public School at the checkpoints. Just pop your point sheets into the box and they will be added to our total points, or bring them into the school office.

Premier’s Sporting Challenge
We are also taking part in the Premier’s Sporting Challenge this year. The Challenge commences in **Term 2 2013** and concludes on **20 September 2013**. Schools have a nineteen week time frame to complete the 10 weeks of physical activity required to meet the Challenge. The Challenge is class based. Class members contribute the time they spend in physical activity each week to the class effort. Classes are challenged to set goals to accrue time spent each week in moderate to vigorous activity which is undertaken in a range of sports and physical activities.

Becoming a Good Speller
Spelling is an important skill but one that can be a problem for many children. However, there are some simple strategies you can use to help your child develop confidence in their spelling ability.

**What you can do to help your child with spelling:**

- Explain to your child that some words can be sounded out, but not all English words can be spelt correctly by ‘sounding out’, eg the words ‘you’ and ‘said’.
- Talk to your child about how you spell, and what you do when you don’t know how to spell a word.
- Encourage your child to write at home on paper and on the computer. For example, filling in forms, writing notes to family members, writing phone messages and reminder notes, making lists, replying to letters and emails, and sending cards.
- Provide a dictionary and use it together. Remember that dictionaries are more useful if
your child knows about the alphabet and how a
dictionary works.

Encourage your child to first try spelling unknown
words themselves, and then praise the parts of the
word that are correct and suggest what else is needed.

Gathering Data Through All Senses

Observe perpetually.
—Henry James

The brain is the ultimate reductionist. It reduces the world
to its elementary parts: photons of light, molecules of
fragrance, sound waves, vibrations of touch—all of which
send electrochemical signals to individual brain cells that
store information about lines, movements, colours,
smells, and other sensory inputs.

Intelligent people know that all information gets into the
brain through sensory pathways: gustatory, olfactory,
tactile, kinaesthetic, auditory, and visual. Most linguistic,
cultural, and physical learning is derived from the
environment by observing or taking it in through the
senses. To know a wine it must be drunk; to know a role
it must be acted; to know a game it must be played; to
know a dance it must be performed; to know a goal it
must be envisioned. Those whose sensory pathways are
open, alert, and acute absorb more information from the
environment than those whose pathways are withered,
immune, and oblivious to sensory stimuli.

The more regions of the brain that store data about a
subject, the more interconnection there is. This
redundancy means students will have more opportunities
to pull up all those related bits of data from their multiple
storage areas in response to a single cue. This cross-
referencing of data strengthens the data into something
that’s learned rather than just memorized (Willis, 2007).

We are learning more and more about the impact of the
arts and music on improved mental functioning. Forming
mental images is important in mathematics and
engineering; listening to classical music seems to
improve spatial reasoning. Social scientists use scenarios
and role playing; scientists build models; engineers use
CAD-CAM; mechanics learn through hands-on
experimentation; artists explore colours and textures; and
musicians combine instrumental and vocal music.

Some students, however, go through school and life
oblivious to the textures, rhythms, patterns, sounds, and
colors around them. Sometimes children are afraid to
touch things or get their hands dirty. Some don’t want to
feel an object that might be slimy or icky. They operate
within a narrow range of sensory problem-solving
strategies, wanting only to describe it but not illustrate or
act it, or to listen but not participate.

Creating, Imagining, Innovating

The future is not some place we are going to but one we
are creating. The paths are not to be found, but made,
and the activity of making them changes both the maker
and the destination.
—John Schaar, political scientist

All human beings have the capacity to generate novel,
clever, or ingenious products, solutions, and
techniques—if that capacity is developed (Sternberg,
2006). Creative human beings try to conceive solutions to
problems differently, examining alternative possibilities
from many angles. They tend to project themselves into
different roles using analogies, starting with a vision and
working backward, and imagining they are the object
being considered. Creative people take risks and
frequently push the boundaries of their perceived limits
(Perkins, 1991). They are intrinsically rather than
extrinsically motivated, working on the task because of
the aesthetic challenge rather than the material rewards.

Creative people are open to criticism. They hold up their
products for others to judge, and they seek feedback in
an ever-increasing effort to refine their technique. They
are uneasy with the status quo. They constantly strive for
greater fluency, elaboration, novelty, parsimony,
simplicity, craftsmanship, perfection, beauty, harmony,
and balance.

Students, however, often are heard saying "I can't draw,"
"I was never very good at art," "I can't sing a note," or "I'm
not creative." Some people believe creative humans are
just born that way and that genes and chromosomes are
the determinants of creativity.