



TERM 1, WEEK 6
7 MARCH 2024

NEWSLETTER

A word from the Principal

It was just wonderful to see so many families and friends at our first major **Assembly** of the year, at which the 2024 School Leaders, Sports and Student Representative Council students were formally introduced. The **P&C team put on an excellent breakfast**, serving over 140 meals - what an amazing and generous effort to bring our school community together. Our Kindergarten students did us so proud with all that wiggling!

Tomorrow, students from all classes will participate in our second session of **Swimming for Sport**. Please send your child/ren with their sun-safe swimwear under their uniform, and with sunscreen applied. Pack a towel and a bag for wet items. Please ensure students arrive to school on time as the first session commences at 9:15am. The **Intensive Swimming** went really well - it was great to see so many students trying their best to reach the next level of achievement.

Congratulations to Astin for his performance at last week's Mid-North Coast Swimming Carnival. Astin performed exceptionally well and did our school proud, but he didn't quite make it through to next level of competition this time. **Great effort, Astin!**

A final reminder to return completed **General Consent Forms for 2024**. Without these forms being completed, your child/ren may miss out on school activities.

In the last Newsletter we advised about our upcoming **Special Religious Education (SRE) lessons**. Recent changes to protocol require that families Opt In if they wish for their child/ren to participate. Information on the organisation and class content is included further on in the Newsletter, and the Participation Letter attached. Please respond by 21 March.

Harmony Day excursion - our students will be visiting the First Sikh Temple at Woolgoolga. An event referencing all the particulars has been created on School Bytes, so please be sure to provide consent and make payment prior to the event. Note the limited bus seating.

An important **parent and carer survey** will be conducted in coming weeks and we need all families to participate. Read on for further details...

Peta Robinson

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For what it's worth, it's never too late to be whoever you want to be.
F. Scott Fitzgerald

Event Calendar

8 March

Swimming for Sport - all
Classes

11 March

Crazy Sock Day - Year 6
Fundraiser, gold coin

12 March

OVLC Debating - selected
Stage 3 students

13 - 22 March

NAPLAN - Years 3 and 5

Thursday 21 March

- Harmony Day
- First Sikh Temple
Excursion
- Big Vegie Crunch,
10am

Friday 12 April

Last Day Term 1

Monday 29 April

First Day Term 2

Friday 3 May

P&C Mother's Day Stall



Parent/Carer Survey

This year the staff want to work on building a stronger school community. To start off we will be contacting each family and asking two questions:

1. What is one thing you would like to see improved at Glenreagh Public School?
2. How can you help our school achieve the desired improvement?

Over the next couple of weeks, a staff member will be contacting you by phone to get your answers to these questions. If you prefer, you can send a written response via email to glenreagh-p.school@det.nsw.edu.au

After the surveys have been collated and coded, we will share the results with the school community.

2024 Glenreagh Timber Festival

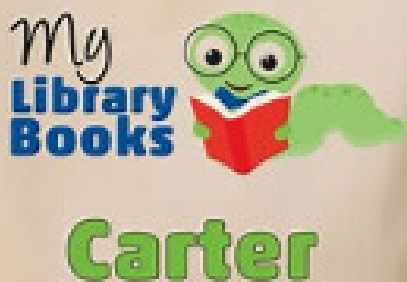
Many thanks to the three parents who put their hand up to represent the School on this year's Committee - Hana, Tania and Amy. To share the load, it has been decided that Hana and Amy will participate in meetings. We will still be seeking volunteers for the actual event, so please think about what window of time you can lend a hand.

OVLC Debating

We are proud to advise that four of our Stage 3 students will be nominated to participate in the OVLC Debating event, to be held at Nana Glen. Notices will be sent home today with the relevant students. Apologies for the short notice - with so many event occurring, the information came late to hand.

Library Reminders

Mrs Smith is delighted to see so many students borrowing and returning books! A reminder that Thursday is now Library Day for all classes. Please ensure you send along a sturdy Library Bag to ensure our lovely books are well maintained.





Special Religious Education Classes

This term will see SRE reintroduced at Glenreagh PS, to take place every Friday commencing 5 April. The SRE curriculum to be applied can be found at <https://godspace.org.au/wp-content/uploads/2023/11/GodSpace-Yellow-2024-Scope-and-Sequence.pdf>

The approved Special Religious Education providers in a Combined Christian Arrangement are pleased to advise that two teachers can commence at Glenreagh Public School in April. Pastor Eroni Cakacaka has trained in Fiji and served in Arnhem Land until 2021, and Neville Brown is an active Coffs Coast Schools Ministry board member.

A Permission Form is attached. To enable the provider to order sufficient student workbooks, please return the completed form by 21 March.

As a reminder, students not attending SRE will be provided with supervised 'Alternative meaningful activities' which do not compete with SRE and are not curriculum-based lessons. Activities may include reading, private study, completing homework, or other activities as considered to be appropriate by the school community.

Canteen Matters

If you have a home garden and find you have a surplus of produce, please speak with Lisa about donating some to the Canteen. Our students love trying out new fruits and vegetables and Lisa is very clever in her ability to incorporate new ingredients into the menu.

Canteen Roster

Friday 8 March - Lisa, Caitlin & Tylah
Monday 11 March - Lisa & Dale
Wednesday 13 March - Lisa & TBC
Friday 15 March - Lisa, Caitlin & Tylah
Monday 18 March - Lisa & Vickie
Wednesday 20 March - Lisa & Glenda
Friday 22 March - Lisa, Caitlin & Tylah

On-call: Glenda

Rare Disease Day

Thanks to the students who participated in the Rare Disease Day mufti fundraiser. \$61.45 was raised in total, to be donated to Rare Voices Australia on behalf of our school.

Rare Voices Australia (RVA) is the national peak body for Australians living with a rare disease. RVA provides a strong, unified voice to advocate for policy as well as health, disability and other systems that work for people living with a rare disease. The person-centred focus sees them working with all key stakeholders, including people living with a rare disease, governments, key peak bodies, researchers, clinicians and industry. RVA advocates for the best outcomes for Australians living with a rare disease.

Special thanks to Maddie, Dom and Warner, and their families for sharing their heartwarming stories with us all. There's so much strength and compassion in our school community!





Stewart House Donation Drive

Every year, 1,600 public school children attend Stewart House safe haven next to Curl Curl beach at no cost to their parents or carers. During a 12-day stay, they are provided with dental, optical, hearing and medical screening and treatment.

Children participate in educational programs and excursions designed to develop their social and emotional skills, build self-esteem and improve their overall wellbeing. Usually, each year, two students from Glenreagh participate in the program.

Attending children are inspired to have real hope and positive aspirations for their future. Children in the care of Stewart House attend a specific purpose school onsite for 10 days of their 12-day stay. The NSW Department of Education provides infrastructure and staffing support for this school. All other costs associated with the children's stay are met from charitable donations.

A Donation Drive envelope has been issued to each family - please give what you are able. Envelopes must be returned to the school office by the end of Term 1, so funds may be banked and envelopes forwarded in time for the prize draw.

School Community Charter & Student Behaviour Code

Please find attached these two documents, which our Director has requested all schools communicate to families and students. Please take the time to read through these and explain them to your child/ren.

Thank You JAS Forwarding

On 22 February JAS Forwarding visited our school to meet with the students. They gave each and every student a bag of school supplies and equipment, plus swimming towels (which were put to good use during intensive lessons).



Also, through their relationship with Kellogg's, JAS Forwarding donated a good supply of breakfast cereals, to be used for our Breakfast Club. The generosity and support provided was appreciated by all, and the JAS crew left to a roaring applause.



Tricky Toys!

We have found that when children bring in toys or treasures from home, it can cause upset in the playground. No toy guns are permitted in the school environment; this includes water pistols. Please discourage your children from bringing toys which have value to them, as they may be lost or broken. Our teaching staff actively discourage students from gifting each other toys or 'treasures'.

Token Prizes

Our support staff have recently embarked on MultiLit™ training with Stages 1, 2 and 3. Our team thought tokenistic prizes - such as supermarket promo items - would provide great student incentives. There were even special requests for pre-loved Matchbox cars! If you have anything suitable, please speak to Jess or Fleur to find if it's suitable.



School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning.
- communication from school staff will be timely, polite and informative.
- professional relationships with school staff are based on transparency, honesty and mutual respect.
- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with respect

We prioritise the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work together with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

CHRISTIAN SRE 
QUESTION. EXPLORE. DISCOVER.

INFORMATION FOR FAMILIES

Better Balanced Futures provides the foundation for life values in our children, to assist them to navigate in an ever-changing world. It aims to continually improve the implementation and delivery of SRE.

**Better
Balanced
Futures**

CONTACT US



www.christiansre.com.au



info@christiansre.com.au



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WHY CHOOSE CHRISTIAN SRE?

Christian SRE helps students to 'become successful learners, confident and creative individuals, and active and informed citizens'. It aids them to 'have a sense of selfworth and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing'.



SRE is a strength of our public education system, it benefits student mental health and well-being, provides safe places for students to explore faith and belief and strengthens multiculturalism.

*The Honourable Sarah Mitchell, MLC,
New South Wales Minister for Education
and Early Childhood Learning.*

The NSW Government published the independent SRE review findings and recommendations in 2017. These highlighted how SRE positively contributes to students' understanding of their cultural heritage, is an avenue for their spiritual care, builds tolerance in schools, promotes multiculturalism, contributes to a wellrounded education, and connects schools with their local community.



WHAT IS CHRISTIAN SRE?

Special Religious Education (SRE) also known as Scripture, is the time set aside in Public Schools where parents/carers can choose to have their children educated in the faith of their family and cultural background. The NSW Education Act (1990) allows for the local community to make this contribution to public education, via annually approved providers, responsible for authorising age appropriate lessons, training and authorisation of teachers.

Christian SRE begins with the understanding that we were created by a loving God, who calls us to fullness of life. Children are encouraged to see themselves as God sees them, full of gifts and potential to be a force for immense goodness in our world. As such, Christian SRE, contributes to positive self-image, identity and resilience, forming young people in their understanding of the morals and values from the teaching of Jesus.

The Christian SRE program takes various forms in different schools and regions. In some schools individual denominations provide specific class options (Eg. Anglican, Catholic, Orthodox). In other schools Churches unite their efforts to deliver a common curriculum in combined Christian SRE classes.

WHO teaches SRE?

SRE teachers are people from local Christian churches, some are paid, most are volunteers. All SRE teachers have mandatory working with children checks, as well as ongoing training in child protection and classroom management, lesson preparation and the appropriate use of authorised curriculum materials.

WHAT is taught?

Christian SRE teachers follow an authorised curriculum enabling students to question, explore and discover more about their Christian faith by examining the Word of God, church teaching and the faith experience of others. It helps students to grasp what it means to live well, to be in relationship with God and to embrace a life of service of others.

SRE teachers are encouraged to use a variety of teaching activities including writing, craft, small groups, class discussion, songs, drama, storytelling, games and new learning technologies. Every SRE provider must have on their website a link to the outline of the authorised curriculum they use.

HOW do we choose SRE?

Schools regularly inform parents/carers of available SRE options and a participation letter is included in the enrolment pack. The participation letter informs parents/carers of the SRE options available and gives parents/carers the choice of which SRE class the student may attend e.g. Anglican, Catholic or Christian SRE. If a parent/carer is unsure or wants an update, they can contact the school directly. A parent/carer can also alter their choice at any time by sending a note to the school Principal. SRE is all about choice and SRE providers fully support the right of parents/carers to choose any of the SRE options, or non-SRE options, including private supervised study or Special Education in Ethics classes where available.

COMMUNICATION

On occasion and with pre-approval from the Principal, teachers may send information home about local church services, annual seasonal celebrations, access to sacramental or church programs, as part of ongoing communication with parents/carers. There are clear processes available at a school level and via SRE providers to enable parents/carers to have dialogue, to ask questions or to make a complaint if they have concerns about SRE.





Special Religious Education Participation Letter

A feature of the public education system in NSW is the opportunity to provide time in class for education in ethics, faith and morality from a religious or non-religious perspective at the choice of parents/carers.

The school website <https://glenreagh-p.schools.nsw.gov.au/> provides information on options to support parent/carer choice.

A parent/carer may at any time notify the school in writing that they wish to change their decision. Students will continue the same arrangement as the previous year, unless a parent/carer has requested a change in writing.

Students not attending Special Religious Education or Special Education in Ethics are given supervised alternative meaningful activities.

For more information about Special Religious Education and Special Education in Ethics, including the list of approved providers, please visit: <https://education.nsw.gov.au/religion-and-ethics>

The following options are available at Glenreagh. Please choose one.

Special Religious Education Options

☐ Option 1: Coffs Coast Schools Ministry

If you do not wish for your child to attend Special Religious Education, please select below

☐ Alternative meaningful activities.

Student name/s: _____

Name of parent/carer: _____ Date: _____

Signature of parent/carer: _____

If you selected Special Religious Education or Special Education in Ethics, you confirm that, in doing so, you consent to the Department providing your child's name to the nominated approved provider. The Department is required to obtain your consent under section 26 of the Privacy and Personal Information Protection Act 1998 (NSW) so that it does not have to comply with section 19, which would otherwise apply to prevent the Department from providing your child's name.