



## CASSILIS PUBLIC SCHOOL NEWSLETTER

Term 1 Week 8

Tuesday 18<sup>th</sup> March 2025

### From the Principal's Desk

Thank you to all the parents, friends and families that were able to attend the **P & C Annual General Meeting** and ordinary March meeting on Sunday afternoon. We are so fortunate to have so many people supporting our special little school and working together to make it the wonderful place that it is. A big thank you to the outgoing executive for their leadership and work steering the committee throughout 2024. You have done such a great job that the committee members and school warmly welcome you all back again, in the same positions this year! The school looks forward to continuing on with the projects already started last year with the P & C and exploring new opportunities of working collaboratively together in 2025.



### Annual Report

The 2024 Cassilis Public School Annual Report provides an account of our operations and achievements throughout the year. It is the result of rigorous self-assessment by staff, parents and carers, as well as student leaders.

Please find a copy of our 2024 annual report attached to this newsletter for a detailed account of:

- the progress we have made to provide high-quality educational opportunities for every child as set out in the school plan.
- the impact of our strategies for improved learning.
- the benefit to all students from resources including equity funding.
- our operations and achievements throughout the year.

### Carpark

As was discussed at Sunday's P & C meeting, due to our growing school community and more cars accessing the carpark each day, effective as of this week we are trialling **new safety measures** to ensure the safety of all students and their families during school drop-off and pick-up times.

*All parents are asked to reverse into the marked bays adjacent to the green fence along the football field, enter the assigned walkway with their children from the rear of their car, before following this path to the school entry gate.*

***We ask parents to please adhere to these measures to ensure the safety of all.***

These measures will be reviewed over the coming weeks whilst we trial them and I encourage anyone with feedback and/or suggestions to email the school.



**Mrs Hurd**  
**Acting Principal**

### UPCOMING CALENDAR EVENTS:

(refer Sentral Parents Portal)

**Mar. 21 HARMONY DAY & SENIORS WEEK**  
**MORNING TEA 9:15 – 11am**

**Toybox 9:30am – 12 noon**

**Mar. 28 CROSS COUNTRY**

**Apr. 4 (Cross Country backup date if needed)**

**Apr. 11 Assembly, Easter Parade**  
**Last day Term 1**



**Cassilis Public School warmly invites you to celebrate Harmony Day and Seniors Week with us on Friday, 21st March, from 9:15 am to 11 am.**

**Enjoy a fun-filled morning of activities, followed by delicious morning tea.**

**Harmony Day is a celebration of Australia's cultural diversity and a day to promote inclusion and respect.**

**The colour orange is the official colour of Harmony Week, if you would like to dress in theme.**

**To assist with catering, please RSVP by Wednesday, 19th March, by calling the school at 6376 1009. We hope to see you there!**

## STUDENT OF THE WEEK



### Week 7

Congratulations to Jimmy Hegarty. We are very proud of you for your outstanding adjustment to Kindergarten and active participation in class discussions

## CASSILIS STUDENTS SUPPORT GIRO DE CASSILIS WITH CREATIVE COLLAGE

Cassilis Public School students put their creative talents to work, crafting a vibrant collage of cyclists in support of the Giro de Cassilis—our wonderful local non-profit bike ride, which took place on the 8th and 9th of March. Riders took on the challenging track and were full of praise for both the course and our students' artwork!

A heartfelt thank you to everyone from the P&C who volunteered their time to make this event a success. Parents, grandparents, and students came together to assist with everything from the registration desk and water stations to photography and face painting. Your efforts help ensure the proceeds from this fantastic event go back into the Cassilis community. Well done to all involved!



### FROM THE P & C:

Cassilis P&C had a busy weekend helping with the Giro de Cassilis bike ride. Parents, grandparents and Kids helped with everything from the registration desk and water stations, to photography and face painting!

Thank you to everyone who volunteered their time to help.

Shelley Piper  
P & C Treasurer





### THIS WEEK AT SCHOOL :

Our Kindergarten students have been working diligently at school and home to master their reading skills and learn the **Magic 100 Words**! This fortnight, **Jim** achieved mastery of his **Gold Words**, while **Cecilia** successfully memorised both her **Red and Blue Words**. Congratulations to all our Kindy students for their hard work and dedication! Keep it up!

### SAVE THE DATE:

#### Cassilis Public School 150<sup>th</sup> Anniversary



### SAVE THE DATE:

#### CROSS COUNTRY CARNIVAL

We would love to share this day with as many families as possible. Any offers of assistance on the day would also be welcome. Please call the school office if you would like to be involved.



### REMINDER ABOUT HOME READING BOOKS:

Students are encouraged to take home a school reader each week, to support their class learning.

#### **Book returns are every Monday.**

As the students are doing very well in literacy, we need to maintain our supply of readers available.

We would be grateful if all families could conduct a "search and rescue" operation as soon as possible, please, and any "lost" books are returned. Don't be embarrassed at all, as we understand the challenges of busy lives.

Every Monday, every student hands in their readers in exchange for a different one, giving all an opportunity to experience them.

Thank you very much for helping us provide wonderful resources for everyone at CPS.



# 2025 NSW Premier's Reading Challenge

Artwork by Matt Ottley

## 2025 NSW PREMIER'S READING CHALLENGE

The PRC is a statewide Challenge that encourages students to develop a love of reading for leisure and pleasure in students and enables them to experience quality literature. It is not a competition, but a challenge to encourage each student to read, to read more, and to read more widely.



All students who complete the challenge and have their reading record validated by the school's PRC coordinator will receive a certificate signed by the Premier of NSW.

### How many books do students need to read?

Students in Kindergarten to Year 2 are challenged to read or experience 30 books. 20 of these books must be from the relevant Challenge booklists, and up to 10 books can be personal choice books. Books can be read with a parent, carer, teacher or another student.

Students in Year 3 to Year 10 are challenged to read 20 books independently. At least 10 of these books must be from the relevant Challenge booklists, and up to 10 books can be personal choice books.

If a book is from an approved PRC series, students can enter up to 5 books as Challenge books, and can read up to 10 other books from the same series as Personal Choice books. More information on the rules of the Challenge can be found [on the PRC website](#).

Books must be added to a student's online reading record by **Friday 22 August 2025** in order for their reading record to be validated and receive a certificate.

### How do students log their reading?

The NSW Premier's Reading Challenge is now open and Cassilis Public School is excited to be participating!

### What is the NSW Premier's Reading Challenge?

Students can access the PRC's [Student Experience site](#) using their DoE username and password, or can log into the site via the Student Portal. A video guide explaining how to use the

Student Experience site can be found [here](#).

Students may also record their reading on the Personal Reading Log and submit it to the PRC Coordinator by 23 August 2024, who will complete the reading log on the students' behalf.

### How can students find books on the NSW PRC challenge lists?

Mrs. Nairne and Mrs. Brooker have been working hard to identify books in our library that align with the NSW Premier's Reading Challenge. Ms. Bowen is also contributing a selection from home, which students are welcome to borrow and return.

**Mrs Nairne**

**Cassilis Public School Librarian**

**A quick guide for logging books:**

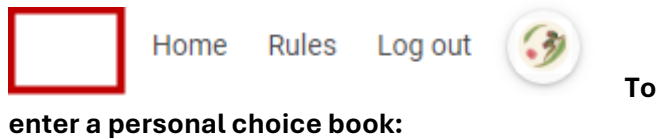
1. Log into the [Student experience site](#) using your DoE student username and password.
2. Use the blue search bar to search for books you have read.



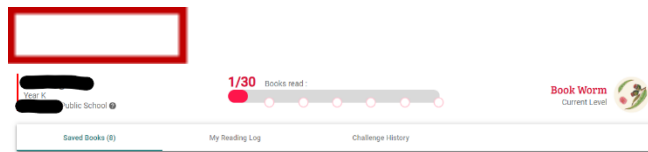
2a. If the title appears, click “Add to Reading Log” to add it as a PRC book.



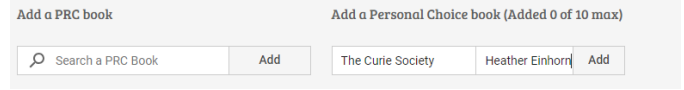
2b. If the title does not appear, you will need to enter it as a personal choice book.



1. Click on the icon in the top right hand corner:
2. Click on “My reading log”



3. Fill in the book details under the “Add a Personal Choice book” field and click “add”



If you have any issues with logging books, please speak to Mrs Nairne or Ms Bowen.

**TOYBOX**

At Cassilis Public School  
21<sup>st</sup> March & 4<sup>th</sup> April



**TERM 1 CALENDAR 2025**

Children's Mobile Playgroup 0-6 years of age

**February 2025**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	3rd McCullys Gap	4th Denman	5th Gundy	6th Merriwa	7th Cassilis
2	10th TBA	11th Ellerston	12th Rouchel	13th Hebden	14th Wingen
3	17th McCullys Gap	18th Denman	19th Gundy	20th Merriwa	21st Cassilis
4	24th TBA	25th Ellerston	26th Rouchel	27th Hebden	28th Wingen

**March 2025**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
5	3rd McCullys Gap	4th Denman	5th Gundy	6th Merriwa	7th Cassilis
6	10th TBA	11th Ellerston	12th Rouchel	13th Hebden	14th Wingen
7	17th McCullys Gap	18th Denman	19th Gundy	20th Merriwa	21st Cassilis
8	24th TBA	25th Ellerston	26th Rouchel	27th Hebden	28th Wingen

**April 2025**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9	31st McCullys Gap	1st Denman	2nd Gundy	3rd Merriwa	4th Cassilis
10	7th TBA	8th Ellerston	9th Rouchel	10th Hebden	11th Wingen

9.30 am– 12 noon  
Toy Box 6543 4877  
email- toybox@uhcs.org.au





# MATHEMATICS

Our Stage One students have been learning how to use dot arrangements, particularly on dice, to quickly recognise and quantify numbers without counting. They have explored how dice patterns remain consistent, allowing them to see smaller numbers within larger ones and develop subitising skills—the ability to instantly recognise quantities. Through interactive activities like "Spot the Spots!" and "Going Dotty!", students practised identifying, representing, and discussing number patterns using visual cues. They also engaged in games that reinforced their understanding of "one more" and "one less" relationships, as well as different ways to visualise and count collections of dots. These activities help build strong number sense and flexible thinking in mathematics.

Our Kindergarten students have been exploring the number three in a hands-on and engaging way! They went on a classroom hunt to find different representations of three, discovering the word "three," the numeral "3," and various visual examples like groups of three stars and three-letter words. This activity helped students recognise that numbers can be represented in different ways, reinforcing their number sense and early mathematical thinking.







*Our older students explored the complexities of friendships through a relatable scenario involving Red and Boots. When a conflict arose between the two, students examined key concepts such as asking for consent, managing tricky conversations, and understanding feelings associated with change. By working together, they helped Red and Boots resolve their misunderstanding, reinforcing the value of communication and empathy in strong friendships.*

*Healthy Harold's visit was a fantastic learning experience, and we can't wait to welcome him back again!*





# Science



In Science, students have been exploring the concept of living and non-living things. They have learned that living things grow, eat, move, and reproduce, while non-living things do not. Together, students have developed their ability to identify and categorise living and non-living objects. Discussions helped clarify common misconceptions, such as the idea that plants do not move, by showing how they grow and turn towards sunlight. To deepen their understanding, students took a guided walk around the school, observing and documenting examples of living and non-living things in their environment. We took photos of their discoveries and later drew some of our examples in class. This inquiry-based approach encouraged critical thinking and real-world application, helping students develop their scientific observation skills.

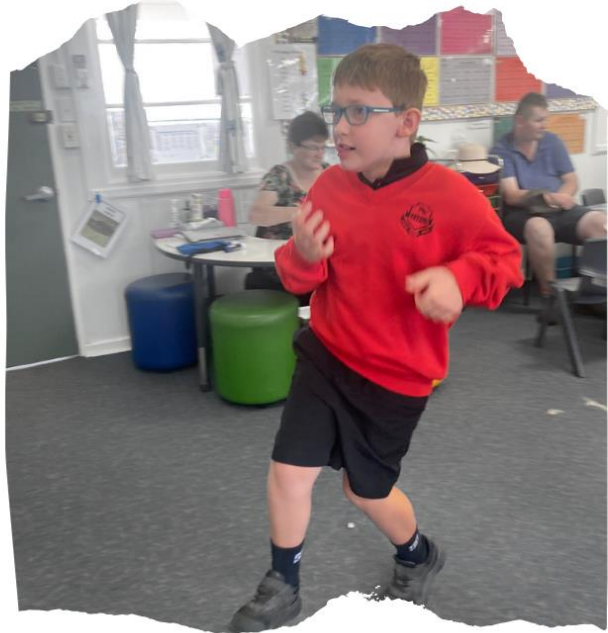






# CAPA

*Dance: Exploring Space Through Movement*  
 In their latest dance lesson, students have been developing their understanding of personal and general space through movement activities. Using games like Near and Far, they explored how to move freely and safely without touching others. They experimented with different ways of travelling—marching, hopping, sliding—and learned how to adjust their movements to avoid collisions.



Through fun and engaging activities, students discovered how to find and use their own space, vary their movements, and respond to rhythm signals using rhythm sticks. These foundational skills will help them in future dance lessons as they continue to explore movement and spatial awareness.





# Supporting Kindergarten Literacy with Jolly Phonics and Heggerty's Phonemic Awareness

In Kindergarten, our students are building strong foundations in reading and writing through structured phonics and phonemic awareness programs. We use Jolly Phonics and Heggerty's Phonemic Awareness to help children develop their ability to hear, identify, and use letter sounds, which is an essential step in becoming confident readers and writers.



## Why Focus on Sounds Instead of Letter Names?

When children learn to read and write, knowing the sounds letters make is far more useful than knowing their names. For example, if a child sees the word "cat," recognising that c makes a /k/ sound, a makes an /a/ sound, and t makes a /t/ sound allows them to blend those sounds together to read "cat." If they only knew the letter names—C, A, T—it wouldn't help them decode the word. Similarly, when writing, children who can break words into sounds are better able to spell words phonetically.

## How Jolly Phonics and Heggerty Work Together

Jolly Phonics introduces each letter sound through actions, songs, and stories, making it fun and memorable for young learners. As they learn individual sounds, they also start blending them to read words and segmenting words to spell them.



Heggerty's Phonemic Awareness program strengthens children's ability to hear and manipulate sounds in words, such as identifying the first sound in "dog" or changing the /c/ in "cat" to /b/ to make "bat." This oral practice reinforces their phonics learning and helps them become more confident readers and spellers.



## Supporting Kindergarten Literacy with Jolly Phonics and Heggerty's Phonemic Awareness

Alongside phonics, children are also learning Magic 100 Words—the most commonly used words in early readers. Many of these words don't follow simple phonics rules (e.g., the, was, said), so learning them by sight helps students read more fluently. By combining phonics knowledge with these high-frequency words, children develop a strong foundation for independent reading and writing.

We encourage families to support their child's learning at home by practising letter sounds, blending simple words, and reading regularly together. If you have any questions about how you can help, please don't hesitate to ask Ms Bowen, Mrs Rose or Mrs Hurd!

