

# The Junction Journal

The Junction Public School  
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 Phone 4963 1343

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Principal: Cath Larkman

02/12/2022

## From the desk of Mrs Larkman

### Hello to our Parents and Carers,

I imagine you are all being coerced into getting those Christmas trees up! Ours went up early as I managed to have all four grandchildren in the one town last weekend. There was some mayhem with decorations concentrated in the front of the tree at child height, but everyone was happy and that was the goal. I'm also eternally grateful for the efficiency of online buying as the gifts start to turn up at the front door.

School for the students will finish on Friday December 16 and staff have two days the following week to learn, plan and catch up on mandatory training as well as do some handover for their 2023 students.

### NAPLAN Highlights

In this newsletter we have prepared some parent friendly feedback from NAPLAN. Instead of just the raw data, we have shared some of the areas where we have continued to enjoy good results as well as the areas where we will work in 2023 and beyond. NAPLAN (National Assessment program – Literacy and Numeracy) is only one set of data that we use to triangulate our results to inform our strategic plan and I find it very useful at a school level. Bear in mind that it is one test on one day for students, which is considered along with check ins, standardised tests, work samples and teacher anecdotal data. This is why you are best to consult your class teacher if you want to get more information on your child's progress.

In schools, along with NAPLAN and other evidence, we use a form of evaluative thinking to set up our school strategic directions. See the link for more information if you are interested. Mrs Emmington and I were lucky enough to work with Duncan Rintoul when we were working in state office 2014-2016.

<https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/evaluation-resource-hub/evaluative-thinking>

About half way down the page you will see a 3.34 minute video clip which will capture our process. Thanks to Mr Sparksman for preparing the pdf for our families. You will find this further on in our newsletter.

Cath Larkman  
 Principal



Artwork by Auntie Michelle Earle  
 commissioned by TJPS in 2018

**We respectfully acknowledge that this newsletter comes to you from Awabakal land.**

**In communicating how we learn, teach, and lead, we acknowledge and pay respect to elders past and present and extend that respect to all Aboriginal people as the traditional custodians of this land on which we are all privileged to live, work, and learn.**

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## From the desk of Ms Emmington

As the year draws to a close, I would like to acknowledge the wonderful work of the Learning and Support Team in 2022.

I have coordinated this team for a number of years and am so proud of the professionalism, the care, the insights and the constant research our teachers will go to, to bring learning strategies and engaging activities in the classroom which make a difference to your child's learning. Every staff member is a part of the Learning and Support Team at The Junction PS. They attend meetings during lunch times when they need to advocate for the learning needs of your child, and they partner with you to keep the learning and social needs of your child front and centre. They work closely with our Learning and Support Teachers and with Allied Health professionals invited into our school to support students.

I especially want to acknowledge my teaching team who this year worked very closely to develop specialist learning programs, to track and monitor student learning and to support class teachers to support those students who needed extra learning and care. That team is:

**Mrs Claire Edwards** who supported teachers and their students from Years 4-6. She has worked in classrooms supporting students' literacy and numeracy development as well as spent many lunch times developing plans for safe, fun social interactions in the playground. All her students feel known, valued, and cared for.

**Miss Lauren Audsley** who has supported teachers and their students in Kindergarten through to Year 3. She has worked side by side in the Kindy room to teach children phonics and reading skills and has worked with small groups in Years 1-3 in Reading and Numeracy. I especially loved the celebratory feel in her groups when a student masters a new skill.

**Mrs Michelle Morrison** who has for two years supported students as part of our extra COVID funded learning and support. She has done an amazing job working on writing skills and ensuring that students met stage outcomes. This year she has also worked within our New Arrivals Program and supported students whose second language or dialect is English. Mrs Morrison has ensured that students in her groups have maintained and improved upon their writing skills.

I want to also acknowledge a team of very professional and highly skilled School Learning Support Officers. We are very fortunate to have such highly trained, willing to learn and ready to volunteer group of officers for whatever I have had to send their way. This wonderful team this year has consisted of **Mrs Di Edwards, Mrs Theresa Koitka, Mrs Belinda Scorgie, Mrs Emma Lovegrove, Mrs Pam Parkes, Ms Sophie Laing and Mr Liam Begnell.**

During Learning, Health, Wellbeing and Support meetings of the last few weeks many parents acknowledged the wonderful job our School Learning Support Officers have done this year. On behalf of the teachers and myself we want to thank all our School Learning Support Officers for their dedication to the health, wellbeing and learning of the students in their care.

Connie Emmington

Learning and Support Coordinator

Deputy Principal

## Upcoming Events

### TERM 4

#### **Monday December 5**

2023 Leadership team announced

#### **Tuesday December 6**

Kinder 2023 Orientation session 2

#### **Friday December 9**

Charity Day

#### **Monday December 12**

Year 6 Farewell

#### **Tuesday December 13**

Presentation Day

#### **Thursday December 15**

Year 6 Party Day Movie & BBQ  
(please note change of date)

#### **Friday December 16**

Year 6 Clapout  
K-6 Students last day of term  
(please note change of date)

#### **Monday & Tuesday Dec 19 & 20**

Staff Development days

### TERM 1 2023

**Friday January 27 & Monday 30** Staff Development days

#### **Tuesday January 31**

Years 1-6 return

#### **Wednesday February 1**

Years 3-6 Swimming Carnival

#### **Monday February 6**

Kindergarten students Start

## Attendance Matters

Contact details – are your contact details up to date? Sometimes we will need to contact you, including on the day that your child is absent and if you haven't notified the school with a reason for your child being away.

If your contact details are out of date or if you're not sure, please contact the school on phone 4963 1343 so we can update our records and can contact you quickly when we need to.

Please include parent/carers name, address, phone numbers, email address and emergency contact details. Please remember to contact the school if any of these details or your circumstances change. This is particularly important so we can work together to protect the wellbeing of our students through the reporting and monitoring of student absences

The infographic is divided into two main sections. The top section, 'Why attendance matters', features three circular images: a child learning, two children making friends, and a child building skills through fun. The bottom section, 'Minutes lost = days lost per year', uses clock and calendar icons to show that 5 minutes lost per day equals 3 days lost per year, and 30 minutes lost per day equals 18 days lost per year. A central message states: 'Patterns of lateness can have a serious impact on your child's education.' The NSW Government logo is present in both sections.

### OUR STAFF

Principal – Cath Larkman  
Deputy – Connie Emmington

### Kindergarten

KC – Jody Cooper  
KG – Sarah Griffiths  
KB – Tess Barns / Louise Searant  
KH – Angie Harris - AP

### Stage 1

1L – Amy Lalic  
1 /2A – Alison Smoother  
2MC – Nina McLeod/ Nicole Jones  
2S – Nicholas Savage  
1C – Laura Chaffey - AP

### Stage 2

3S – Olivia Smith  
3A – Mark Alcock  
3L – Aleisha Ladkin  
3 /4B – Lucy Bourne  
4LC – Phillipa Campbell/ Holly Lynch  
4G – Katrina Gardoll

Jo-Anne Ellis - AP

### Stage 3

5C – Lisa Campey  
5S – Kate Spring  
5FW – Kate Farrell / Sarah Wilson  
6R – Michael Radnidge  
6M – Josh Pidutti  
6L – Matthew Liles - AP

### Learning and Support

Connie Emmington – LST Coordinator  
Luke Sparksman - Maths  
Claire Edwards – Yrs 4-6  
Lauren Audsley – Yrs K-3  
Michelle Morrison – CILSP  
Sara Willoughby/Hannah Titchmarsh – Library  
Alison Tonkin – Music  
Linda Whiteside – Counsellor

### School Learning Support Officers

Di Edwards  
Theresa Koitka  
Belinda Scorgie  
Emma Lovegrove  
Pam Parkes  
Sophie Laing  
Liam Begnell

## Information from the Front Office Team...

☑ **LOST PROPERTY** It is disheartening to see the number of jackets, hats, lunch boxes and drink bottles with no names on them that we are receiving everyday in the lost property boxes. Without names, these items cannot be returned to students. Please ensure that all items have student's names that are **clearly written**, thank you.

### Band & Strings Ensemble Fees are now **overdue** for Terms 1, 2, 3 & 4 Money collection for excursions & events

The preferred payment option is through the "Make a Payment" tab on the school website.

A new feature on our excursion notes is a QR Code to take you directly to the Make a Payment tab.

All cash payments to come straight to the office, this includes: - Band fees, School books, Excursion money etc. There is a "Payments" slot at the front counter in the school office – students are to post payments in this slot. Any money that is sent to school must be in a sealed envelope with your "Child's name and class" on the front and details of the event you are paying. The school accepts cash, (exact amount only), cheque or we have EFTPOS facilities in the office. Please note that the school EFTPOS facility is only available for school payments and not P&C items – such as the Uniform Shop.

**If you use the online option, please make sure you still return permission notes to school.**

### **Absences**

Any absence from school must be explained. The Skoolbag App and Sentral Portal are a great way to advise the school of student absences, or alternatively phone the school, send an email or write a note. Each day at around 10am, the school sends out an SMS alert to parents of any child who has an unexplained absence for that day. Please refrain from using class apps like Class Dojo to explain absences as the teacher may not be at school or they are teaching and unable to read the Dojo message before 10am.

### **Extended Leave**

If you are going away and leave is over (5) school days, you must complete an "EXTENDED LEAVE FORM" (available from the office) prior to your leave.

### **Late Arrivals / Early Leavers**

School hours are from 8.55am to 3pm. The first assembly starts at 8.55am. If children arrive later than 8.55am, they need to present **with a parent** to the office to provide late arrival information to office staff. A 'Purple Partial Slip' is then taken to the class teacher. Similarly, if children need to leave early for the day, parents must buzz the intercom at Union Street for the gate to be opened. Admin staff will call the classroom for your child to come up to the office area to be collected. **Please try to avoid early departures during recess (11.00 -11.20am) and lunch breaks (1.00 -1.50pm) as it can be quite difficult to locate your child in the playground.**

### **Medication at School**

The office is only able to administer 'prescribed medication' to students. This means medication that has been prescribed by a doctor. This medication must be left in the package provided, clearly labelled with the child's name and dosage. If medication is required, a parent will need to come to the office and complete a Prescribed Medication Indemnity form.

### **STAFF ARE NOT ABLE TO ADMINISTER PANADOL OR NON PRESCRIPTION MEDICATIONS.**

All COVID information for parents can be found here:

[COVID-19 \(coronavirus\) \(nsw.gov.au\)](https://www.nsw.gov.au/covid-19)

### **In the Office**

#### **OFFICE HOURS:**

8:30AM TO 3:15PM

School Email: [thejunctionp.school@det.nsw.edu.au](mailto:thejunctionp.school@det.nsw.edu.au)

### **SCHOOL SECURITY**

ph: 1300 880021

### **Office Team**

Dianne Edwards

Amanda Brake

Angela Bowen

Kathy McInnes

Lesley Janissen

### **General Assistant**

Tom Jervis

### **In the Community**

#### **December P&C Meeting**

7pm Tuesday December 6 2022

#### **P&C Contact email**

Mark Duffield-Thomas, President  
[president@junctionpandc.org](mailto:president@junctionpandc.org)

### **UNIFORM SHOP**

ONLINE ORDERING!

[www.tjpsuniform.com](http://www.tjpsuniform.com)

### **Secondhand Uniform Donations**

Donations accepted are bomber jackets, polo fleece jumpers, red polo shirts and black sport shorts and black tracksuit pants. We are unable to accept donations of white shirts or tunics.

Email the Uniform Shop:

[tjpsuniformshop@gmail.com](mailto:tjpsuniformshop@gmail.com)

PLEASE ASSIST WITH DELIVERY OF UNIFORM ORDERS BY PUTTING YOUR **CHILD'S NAME** on the order. No parent names please.

Please note that the new wet weather jacket orders have not arrived as yet



# KINDERGARTEN ORIENTATION

Save the Dates

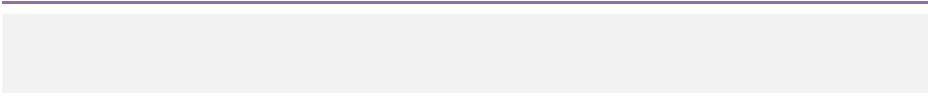
NOVEMBER 15TH &  
DECEMBER 6TH

9:10AM  
UNTIL  
10:45AM

MEET  
OUR  
YEAR 5

WORK &  
PLAY IN OUR  
CLASSROOMS

THIS IS A GREAT OPPORTUNITY FOR PARENTS TO MEET  
OTHER PARENTS AND GRAB A COFFEE OFF SITE.



# NAPLAN REPORT 2022

The following report will provide an overview of our school NAPLAN results in Reading and Numeracy. Both student strengths and areas requiring further support will be identified and explored using example questions. Please note that the purpose of this is to share some common findings from the NAPLAN assessment with our parents and community. These assessment tasks act as one source of information for teachers when triangulating data linked to student learning and achievement.

## **Reading**

Our reading results in both Year 3 and Year 5 showed positive growth, with both groups on average recording significantly higher results than the state average.

Results in the Top 2 NAPLAN Bands:

- Year 3 - 67% of our students received results in the top 2 bands
- Year 5 - 60% of students received in results in the top 2 bands.

The majority of questions in both NAPLAN reading assessments focused on both literal and inferential comprehension strategies.

## **Numeracy**

Our numeracy results in both Year 3 and Year 5 showed negative growth. This trend was consistent across the state. Both Year 3 and Year 5 students received results above the state average in numeracy.

Results in the Top 2 NAPLAN Bands:

- Year 3 - 48% of our students received results in the top 2 bands
- Year 5 - 29% of students received in results in the top 2 bands.

Despite seeing a lower number of students in our top 2 bands compared to 2021, we have seen a high level of growth from the bottom 2 bands to the middle 2 bands. In other words, we have a lower number of students in both the bottom 2 bands and the top 2 bands, with a higher number of students in the middle bands.

This review will focus on the big mathematical ideas of:

- Additive thinking\*
- Multiplicative thinking\*
- Measurement and geometric reasoning.

Year 3 - Reading strengths	Year 3 - Areas requiring further support in reading <b>See example questions below</b>
<ul style="list-style-type: none"> <li>- Locating and interpreting directly stated information in texts</li> <li>- Identifying a character's perspective</li> <li>- Identifying the main ideas in informative and persuasive texts</li> </ul>	<ul style="list-style-type: none"> <li>- Interpreting the meaning of words and sentences in all texts</li> <li>- Interpreting a character's feelings and their response in imaginative texts</li> <li>- Identifying the main idea in imaginative texts</li> </ul>

According to the text, why are poachers a problem?  
Choose two reasons.

They try to kill Komodo dragons.

They take Komodo dragons away from Indonesia.

They steal the land where Komodo dragons live.

They kill the Komodo dragons' food.

They threaten people who want to help Komodo dragons.

### Adopt a dragon


**What are Komodo dragons?**

Komodo dragons (*Varanus komodoensis*) are one of Earth's most unusual creatures. The biggest of all lizards, they can weigh up to 150 kilograms and reach lengths of more than three metres. With their size and their forked tongues, it's not hard to see why they were named after the dragons in myths and fairytales.

Treetops Zoo is offering you the chance to adopt one of our Komodo dragons. For only \$20 a year, you could help save the lives of Komodo dragons in the wild.

Most Komodo dragons live in the Komodo National Park, located on a group of islands in Indonesia. Komodo dragons are considered vulnerable because their habitat is disappearing. As more land is taken over by humans, the areas left for Komodo dragons decrease. These poor creatures are also under threat from poachers (people who kill or capture animals illegally). Poachers not only hunt the Komodo dragons but also their prey, such as deer or boar.

Treetops Zoo will use your money to protect Komodo dragons. We work with local charities on the islands to teach people about the importance of protecting the dragons' habitat.



*He might even live to tell this strange tale.*  
(paragraph 3)

What does this quotation suggest about Jack's thinking?

Jack is now sure his story will end well.

Jack thinks his situation may be improving.

Jack has started composing his story in his mind.

Jack knows no-one will believe what he has been through.

### The storm

The waves were gushing over the wooden rowing boat with a force that terrified Jack more with every lash. He was right at the front of the tiny boat but his oars were long gone and he could do nothing but hang onto the seat beneath him, his hands so cold that he couldn't even feel them. Every wave that hit the boat raised it up so high. It was surely just a matter of time before Jack would be thrown into the water. With every wave he got colder and wetter and more terrified. His heart pounded painfully in his chest and the wind whipped his wet hair about his face, stinging his eyes with salty water, until he could see nothing in front of him but the towering mountains of water.

Jack had found himself in some serious troubles before. But never quite like this.

As the boat climbed up once more and plummeted down into the depths of the waves, there were a few seconds of the most eerie silence. It was a moment of almost complete peace and stillness and Jack suddenly started to feel that he might be okay. He might even live to tell this strange tale. But before the noisy rhythm of the waves started up again, he heard a new and different noise: a different rhythm altogether. It was more like a deep rumble. He could almost feel it more than hear it, 'Heave-ho, heave-ho, heave-ho ...' Voices, surely?

He wasn't alone!

This story is about a man who

loses his cats.

is helped by cats.

does not like cats.

wants his cats to help him.

### Postal cats

Leon was a postman. Every day Leon would wake up and feed his 37 cats. Leon didn't really want 37 cats, but one by one they had turned up on his doorstep, and Leon had taken them in.

Every day, after feeding the cats, Leon would collect the mail from the red postboxes in the village and take it home to sort.

'If only I had 37 helpers instead of 37 cats, my job would be so much easier,' Leon thought. Just then, the cats started meowing for their dinner. That gave Leon an idea.

That night, Leon stayed up making 37 cat-sized postal backpacks. Each backpack fitted neatly onto a cat's back. Then, he went around to each postbox, putting signs up that read: *Postbox closed. Please use the Postal Cat Service.*

The next day, Leon put a backpack on each cat and dropped off the cats around the village. Leon knew that the cats would be happy lazing around all day. He also knew that they would always come home for dinner.

Leon spent the day relaxing, waiting for his helpers to return.

Leon was right. The cats *did* return, but they did not bring home many letters. Somehow, the cats had managed to wriggle out of their backpacks. Or lose their letters. Or get the letters wet. Or, in one case, nibble the corners of the letters.

'Cats are just too unreliable,' Leon thought.

Just then, there was a scratching at Leon's door. A scruffy dog was waiting to be invited inside.

That gave Leon an idea.

## Year 5- Reading strengths

- Interpreting the meaning of sentences and paragraphs in informative texts
- Interpreting the main idea in imaginative texts
- Identifying and interpreting how a character is portrayed in imaginative texts

## Year 5 - Areas requiring further support in reading

See example questions below

- Identifying the purpose of text features in all texts (e.g., headings, layout, figurative language techniques)
- Evaluating the accuracy of information in informative texts
- Inferring a reason for a character's action

Look at the bottom of the text. What is the purpose of the heading *Did you know?*

It seeks support for an opinion.

It challenges the reader's assumptions.

It makes a request for extra information.

It promises a snippet of extra information.

### Wave-driven generator

Ocean waves contain a great deal of energy. This energy can be captured and used for important work such as generating electricity, or for removing the salt content of water so that it can be used for human consumption. One example of a machine that exploits the power of waves is a wave-driven electricity generator.

- 1 Waves**  
Waves are caused by the wind blowing over the ocean. When they strike the shore or some other object, their energy is transferred.
- 2 Curved walls**  
Concrete walls help catch the waves and focus their energy towards the wave-driven generator. These walls can be up to 40 metres wide.
- 3 Concrete chamber**  
Waves are captured by a concrete chamber. The mouth of the chamber is permanently submerged (under water), and can be several metres wide. Past its mouth, the chamber quickly narrows. This narrowing concentrates the power of each wave.
- 4 Airflow**  
When a wave enters the chamber, the air inside the chamber is pushed forward by the water as shown by the dotted lines in the diagram. This compresses the air, forcing it to travel at speeds of up to 350 kilometres per hour.
- 5 Air turbine**  
Once the wave has transferred its energy, it drops back. As a result, air flows back into the chamber from the outside, through the air turbine.
- 6 Generator**  
The spinning generator creates an electric current.
- 7 Electricity cable**  
The electricity created by the generator flows out via cables, to be used by people to power their homes and businesses.

**Did you know?**  
Another type of wave-driven device uses large buoys to generate electricity. These buoys are joined together to make a long 'snake' that floats on the surface of the ocean. As waves rise and fall, so too do the buoys. This action drives pumps inside the buoys, which in turn power an electric generator.

Tick to show whether each statement is true or false according to the text.

	True	False
The Iditarod race started in the early 1900s.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Iditarod is now firmly entrenched as an ongoing competition.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Most dog breeds are unsuited to sled racing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A skilled musher is the key to being successful in the Iditarod.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### 'The last great race on Earth'

Iditarod means 'distant place' in several indigenous Alaskan dialects, and it is aptly named. The Iditarod Trail Race is a gruelling endurance test in a remote part of Alaska. This one-of-a-kind race requires competitors to journey across 1850 kilometres of snowy wilderness, not on foot, but in sleds pulled by dogs. The race typically takes between eight and fifteen days to finish, but slower dog sled teams have taken up to 32 days to complete the course. Each year, last place finishers earn the Red Lantern Award for tenacity.

The race is named for the perilous dog sled trail used to deliver mail and supplies in the area during the early 1900s. In 1925, sled dogs and mushers were heralded as heroes for transporting serum along the remote Iditarod trail to cure an epidemic in the town of Nome, Alaska. After innovations in technology eventually rendered the Iditarod sled route unnecessary, the race was created in 1973 to revive the sport of dog sledding in Alaska.

The human captain, or 'musher', is just one element in a sport that relies completely on teamwork to succeed. A vital part of the musher's team is the 16 dogs that pull the sled. You can't just harness any household pets to a sled and expect good results. After a few dogs on a team of frozen-pawed poodles bowed out of the competition in the early 1990s, the Iditarod specified that only breeds suitable for arctic travel are allowed to race. Most dogs in the race are now a mixed breed called the Alaskan husky. Even with the right breed it takes months of preparation to ensure that a team is ready for the arduous race.

While the Iditarod continues to this day, it is not without new challenges and controversy. The number of competitors has seen a steady decline due to the exorbitant cost of participating in the race combined with a significant decrease in prize money. In addition the Iditarod has been scrutinised for possible inhumane treatment of sled dogs, causing further decline in the popularity of the race. The future of this race remains controversial despite its intriguing historical roots.

*He tiptoed towards the furthest stall ...*  
(paragraph 4)

Why is Adam tiptoing?

He wants to surprise his dad.

He thinks his dad might be asleep.

He isn't usually allowed inside the barn.

He doesn't want to disturb his horse.

### The arrival

It wasn't often that Adam sat still, but this afternoon he couldn't think of one single thing that he would rather do. The heat shimmered all around him like a living thing. From his favourite spot on the verandah, perfectly placed to catch the slightest breeze, Adam gazed out, eyes fixed on the long dusty track that ended right where he sat.

On one side, shading the house, stood an ancient gum tree, alive with the chatter of birds. On the other, stretching off as far as he could see and meeting nothing but wide blue sky coming the other way, lay red sandy soil. Everything was still.

Then Adam saw a cloud of red dust in the distance. He stood up, straining his eyes to get a better view. As the cloud grew bigger, he saw a white jeep making its way towards him. Yes, he thought. *At last!*

Adam ran straight through the house and out across the yard to the barn. Inside it was dark and cool and so quiet he could almost hear his heart hammering in his chest. He tiptoed towards the furthest stall, where his dad had been on watch all morning.

'Dad, the vet's here', he said quietly.

'Well, he's too late', said Adam's dad, smiling. 'Someone else got here first.'

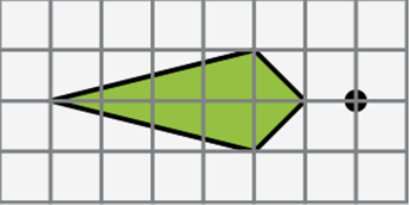
'No way!' said Adam, his face lighting up with pleasure and pride. 'She did it!'

As he looked into the stall, his beautiful chestnut horse was nudging her new foal carefully to its wobbly feet.





<p><b>Year 3- Numeracy strengths</b></p>	<p><b>Year 3- Areas requiring further support in numeracy</b>  <b>See example questions below.</b></p>
<ul style="list-style-type: none"> <li>- Comparing and ordering 2 and 3 digit numbers</li> <li>- Doubling and halving 1 and 2 digit numbers</li> <li>- Following addition number patterns to find unknown numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Interpreting and solving questions related to rotating and reflecting 2D shapes</li> <li>- Comprehending word problems and transforming the information into a number sentence</li> <li>- Representing fractions and understanding the language used to describe fractions of an amount</li> </ul>

Jasper draws a shape on some grid paper.  
 He puts a pin through the dot.  
 He then rotates the paper a quarter turn anti-clockwise.



Nico mows about  $\frac{1}{3}$  of his yard before the lawnmower runs out of petrol.

Which of the following shows how much of the yard Nico has mowed?

Key	
	= Mowed lawn
	= Unmowed lawn

Four options are shown, each with a radio button and a yard diagram:

- Option 1: Radio button . Yard diagram: 10 horizontal bars. 1 bar is light green, 9 are dark green.
- Option 2: Radio button . Yard diagram: 10 horizontal bars. 3 bars are light green, 7 are dark green.
- Option 3: Radio button . Yard diagram: 10 horizontal bars. 6 bars are light green, 4 are dark green.
- Option 4: Radio button . Yard diagram: 10 horizontal bars. 9 bars are light green, 1 is dark green.

Avril buys some plants for her garden.  
 The plants are for sale at 5 for \$2.00.  
 She buys enough of them to plant in her garden as shown.




What is the total cost of the plants Avril buys?

Year 5- Numeracy strengths	Year 5 - Areas requiring further support in numeracy <b>See example questions below</b>
<ul style="list-style-type: none"> <li>- Comparing and ordering 3 and 4 digit numbers</li> <li>- Solving questions using addition and multiplication facts</li> <li>- Continuing a number pattern involving a constant increment or difference.</li> </ul>	<ul style="list-style-type: none"> <li>- Solving multi-step word problems involving addition and subtraction</li> <li>- Solving multi-step division word problems involving remainders</li> <li>- finding the missing number in equivalent number sentences (balancing number sentences).</li> </ul>

Lauren has \$225.00 to spend.

jeans \$74.95	scarf \$19.95	shoes \$49.95	shirt \$34.95
------------------	------------------	------------------	------------------



She bought the following articles of clothing while she was shopping:

- 1 pair of jeans for \$74.95
- 1 pair of shoes for \$49.95
- 2 shirts for \$34.95 each
- 1 scarf for \$19.95.

How much money does Lauren have left?

Pippa has 35 stickers.

She gives an equal number of stickers to 8 of her friends.

She gives each friend the maximum number of stickers possible.

How many stickers does Pippa keep for herself?

Type a number in the box to make this number sentence true.

56	$- 38 + 16 = 34$
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A number sentence is shown.

$$43 + 28 = 43 + 30 \underline{\hspace{2cm}}$$

### Additive and Multiplicative Thinking\*

Additive thinking encompasses **a student's ability to manipulate numbers in additive situations**. As students develop an understanding of whole numbers and the operations of addition and subtraction, they transition from counting strategies to using more flexible strategies to solve problems. Understanding and applying the inverse relationship between addition and subtraction to solve problems is also part additive thinking.

Multiplicative thinking encompasses **a student's ability to manipulate numbers in multiplicative situations**. Students' understanding of numbers as composite units and the ability to recognise and work with the relationship between quantities is a critical part of thinking multiplicatively. Understanding and flexibly applying the inverse relationship between multiplication and division to solve problems is also part of multiplicative thinking.

# Learning Gallery

## PSSA Cricket- TJPS are Hunter and Tied Northern NSW Champions

### The Hunter Region Final vs Wingham Public School

What a performance! The Junction Public School have been crowned the champions of the Hunter region. In windy conditions the TJPS school cricket team have defeated Wingham Public School. Batting first, TJPS have scored a massive 5/188 off their 25 overs. Caleb and Corban did an amazing job opening the innings seeing off Wingham's best bowler and putting away the bad balls. After drinks the party started with all batters scoring quickly. Sam N and Corban put on a clinic with both retiring with 40 runs. Charlie I, Angus (20 runs) and Lachie keep the runs flowing with Liam (21 not out) and Charlie B (9 not out)

It was then TJPS turn to bowl. We started strongly keeping runs to a minimum with Sam T, Lucas, Tom and Evie fielding like superstars. Charlie, I got the first wicket and Wingham Public School were 1/41 at drinks. After drinks TJPS flexed their bowling depth with all students having a bowl and doing an amazing job. At the end of the Wingham innings they were 3/121. Great bowling figures from Charlie 1-13, Evie 1-5 and Corban 1-18.

TJPS won the game by 70 runs and now move in the Northern NSW final against Lennox Head Public School on Friday. An outstanding performance from our team. A special thanks to all the parents for their support and to Mr Burns and Mr Topic for scoring on the day.

### The Northern NSW Final vs Lennox Head Public School

I have replayed this game at least 100 times in my head, maybe even more. What a game of cricket! On Friday 25<sup>th</sup> November the mighty TJPS cricket team travelled up to Lennox Head to play in the Northern NSW Final against the North Coast champion Lennox Head PS. Corban B called heads and won the toss and elected to bat. From ball one the TJPS students knew we were in for a mighty battle. Lennox Head PS came out firing, sending down some high quality fast bowling. Corban and Caleb were equally up for the task. After losing Caleb in the 5<sup>th</sup> over for 4, Sam N strode to the crease and started to consolidate the innings with Corban. The team took the game on with Corban playing one of the greatest innings in TJPS history. At the end of our 25 overs TJPS ended with 6/106. Corban with 40 retired, Sam N with 16 and Liam W and Lucas C an important 8 not out. TJPS came out to bowl on a mission.



We started with a wicket in the first over with a fantastic run out from Liam W. Angus B struck in the 5th over to have Lennox PS reeling at 2/7. However, they were able to consolidate their innings and the game was evenly poised at drinks with Lennox Head 2/34. I can't really remember what happened for the next 13 overs, but I do know that the TJPS students displayed great courage, determination and a never say die attitude in front of 300 screaming Lennox Head PS students. It came down to the last ball of the match with Lennox Head PS needing 3 runs for victory.

They managed to get 2 runs and the game was tied. Unfortunately, TJPS were knocked out of the competition as we lost more wickets - 6/106 to Lennox Head 5/106. A tough way to exit the competition but a great lesson for the students in resilience and winning and losing. Great bowling from Angus B, 1-10 off 5 overs and Charlie I, 1 for 20 off 5 overs.

To say I'm proud of these students is an understatement. The character, attitude and team spirit they displayed all competition was some of the best I have ever been around in 30 years of sport. I want to say a massive thank you to the students and their parents. I would like to also thank Mrs Larkman and the school executive for all their support.

I asked the team what their best moment was of being part of the TJPS School cricket team here are some of their responses:

- ✚ Everyone was really positive and winning the Hunter final- Sam T
- ✚ Playing against schools around our area and against other kids that I know- Angus B
- ✚ Getting 25 not out and the team running out to congratulate me- Liam W
- ✚ I enjoyed playing with the team and getting so far in the competition- Evie
- ✚ Taking my first school cricket wicket against Adamstown- Charlie B
- ✚ The game against New Lambton PS when everyone did their job and we got the win- Sam N
- ✚ Bowling the last over in the final against Lennox Head PS. It felt like the whole team were backing me- Charlie I
- ✚ Against Hamilton South we were 7/56 and Liam stepped up with an outstanding batting performance to help us post a total of 105- Corban

The team – Corban B, Caleb R, Sam N, Charlie I, Angus B, Lachie B, Charlie B, Lucas C, Liam W, Sam T, Evie R & Thomas B  
Mr Nick Savage, PSSA Cricket Coordinator

### Finally, our Yarning Circle is open...

It is great to see it in use by parents and students. We look forward to having some learning yarns in this space.



# COMMUNITY MESSAGE BOARD

P&C Announcements – December 2022



### Community Christmas Social

All parents, carers, teachers, and community members are invited for an informal Christmas social to mark the end of the year.

Come along and meet other parents and teachers as well as the P&C.

*P&C Community Christmas Social*  
@ Modus Merewether  
5pm Tuesday 6 December 2022

The December P&C meeting will also occur at 7pm but will be kept short 😊.

We look forward to relaxing with as many of you as possible.

(Food and drink at own expense and this is an adult only event).

## 2023 P&C Membership Due

We encourage all parents and community members to become members of our P&C. Annual membership is only \$1, and this allows you to vote at our 2023 Annual General Meeting and stand for Committee positions next year.

Please click the link below and sign up. Please ensure you enter the member names if buying more than one membership, and there is also an option to make a donation on top of the \$1 membership fee.

If you are considering supporting the school as part of the P&C committee next year, please make sure you're registered as a member.

The AGM will take place in March 2023 where several committee positions will be available.

<https://bit.ly/TJPCPC2023>

## Kindy Orientation Morning Tea

Thank you to all Kindy parents who attended and donated cakes the morning tea to welcome the new 2023 Kindy parents. The turnout was great, with lots of new families receiving a warm welcome to our community.

## Important P&C Dates & Reminders

6 December - Community Christmas Social & December P&C Meeting

9 December - Charity Day

13 December - Presentation Day

16 December - Last Day of Term & Parents Dress up at Pick up

7 February 2023 - First P&C meeting of the year

7 March 2023 - P&C AGM and Committee Elections

Please note that the school office still has a few trays and containers that have not been collected, following the Halloween Disco. These items were not able to be returned as they don't have names on them, thank you



**DECEMBER  
2022**

*(bookings close Mon 12 Dec)*

# THE JUNCTION HOLIDAY PROGRAM

**MONDAY  
19 DEC**

**A VERY TASK  
CHRISTMAS**

*Santa's calling, and  
he needs YOUR  
HELP!*



*Make your own  
decorations, gift tags  
and treats!*

**Fee - \$75**

**TUESDAY  
20 DEC**

**END OF TERM  
CELEBRATION!**

*Excursion to  
Hoyts Charlestown  
to see Disney's  
Strange World!*



*Popcorn and water  
provided!*

**Fee - \$96**

**HOURS**  
Mon - Fri  
7am - 6pm

For detailed  
information go to  
your school on  
our website.

[task-kids.com.au](http://task-kids.com.au)

Questions?  
[enrol@task-kids.com.au](mailto:enrol@task-kids.com.au)



• Excursion days - places limited • TASK is egg & nut free • Afternoon tea provided • All HP subject to change  
• Each day please bring: recess, lunch and water bottle, hat, raincoat, socks, covered shoes and jumper - all labelled.



# THE JUNCTION HOLIDAY PROGRAM

BOOKINGS CLOSE MON 2 JAN

JANUARY 2023 - WEEK 1

**MONDAY**  
9 JAN

**TASK**  
NEW YEAR  
2023

Celebrate New Years TASK style!

Fee - \$75

**TUESDAY**  
10 JAN

**WET & WOW**

Excursion to Lambton Pool for a day of water and wow!

Fee - \$96

**WEDNESDAY**  
11 JAN

**IRON CHEF**

The battle for culinary supremacy starts HERE!  
And finishes with chocolate.

Fee - \$75

**THURSDAY**  
12 JAN

**SPY MODE**

Excursion to Red Alert Laser Tag Warners Bay!

Fee - \$96

**FRIDAY**  
13 JAN

**CAMP SUNNY**

TASK is recreating the summer camp experience during these January Holidays.

Fee - \$75

HOURS  
Mon - Fri  
7am - 6pm

For detailed information go to your school on our website.  
[task-kids.com.au](http://task-kids.com.au)

Questions?  
[enrol@task-kids.com.au](mailto:enrol@task-kids.com.au)



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# THE JUNCTION HOLIDAY PROGRAM

BOOKINGS CLOSE MON 9 JAN

JANUARY 2023 - WEEK 2

**MONDAY**  
16 JAN

**CAMP SUNNY**

Camp Sunny continued... tug-o-war, camp craft, fort building and more.

Fee - \$75

**TUESDAY**  
17 JAN

**DANCE, DANCE, REVOLUTION**

Bop till you drop is coming into TASK to join us for a massive dance party!

Fee - \$96

**WEDNESDAY**  
18 JAN

**TASK VS TASK**

Excursion to Revolution Newcastle

Fee - \$96

**THURSDAY**  
19 JAN

**SUMMER BASH**

A day of sports with the team from Exergames.

Fee - \$96

**FRIDAY**  
20 JAN

**DIY & MODIFY**

You can do more when you do it yourself.

Fee - \$75

HOURS  
Mon - Fri  
7am - 6pm

For detailed information go to your school on our website.  
[task-kids.com.au](http://task-kids.com.au)

Questions?  
[enrol@task-kids.com.au](mailto:enrol@task-kids.com.au)



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• Each day please bring: recess, lunch and water bottle, hat, raincoat, socks, covered shoes and jumper - all labelled.





# THE JUNCTION HOLIDAY PROGRAM

BOOKINGS CLOSE MON 16 JAN

JANUARY 2023 - WEEKS 3 & 4

**MONDAY  
23 JAN**

**CAMP SUNNY**

Our final Camp Sunny!

**TASK**

Fee - \$75

**TUESDAY  
24 JAN**

**9D MOBILE CINEMA**

An Epic multisensory VR experience is coming to TASK!

**MOBILE CINEMA  
FEEL TO SEE**

Fee - \$96

**WEDNESDAY  
25 JAN**

**SOAKED SUMMER**

We are in for splashing-good time with an excursion to Lambton Pool!

Fee - \$96

**THURSDAY  
26 JAN**

**PUBLIC HOLIDAY**

**FRIDAY  
27 JAN**

**OUR BACKYARD**

Bring your adventure shoes to take a journey through our own Australian backyard.

Fee - \$75

**MONDAY  
30 JAN**

**MOVIE EXCURSION**

Finishing our holidays with an excursion to Hoyts Charlestown.

Fee - \$96

\* Excursion days - places limited • TASK is egg & nut free • Afternoon tea provided • All HP subject to change  
\* Each day please bring: recess, lunch and water bottle, hat, raincoat, socks, covered shoes and jumper - all labelled.

*Fun Languages!*

**ENROL NOW for 2023!**

The FUN way to learn another language for kids 5-12 yrs (Kindy to Year 6)

The Junction Public School

**FRENCH CLUB**

Tuesdays from 1.10pm to 1.45pm

**\* Free trial**  
**\* Creative kids voucher accepted**  
**\* Siblings discount**

Contact Audrey  
[audrey.nys@lcclubs.com.au](mailto:audrey.nys@lcclubs.com.au)  
or call 04 77 123 353  
[www.lcclubs.com.au](http://www.lcclubs.com.au)

*Encourage her to have a go.*

Daughters & Dads Cricket provides a safe space for girls to learn new and develop existing cricket skills.

SCAN ME

TERM 1 2023 | REGISTER NOW  
[www.daughtersanddadsccricket.com.au](http://www.daughtersanddadsccricket.com.au)



# NIPPERS AT NEWCASTLE BEACH SURF LIFE SAVING CLUB



## WHAT IS NIPPERS?

Nippers is an activities-based program that introduces children aged 5 to 13 to surf life saving.

It is all about kids learning, gaining confidence, and developing valuable life skills through fun, structured activities in a safe beach environment.

Nippers also provides kids with an opportunity to participate in surf sports competition, with a series of carnivals held throughout the season.

## WHAT TO EXPECT

Nippers runs every Sunday starting Sunday 9th October.

Through structured activities in a safe beach environment, kids have fun, while developing surf safety skills and awareness, building confidence and becoming part of the Newcastle Surf Life Saving Club community.



## HOW TO GET INVOLVED

Follow the links to our intake form on our website - [www.newcastleslsc.com.au](http://www.newcastleslsc.com.au)

After completing the intake form, you will then be contacted with further information including pricing, uniforms, meet and greets and key dates.

[www.newcastleslsc.com.au](http://www.newcastleslsc.com.au)