Message from the Principal

Dear members of the Ingleburn North Public School community,

Congratulations go to Charlie, Jasmine and Ben who have been successful in their application to attend a selective high school in 2014. Their decision not to attend an opportunity class back when they were in Year 4 and to remain at our fabulous school has rewarded them handsomely. To those students who were unsuccessful in their applications, let me say that we know about your excellent abilities; if you apply yourselves in your respective high schools there is no reason that you cannot reach your goals in life. Good luck to you all!

Please note that payment for DanceFever held each Tuesday this term, is now due. The cost of $32 for the ten week program is very good value. Students who have not paid by tomorrow, Tuesday, will remain in class.

You may remember my writing about the dangers of unconditional praise and rewards for children. Michael McQueen, a futurist who specialises in communication between the generations, puts it succinctly in a four minute clip. [http://www.youtube.com/watch?v=97ADVQdjGJ0](http://www.youtube.com/watch?v=97ADVQdjGJ0)

Are you enrolling a child at INPS in 2014? Please let the office know as soon as possible.

Attached below is a proposal to change dramatically the way we teach at INPS and the effectiveness of our teaching; please read it and complete the survey. With something as important as this it would be terrific to have every parent and carer having their say. A paper version of the survey will be sent home with your child today. Please return it as soon as you can. Thanks!

Mr B. Moseley
Principal

Coming Events

**July**

Wed 24<sup>th</sup>: FUTSAL

Thurs 25<sup>th</sup>: INPS Athletics Carnival

Wed 31<sup>st</sup>: NSW Uni English Test

Wed 31<sup>st</sup>: P&C Meeting 6.15 – 8.00pm
ALL WELCOME

**August**

Thurs 1<sup>st</sup>: Education Week Open Day & ASSEMBLY (performances by KQ, K/1L & 2A)

Mon 12<sup>th</sup>: Responsible Pet Care

Tue 13<sup>th</sup>: NSW Uni Maths Test
Thurs 15th: ASSEMBLY (performance by 1/2P)
Fri 16th: Gala Day
Wed 21st: Wooglemai Excursion KQ & K/1L
Thurs 22nd: Wooglemai Excursion 1/2P & 2A
Tue 27th: Book Fair
Wed 28th: Dad’s Reading Arvo
Thurs 29th: Scavenger Hunt & Book Swap

September
Wed 4th: Father’s Day Stall
Thurs 5th: ASSEMBLY (performance by 4/5S)
10th, 11th, 12th: School Camp to Dubbo
Wed 18th: Money Talk (Infants)
Thurs 19th: Money Talk (Primary)
Thurs 19th: ASSEMBLY (performance by 6M)
Fri 20th: Last day of Term 3

Tue 8th Oct: First day of Term 4

School Uniform Second Hand Pool

We are in desperate need of any second hand boys and girls track pants and shorts in small sizes. Our supply has dwindled to zero in all small sizes which make it very hard to offer a warm dry change of clothing to our smaller students. If you have any outgrown uniforms that would help us please drop them into the front Office.

Many thanks
Cathy & Marie

Commonwealth Student Banking

Student banking at our school is Wednesday mornings before the bell. All students with a Commonwealth Bank account are encouraged to bring their banking to the Office window. Every deposit through the school earns a token which can be saved and redeemed for fun Commonwealth Bank items.
2013 INPS ICT Survey for parents
For those of you who had children attending INPS in 2007 you might remember that one of the parent surveys for that year was about internet technology; well, the world of communication technologies has changed dramatically since then. The race is on across the globe to ensure that children are prepared sufficiently to meet the rapidly changing challenges of the 21st Century. Quite simply, those children not literate in the latest computer technologies will be severely disadvantaged whether they attend university, take a trade or go directly into employment at the end of Year 12. At INPS we aim to stay ahead of the game!

WORLD INTERNET USAGE AND POPULATION STATISTICS
June 30, 2012

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</thead>
<tbody>
<tr>
<td>Africa</td>
<td>1,073,380,925</td>
<td>4,514,400</td>
<td>167,335,676</td>
<td>15.6 %</td>
<td>3,606.7 %</td>
<td>7.0 %</td>
</tr>
<tr>
<td>Asia</td>
<td>3,922,066,987</td>
<td>114,304,000</td>
<td>1,076,681,059</td>
<td>27.5 %</td>
<td>841.9 %</td>
<td>44.8 %</td>
</tr>
<tr>
<td>Europe</td>
<td>820,918,446</td>
<td>105,096,093</td>
<td>518,512,109</td>
<td>63.2 %</td>
<td>393.4 %</td>
<td>21.5 %</td>
</tr>
<tr>
<td>Middle East</td>
<td>223,608,203</td>
<td>3,284,800</td>
<td>90,000,455</td>
<td>40.2 %</td>
<td>2,639.9 %</td>
<td>3.7 %</td>
</tr>
<tr>
<td>North America</td>
<td>348,280,154</td>
<td>108,096,800</td>
<td>273,785,413</td>
<td>78.6 %</td>
<td>153.3 %</td>
<td>11.4 %</td>
</tr>
<tr>
<td>Latin America / Caribbean</td>
<td>593,688,638</td>
<td>18,068,919</td>
<td>254,915,745</td>
<td>42.9 %</td>
<td>1,310.8 %</td>
<td>10.6 %</td>
</tr>
<tr>
<td>Oceania / Australia</td>
<td>35,903,569</td>
<td>7,620,480</td>
<td>24,287,919</td>
<td>67.6 %</td>
<td>218.7 %</td>
<td>1.0 %</td>
</tr>
<tr>
<td>WORLD TOTAL</td>
<td>7,017,846,922</td>
<td>360,985,492</td>
<td>2,405,518,376</td>
<td>34.3 %</td>
<td>566.4 %</td>
<td>100.0 %</td>
</tr>
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</table>

How do communication technologies support learning?
When computers first appeared in the classroom, they were used pretty much like electronic text books. Teachers would direct students through a lesson and the students would tag along. The aim now is to integrate technology into almost every aspect of the learning environment. Students should be able to pursue questions of enquiry individually or in small groups; they should be able to work at their own pace, at a suitable level of complexity. The teacher’s role then becomes one of guide, ensuring that students know how to evaluate, interpret and understand.

To really appreciate the challenges faced by educationalists please take a look at:

https://www.youtube.com/watch?v=pS3U97FALG1 (a school in England and how the students and teachers use iPads – 5.50min)

https://www.youtube.com/watch?v=zpcEpmNbHds (Sugata Mitra and his now famous hole in the wall experiments – 22.32min, long but very entertaining and extremely interesting)

Where to next?
The best and cheapest option to achieve the above aims is to employ tablet technology (iPads etc.). However, tablet technology is quite personalized - each child would have to have their own tablet. To overcome this, a large number of schools are insisting that every child has an iPad (paid for by the parents). This I believe would be an unreasonable financial burden for many of our parents. Also, it will be necessary to keep the tablets at school so they can be synchronized and charged, ready for the day’s work. By buying bulk, the school will be able to purchase them for a much more reasonable cost.
I propose the following: Students in 2014 will rent the tablets from the school for $50 per year.

- Those students who have *the same* tablet for 4 years will be allowed to keep it.
- Students leaving the school who have had *the same* tablet for 3 years may purchase it for $75
- Students leaving the school who have had *the same* tablet for 2 years may purchase it for $150
- The school will bear the cost of all repairs.
- Apps and other programs loaded onto the tablet will comprise part of the textbook fees. (These costs seem quite reasonable and should not lead to an increase in textbook fees.)

Now for the maths: 175 students x $350 per tablet (*we should* be able to get them this cheaply on a bulk order) = $61,250 + $5250 protectors + $1,500 x 7 set up for each classroom ($10,500) + synching programs $3000 = $80,000 min, minus $17,500 rent = $62,500.

Now, while it is true that the school will receive $17,500 rent per year + $ from new students, we will have to purchase a new class set for kindergarten each year + replace those that are broken + purchase tablets for new students in other years (a total that is bound to equal the amount we will make from rental). So what this means then is that we need to come up with $62,500 which will not be recouped.

**The biggest change to education at INPS in 50 years!**

Obviously such a massive change to the education of your children requires your complete support. While I am asking for you to vote on such a momentous decision, I have decided to take the unusual step of continuing with this project only if a minimum of 80% of parents and carers are in favour of it. But your agreement would only be a first step: more than ever before the school will need your support and in particular, your support of your P&C.

While the bulk of the money needed will come from the school's global budget, such an amount will drain the school's resources. If this were not a project I believed in strongly I would not suggest taking such a radical step.

You are asked to consider each of the following statements and rate your level of agreement or disagreement. I will publish the results in the school newsletter early in Term 4. All comments will remain anonymous. The scale is as follows:

- **SD** = strongly disagree.
- **D** = disagree.
- **NS** = Not Sure,
- **A** = Agree.
- **SA** = Strongly Agree

Place a tick in the box that comes closest to expressing your opinion.

<table>
<thead>
<tr>
<th>Statement.</th>
<th>SD</th>
<th>D</th>
<th>NS</th>
<th>A</th>
<th>SA</th>
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</thead>
<tbody>
<tr>
<td>1. Learning about tablets and related technology is important for my child’s future success.</td>
<td>SD</td>
<td>D</td>
<td>NS</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>2. Tablets can help students learn in other subjects, such as Maths, English, etc.</td>
<td>SD</td>
<td>D</td>
<td>NS</td>
<td>A</td>
<td>SA</td>
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<tr>
<td>3. Using tablets in the school setting is essential.</td>
<td>SD</td>
<td>D</td>
<td>NS</td>
<td>A</td>
<td>SA</td>
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<tr>
<td>4. At a minimum, schools should ensure all students are exposed to a basic education in tablet technology.</td>
<td>SD</td>
<td>D</td>
<td>NS</td>
<td>A</td>
<td>SA</td>
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<tr>
<td>5. To take complete advantage of communication technologies, students require more and consistent access to tablets and computers.</td>
<td>SD</td>
<td>D</td>
<td>NS</td>
<td>A</td>
<td>SA</td>
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<td>Question</td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>6.</td>
<td>You would be more likely to enrol your child in a school claiming &quot;state-of-the-art technology&quot;.</td>
<td>SD</td>
<td>D</td>
<td>NS</td>
<td>A</td>
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<tr>
<td>7.</td>
<td>Schools should allocate sufficient funds to support technology adequately.</td>
<td>SD</td>
<td>D</td>
<td>NS</td>
<td>A</td>
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<tr>
<td>8.</td>
<td>Special classes where much of the student's learning program is done on a computer can help students become more independent learners.</td>
<td>SD</td>
<td>D</td>
<td>NS</td>
<td>A</td>
</tr>
<tr>
<td>9.</td>
<td>Student access to the internet can be a valuable resource for learning.</td>
<td>SD</td>
<td>D</td>
<td>NS</td>
<td>A</td>
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<tr>
<td>10.</td>
<td>In the future students will spend a far greater amount of time using a computer, to assist their learning, and the role of the teacher will change.</td>
<td>SD</td>
<td>D</td>
<td>NS</td>
<td>A</td>
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<tr>
<td>11.</td>
<td>Learning about and being a capable user of technology will enhance my child's prospects in gaining employment in the years to come.</td>
<td>SD</td>
<td>D</td>
<td>NS</td>
<td>A</td>
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<tr>
<td>12.</td>
<td>Schools need to plan so that computer skills are taught in an organized and systematic way from kindergarten to year 12.</td>
<td>SD</td>
<td>D</td>
<td>NS</td>
<td>A</td>
</tr>
<tr>
<td>1.</td>
<td>We have a computer/tablet at home. (If no go to question 3)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>We have internet access from our home computer/tablet.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>We are thinking about buying a computer/tablet in the near future.</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>4.</td>
<td>Someone in our house uses a computer/tablet in their work.</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>5.</td>
<td>We use the computer/tablet at home to help with school work.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>We have a strong/ reasonable/ poor understanding of computer technology (circle correct).</td>
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<td>7.</td>
<td>I believe that my child having consistent access to tablet technology will assist their learning.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>I agree to the proposal mentioned above: that the school should provide every child their own tablet technology in the classroom.</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>9.</td>
<td>I agree to hire the tablet technology for my child from the school for $50 per year.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td>I would like to help the P&amp;C to raise enough funds to support the school in this momentous endeavour.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
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</table>

Name optional: ____________________

Comments: ___________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Thank you for completing this survey.

Mr B. Moseley
Principal.
Week 2 Bulletin

Peer Support Program

For the fourth year now we have been participating in the highly successful program of Peer support. The Whole school participates in Peer Support for 30 minutes each week. Two Peer leaders facilitate a small group of 8-10 younger students, who work together through a number of structured activities. Each teacher supervises 2-3 groups in their classroom. We are working on a module called Living Positively helping us explore the concept of optimism. The module runs for 8 sessions. Our first session enables the children to get to know everyone in the group, agreeing on how they will work well together and interact cooperatively with others. They will also begin to think about what it means to be optimistic. We encourage you to talk to your children about Peer Support every week, as it will help to reinforce the concepts learned in each session. We have enclosed a leaflet with more information and next week during our open classrooms for Education Week you will be able to watch and join in with your child during one of the Peer Support sessions.

If you have any questions concerning this program please contact our Peer Support coordinators through the office on 9605 2459.

Mrs Wyber & Miss Morgan
Peer Support Coordinators
Library News

Third term is always an exciting term for the library with our focus on Children’s Book Week being celebrated in our school in week 7, 26th-30th of August.

Continuing in our school’s traditions the following events will be held during week 7.

- 27th August~ Come as your Favourite Book Character Mufti, whole school Scavenger Hunt and Book Swap
- 28th August~ Dads’ Reading Afternoon
- 29th August~ Book Fair

As well as these celebrations each class will be reading the children’s shortlist books and enjoying craft activities throughout the term during library sessions. Please watch this space for more information over the coming weeks.

Dads’ Reading Afternoon

As part of the children’s book Week celebrations we will again be holding our Dads’ reading afternoon. It will be on Wednesday 28th August, at 2pm. We would love to see lots of Dad’s, Uncles, older brothers or Granddad’s along to read to a small group of children in your child’s class. Please fill out and return the form if you are able to attend.

I am able to attend the Dads’ Reading Afternoon on Wednesday the 28th August from 2pm onwards.

Name_____________________________ContactDetails_____________________

Child/ren’s Class/es ________________________________________________