



Garah Public School

"Helping each child achieve their potential"

Congratulations Camilla! Border Sports Juvenile Girl's Champion



Dear Parents and Carers,

Garah Public School is a school with students going places!

Mungindi Border Sports is part of our High Performance and Gifted sporting program.

What a week at Garah Public School! This week saw us travel to Mungindi to participate in Border Sports. I am so proud of every student from our school. What made me most proud to be there and witness it all, was the fact that no student from our school, irrespective of whether they were coming first or last, stopped and walked. Every student chose to run the whole way. A special mention should go to Mason Scott who gave every event his all. I loved that he never gave up. I would also like to highlight that Harry Boyle and Isabella Brown both got numerous first places, even when they were up against children one and two years older than them. Isabella got first in the 800m and Harry second in his 800m race. Truly remarkable.

UNE Science and Investigation Day part of our High Performance and Gifted academic program.

Today we welcomed scientists from the University of New England who shared their knowledge from Palaeontology, Herpetology, Environmental Science and Parasitology. These keen scientists are inspiring the next generation of scientists through games and activities. We would also like to thank Boomi Public School for joining us for the day. Collaboration with our other small schools lifts the standard of education for all of us and we are proud to be working in collaboration with our other small schools from the regions to provide amazing educational and sporting programs so that our students have the same opportunities as all other students.

Damien Vaughan, Principal (Rel)

GARAH PUBLIC SCHOOL

TERM 2 WEEK 8





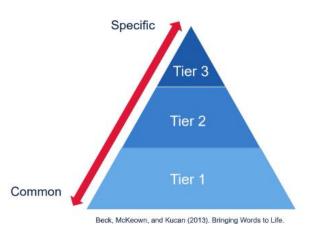
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GARAH PUBLIC SCHOOL

Curriculum information from Ms Cascio - Vocabulary

At Garah Public School, we know that a strong vocabulary is essential for success in reading, writing and overall communication. Simply put, vocabulary is the words we know and understand—whether we hear them, use them in conversation, read them in books, or write them ourselves.

Research shows that vocabulary is one of the strongest indicators of a student's literacy development. Children with a rich vocabulary can better express their thoughts and ideas, understand what they read, and use more precise language in their writing.



While children naturally pick up many words through everyday conversation, we also explicitly teach vocabulary using high-quality texts and focused spelling lessons. These lessons help students explore how words work and develop strategies for understanding new words, giving them the tools to become confident, curious learners.

The NSW English syllabus groups vocabulary into three types:

- Tier 1 everyday words like dog, happy, or run.
- Tier 2 words used more in reading and writing, such as *describe*, *predict*, or *fortunate*.
- Tier 3 subject-specific words like *photosynthesis* or *volcano*, which are often used in science or history topics.

Vocabulary is usually taught through a clear and consistent routine to help students fully understand and use new words. This approach often includes the following steps:

- Say The teacher says the word aloud, highlighting its sounds and syllables.
- Write Students write the word, focusing on how it is spelled.
- Define A simple, student-friendly definition is given.
- Demonstrate The word is used in different sentences or situations to show how it works. Teachers may also explore the word's function, smaller word parts (like prefixes and suffixes), and words with similar or opposite meanings.
- Clarify The word is discussed again in the context of the original text, and students are asked questions to check their understanding and clear up any confusion.

How Parents Can Help at Home

Families play a key role in growing vocabulary. Here are some simple ways you can support your child:

- **Reading Aloud:** Reading to and with children. Talk about interesting words you come across in books. You may want to use the same structure above teachers use when teaching vocabulary.
- Conversations: Engage children in conversations, asking open-ended questions that encourage them to use new words, rather than simple 'yes/no' responses.
- **Meaningful Contexts:** Create opportunities for children to encounter new words in various situations, such as during play, outings, or while exploring new topics.
- Word Games and Activities: Play word games, puzzles, and other activities that make learning fun and engaging. (Vocabulary Game Ideas)
- **Visual Aids:** Use pictures, illustrations, and other visual aids to help children understand the meaning of new words.
- Connect to Learning: Ask your child about any new words they learnt at school. Where possible, relate new vocabulary to what they are learning at school and in their daily lives.

By actively engaging with these strategies, parents can significantly contribute to their children's vocabulary growth, which in turn, supports their overall academic success.





Dates for your Diary

Term 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
WEEK 9 June	23	24 <mark>Canteen</mark>	25 Life Education	26	27 School Assembly SPORT LIBRARY	28/29
WEEK 10 July	30 NAIDOC	1 <mark>Canteen</mark>	2	3	4 SPORT LIBRARY	5/6 TERM HOLIDAYS



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