



Granville Public School

Our School Priorities are Literacy, Numeracy, Student Welfare and Social Responsibility

Granville Grapevine

A Newsletter for the Community of Granville Public School

Issue 4 Term 4, 2016

Thursday 1 December 2016

UPCOMING IMPORTANT DATES

DEC

- 1 Market Day
- 2 Movember Fundraiser
- 6 1/2LE & 3-6LE Excursion - Ramsgate Beach
- 6 Support Unit Excursion to Variety Club Xmas Party
- 7 Presentation Day
- 8 P&C Meeting
- 8 Christmas Carols
- 9 Superhero Day
- 13 Year 6 Farewell Dinner
- 15 Support Unit Excursion to Blacktown Showground
- 16 Last day of Term 4

JAN 2017

- 30 Students return to school

APR 2017

- 7 Last day of Term 1

COMMENCING MONDAY 21/11/16.

**Due to safety
concerns.**

**ALL INFANTS AND
PRIMARY STUDENTS
ARE TO ENTER AND
EXIT THE SCHOOL VIA
THE LENA STREET OR
WILLIAM STREET
GATES.**

**Daniel Street and Florrie
Street gates will now be
closed.**

From the Principal's desk.....

How the term, and year, have flown; before we know it will be Friday 16 December and the end of the 2016 school year; this is correct our school will finish lessons on this date with the following Monday and Tuesday being Professional Development Days for the staff. Although, the majority of the staff have, over the course of the year, stayed back on 4 Wednesday evenings, extended professional development session, to complete their professional commitments for these days. As such there will be no supervision provided for students on the 19 and 20 December 2016.

This week saw the introduction of our CAPA and SPORT/PE Showcase assembly where parents and the community were invited to help the staff and students celebrate the many successes of both staff and students in the areas of Creative and Performing Arts and Sport and Physical Education; thank you to all who attended. I would like to take a moment to thank, publicly, the very hardworking teachers at Granville Public School, as without their dedication to the school many things would go by the by and not be done. The perfect example being our inaugural CAPA & SPORT Showcase Assembly; it was a collective team effort that ensured the success of this day; and this was added to with the performances from Granville Boys' High School.

Throughout the coming months I will have to post, for your reading, different policies that the school must implement as part of my visible leadership model; the first of these being:

1. Protecting and Supporting Children and Young People Policy; and
2. Working with Children Policy.

1: Protecting and Supporting Children and Young People Policy

Rationale:

Granville Public School recognises that care and protection for children and young people is a shared responsibility. It begins with parents, but when government support becomes necessary, it is not the sole responsibility of community services but a collective responsibility.

Keep Them Safe: A shared approach to child wellbeing provides the framework for parents, communities, government, and non-government agencies to work together to support children and families.

Aims:

- Education has an important role to support children and young people and to identify where problems arise that may put their safety, welfare or wellbeing at risk.
- All staff have a responsibility to report risk of harm concerns about children and young people, within their roles, and to provide support to children and young people.
- Child protection reforms introduce an obligation for government and non-government agencies to coordinate decision making and delivery of services.

Implementation:

The Principal Training

- ensure all staff have participated in an initial child protection induction and an update during the past year
- ensure all staff are aware of the indicators of abuse and neglect of children and young people
- ensure all staff are aware of their obligation to advise the principal or workplace manager of concerns about

From the Principal's desk.....**continued**

the safety, welfare and wellbeing of children and young people that arise during the course of their work

- ensure that all staff are aware of their mandatory obligation to report suspected risk of significant harm and of the procedures for doing so.

Reporting

- use appropriate tools to inform decision making, such as the online Mandatory Reporter Guide, professional judgment or specialist advice, where there are concerns about risk of harm
- determine whether concerns about the safety, welfare or wellbeing of children or young people constitute risk of significant harm and, if they do, report these to Family and Community Services
- seek advice from the Child Wellbeing Unit where there is uncertainty about whether concerns amount to risk of significant harm
- contact the Child Wellbeing Unit about the safety, welfare and wellbeing of children and young people where:
 1. there are concerns about risk of harm, that do not meet the threshold of significant harm but are not trivial
 2. the Mandatory Reporter Guide indicates this should be done
 3. a case has been reported to Family and Community Services and did not meet the risk of significant harm threshold
 4. there is an observable pattern of cumulative harm that does not meet the threshold of significant harm.

Supporting children and young people

- establish effective systems in their workplace for:
 1. child protection concerns to be identified in the course of the work of staff, reported and action taken, where appropriate, so vulnerable children and young people are supported
 2. reasonable steps to be taken to coordinate decision making and coordinate services to children and

young people and their families with other local service providers, if required

3. collaborative work with other agencies for the care and protection of children and young people in ways that strengthen and support the family and in a manner that respects the functions and expertise of each service provider

- exchange relevant information to progress assessments, investigations and case management as permitted by law
- use best endeavours in responding to a request for a service from Family and Community Services provided that the request is consistent with departmental responsibilities and policies.

Employees Training

- participate in a child protection induction and in annual updates. This includes all staff – principals, workplace managers, teaching and non-teaching staff, part-time, temporary and casual staff and those who join during the year

Reporting

- adhere to mandatory procedures for conveying risk of harm concerns to the principal or workplace manager
- adhere to mandatory procedures for reporting risk of significant harm to Family and Community Services
- ensure, where they have reported any risk of significant harm concerns to the principal or workplace manager, that the principal or workplace manager has reported those concerns to Family and Community Services
- report directly to Family and Community Services if they believe the principal or workplace manager has not reported risk of significant harm concerns to Family and Community Services, and they still have concerns about risk of significant harm
- ensure that any relevant information that they become aware of,

subsequent to a report being made to Family and Community Services or following contact with the Child Wellbeing Unit, is provided to Family and Community Services or the Child Wellbeing Unit respectively. If the additional information forms concerns about risk of significant harm a report must be made to Family and Community Services

Supporting children and young people

- cooperate with reasonable steps to coordinate service delivery and decision-making with other relevant service providers
- avoid undertaking any investigation of the circumstances giving rise to a report where risk of significant harm has been reported, without the express prior approval of the relevant Family and Community Services case officer
- inform students, including apprentices or trainees, of their right to be protected from abuse and of avenues of support if they have concerns about abuse.

Monitoring:

- Principals and workplace managers must maintain a workplace register of staff participation in annual updates and of inductions of new staff, or they must sight individual records of staff inductions. This applies to all staff including non-teaching staff, part-time, temporary and casual staff.
- A record is to be kept of reports to Family and Community Services as confirmation that mandatory reporting requirements have been met. The report reference number should be recorded.
- The record and related papers are to be retained by principals or workplace managers in secure storage and kept confidential. These records are to be provided to any successor.
- Where a reference number has been provided by the Child Wellbeing Unit it must be recorded and kept.
- If serious safety issues remain after a report has been made to, and

From the Principal's desk.....**continued**

accepted by, Family and Community Services, principals or workplace managers will refer the matter to the departmental regional officer responsible for student services so the case can be taken up at a senior level within Family and Community Services.

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle (2019).

2: Working With Children Check Policy**Rationale:**

- Staff who are engaged in child-related work as a paid employee of the department or as a contractor are required to meet the department's Working with Children Check requirements to determine their suitability for employment or engagement.
- Staff who are engaged in child-related work as a paid employee of the department or as a contractor are required to meet the department's National Criminal Records Check requirements to determine their suitability for employment or engagement.
- For further details, refer to the Working with Children Check Procedures.

Aims:

- In accordance with the *Child Protection (Working with Children) Act 2012*, the safety, welfare and well-being of children and, in particular protecting them from child abuse, is the paramount consideration in the operation of this policy and the Working with Children Check Procedures.
- The Working with Children Check is an important part of the NSW Department of Education's recruitment process to prevent people who pose a risk to the safety, welfare and well-being of children from being employed or engaged in child-related work.

Implementation:

- As an employer, the department has a responsibility to take reasonable steps to ensure that all persons to be employed or engaged in child-related work in the department are suitable for child-related work.
- Human resources areas, directors, managers and principals are responsible for ensuring that recruitment processes within their area/s of responsibility are consistent with the Working with Children Check Policy and the Working with Children Check Procedures.
- This includes ensuring that all persons who are required to either obtain a Working with Children Check Clearance or provide a Working with Children Check Declaration (as referred to in section 3.2 of the Working with Children Check Procedures) have met the relevant requirement, prior to commencing employment or engagement.
- The Principal is responsible for records management, including keeping relevant Working with Children Check and National Criminal Records Check documents for five years after the employment or engagement has been completed, or longer if required (for example, if the recruitment or engagement action has been the subject of legal action); and for disposing these documents thereafter in a secure manner (for example, shredding).

Evaluation:

- The Principal, or nominee, is responsible for the periodic review and revision, as appropriate, of the Working with Children Check Policy and the Working with Children Check Procedures.

This policy will be reviewed as part of the school's three-year review cycle (2019).

I look forward to your feedback on these policies.

A reminder of events coming up:

Thursday 1 December

- * Year 6 Market Day

Friday 2 December

- * Thank you Breakfast from Staff to Parent Helpers ~ 8:30am
- * PSSA Grand Final for Summer Sports ~ GO GPS Boys T-Ball Team!
- * The Big Shave Off ~ 2PM under the 3-6 COLA... bring your gold coins

Tuesday 6 December

- * Variety Christmas Party for Support Unit
- * 1/2LE & 3-6LE Excursion to Ramsgate Beach

Wednesday 7 December

- * Presentation Day ~ School Hall

Thursday 8 December

- * P&C Meeting
- * Christmas Celebrations

Friday 9 December

- * Super Hero Day ~ gold coin donation 'Make a Wish Fundraiser'

I hope to see you at one or all of the coming events.

Gregory Grinham
Principal

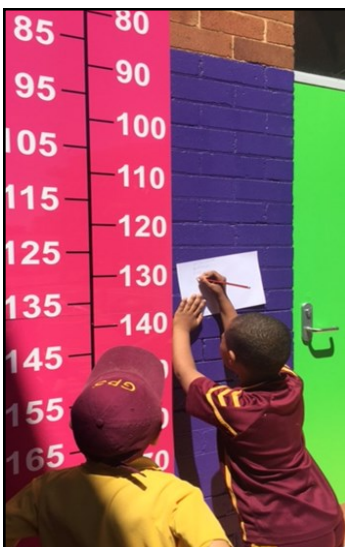
PLEASE NOTE

THE FRONT OFFICE
IS OPEN
8:30 AM - 3:00PM

THE SCHOOL PHONE
IS NOT ANSWERED
BEFORE 8:30AM
OR
AFTER 3:00PM

EaFS Numeracy News

*EaFS Numeracy Sessions
in the Preschool*



*Numeracy Outdoor
Learning Area In Action*

EaFS Numeracy News

PARENT SESSION

We will be running a parent information and celebration session on Thursday 8 December at 2:00pm in KP classroom.

The session will provide parents with information and ideas to support their childrens' numeracy skills at home over the holidays. Parents will participate in the activities that student will bring home in their Take Home Numeracy Packs.

The packs will be handout to every K-2 student by the end of Week 10.


I would like to extend thank Mrs Choghari who has spent many hours helping us prepare and pack the Take Home Numeracy Packs.

The session will also involve parents with the opportunity to view and use the new Numeracy Outdoor Learning Area.

Please come along to join in the learning activities in order to further support your children with their numeracy skills, in the long holiday break.



Mrs Mansour, Miss Lagana and Mrs Douglas





**Please
RETURN
YOUR
LIBRARY
BOOKS**

As the school year comes to an end, it is time for the Library books to return to their shelves for the School Holidays.

There will be no further borrowing after Week 8.

All books that have been borrowed from Granville Public School Library need to be returned before the School Holidays.

Thank you,
Miss Koopelian

INDUSTRIAL ACTION

THURSDAY 8 DECEMBER 2016

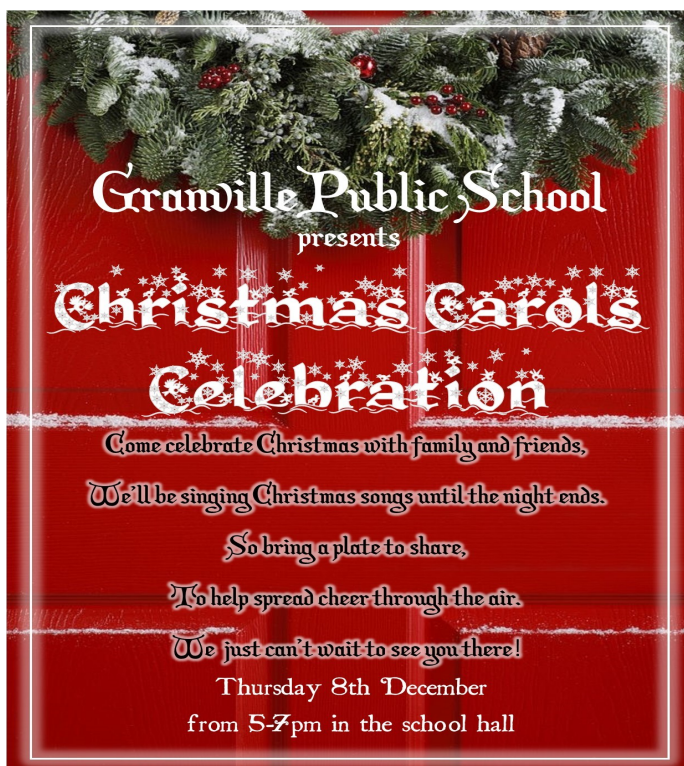
The NSW Teachers Federation has announced it will hold a stop work meeting of School Teachers and non-school based Teaching Service (OCAA) members on Thursday 8 December 2016. The purpose of the stop work meeting is for Federation member's to debate and vote on the proposed *Crown Employees (Teachers in School and Related Employees) Salaries and Conditions Award 2016*.

As a result of the Industrial Action, there will be minimal supervision at school during the industrial action, this will be from 8:30am and normal lessons will commence at 10:30am.

I thank you for your understanding in regards to this matter.

Gregory Grinham

Principal



Grandville Public School
presents
**Christmas Carols
Celebration**
Come celebrate Christmas with family and friends,
We'll be singing Christmas songs until the night ends.
So bring a plate to share,
To help spread cheer through the air.
We just can't wait to see you there!
Thursday 8th December
from 5-7pm in the school hall



**CALLING ALL
SUPERHEROES!**

WEEK 9

**FRIDAY
9 DECEMBER
2016**

All money raised will be donated to:


Dress like a superhero and donate a gold coin.
There is also a cake stall, pencils and tattoos!

Year 1 visits the Aquarium



It was a fine Tuesday morning on the very first day of November 2016. The long-anticipated trip to the aquarium was finally here! The children were tangibly excited as we filed into the 2

yellow buses shortly after 9 am. Inside the bus the children were chattering away excitedly, and the teachers actually had their work cut out trying to keep the noise levels down. I think they did a fantastic job though. The children's faces were literally aglow with excitement. I was also very excited. You see it was my very first trip to the Sydney Aquarium. In fact this was the very first time for me to visit an aquarium. I'm very glad that the school allowed me to come along as a helper.

The approximately 50 minute road trip felt more like a ride in a fine jet plane with all the children strapped into their seats and talking away. Children were pointing at passing traffic, scenery and significant landmarks. As we passed the tunnels, children would chant "Tunnel! Tunnel! Tunnel!" Doubtless they would have continued doing so were it not for the timely and efficient intervention of the teachers who successfully quietened them each time they got too excited about something they'd seen. Finally we went through the last tunnel and turned around the final bend and, as the Sydney skyline came into view, the anticipation heightened remarkably.

Finally we arrived at Darling Harbour and as we got off the bus the marine feel of the place was very refreshing. The weather was excellent too! Clear skies, lots of sunshine and a slight breeze. We saw boats of all sizes as well as a cruise liner that looked taller than a 4-story building and longer than two footy ovals! At about 10:30 am we took lunch while seated along the pavement opposite the historic pier where preserved in writing on the planks is the following: "Potatoes £10 to £12 per ton." In my mind I could visualise the harbour two centuries ago bustling with ships laden with agricultural produce, and farmers haggling with buyers over the price. Amazing!



The next one and a half hours inside the Aquarium were more fascinating than words can describe. There were delighted "Oohs!" and "Aahs!" from the children as we saw



angelfish darting in out of the corals, anemones waving their arms rhythmically as if to some marine music only heard by these beautiful marine flowers, and lots of different species of marine life. We saw blue tangs,

butterfly fish, clown fish, coral reefs, the Dugong, jellyfish, lionfish, penguins, lion fish, sharks, turtles, starfish, stingrays, swordfish, and zebra turkey-fish among many others I could not identify.

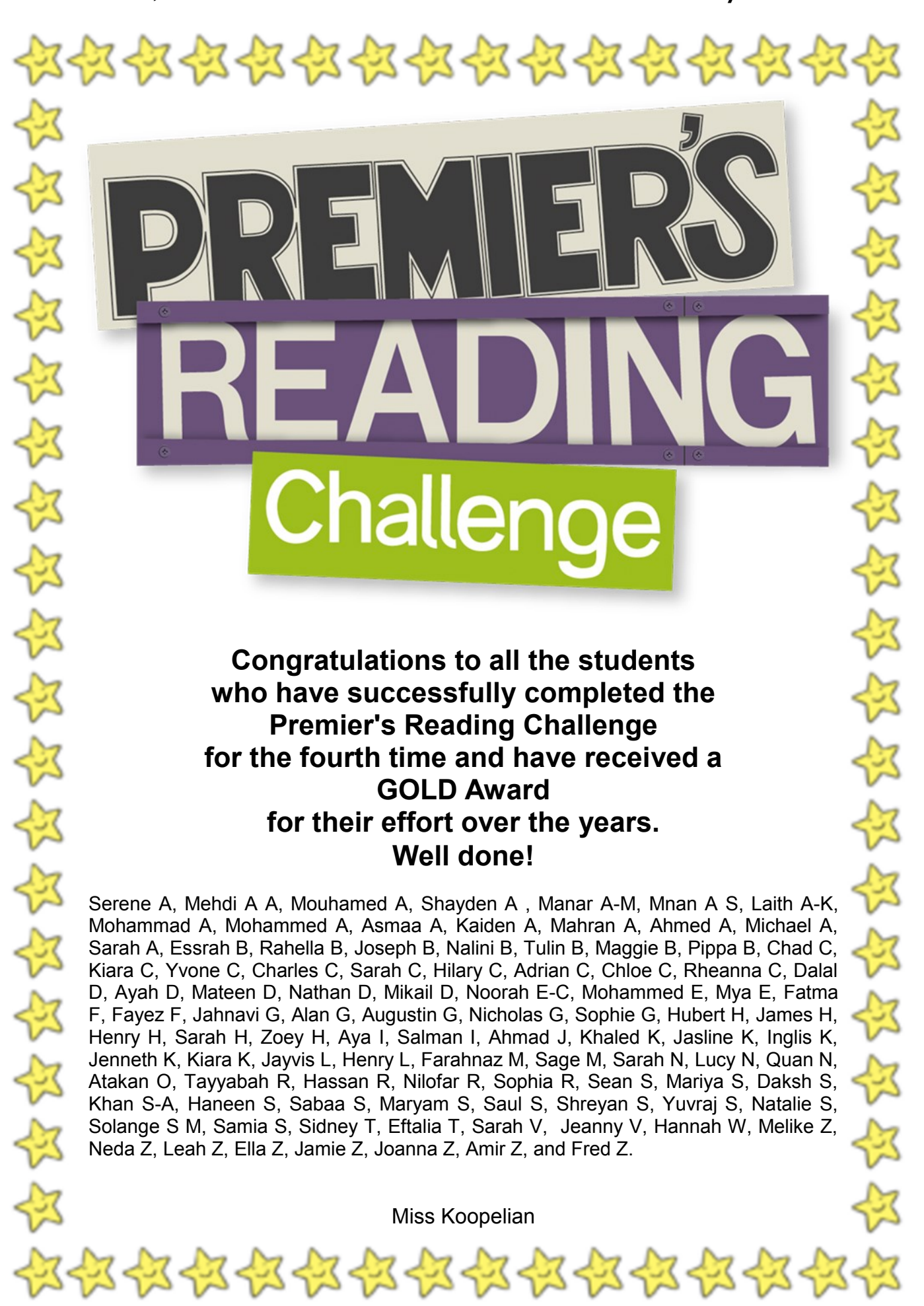
It was exhilarating to hear the children chant "Dory! Dory! Dory!" when we saw the blue tang, and this immediately switched to "Nemo! Nemo! Nemo!" when we spotted the clown-fish. You should have seen the dugong, an enormous vegetarian mammal that looks very much like a manatee. The dugong's tail is fluked like a whale's. Did you know that dugongs can stay underwater for six minutes before surfacing to breathe? Since I had neither seen nor heard of the dugong prior to this trip, I must confess I also didn't know this fact until I googled it when I got home!

It was also my first time to see the lion fish, and for sure the lion fish's red and white stripes and spiny dorsal fins do bear some resemblance to the manes of an African lion. This association between this rather elegant marine version of the majestic African lion made me feel a bit homesick but I soon got over it as we continued to feast our eyes on the amazing wonders of sea life. To see those sting rays glide literally inches over our heads was more thrilling than any scene from the best of sci-fi movies! Very hair-raising too, especially if you throw in the many sharks that kept circling menacingly above our heads. I was thankful for the thick glass wall that separated me from the sharks!



At about 12:15 we exited the aquarium and headed for some play-time and more snacks at an adjacent park. Half an hour later we boarded the bus back to Granville Public School, and, needless to say, this was a much quieter trip as everybody was tired. Happily tired, I must add. This had been a most enjoyable trip! Many thanks to the school for organising such a lovely trip, and also to the dedicated staff who in my opinion did a splendid job! Cheers Granville Public!





PREMIER'S READING Challenge

**Congratulations to all the students
who have successfully completed the
Premier's Reading Challenge
for the fourth time and have received a
GOLD Award
for their effort over the years.
Well done!**

Serene A, Mehdi A A, Mouhamed A, Shayden A , Manar A-M, Mnan A S, Laith A-K, Mohammad A, Mohammed A, Asmaa A, Kaiden A, Mahran A, Ahmed A, Michael A, Sarah A, Essrah B, Rahella B, Joseph B, Nalini B, Tulin B, Maggie B, Pippa B, Chad C, Kiara C, Yvone C, Charles C, Sarah C, Hilary C, Adrian C, Chloe C, Rheanna C, Dalal D, Ayah D, Mateen D, Nathan D, Mikail D, Noorah E-C, Mohammed E, Mya E, Fatma F, Fayez F, Jahnavi G, Alan G, Augustin G, Nicholas G, Sophie G, Hubert H, James H, Henry H, Sarah H, Zoey H, Aya I, Salman I, Ahmad J, Khaled K, Jasline K, Inglis K, Jenneth K, Kiara K, Jayvis L, Henry L, Farahnaz M, Sage M, Sarah N, Lucy N, Quan N, Atakan O, Tayyabah R, Hassan R, Nilofar R, Sophia R, Sean S, Mariya S, Daksh S, Khan S-A, Haneen S, Sabaa S, Maryam S, Saul S, Shreyan S, Yuvraj S, Natalie S, Solange S M, Samia S, Sidney T, Eftalia T, Sarah V, Jeanny V, Hannah W, Melike Z, Neda Z, Leah Z, Ella Z, Jamie Z, Joanna Z, Amir Z, and Fred Z.

Miss Koopelian

Find it hard / impossible to say No?

Monique Toohey

Managing Director & Principal Psychologist
Nasihah Consulting - Northern Psychology

You are a really caring person. You have many qualities that define you as loving and generous. It's who you are and it's who others tell you, you are.

However you find it hard/ impossible to say No?

Well you're definitely not alone.

We all fall into the trap at times in saying yes to everyone to win their approval, feel important, feel loved, avoid rejection, avoid people saying bad things behind your back, to meet your own high expectations and standards but not making the necessary adjustments in saying yes or no if something in your life changes (a new baby, a different job, you're married now, you become unwell, there is a change in your energy level), and you fight your own internal Shoulds...I SHOULD be able to do this and that, like before. You label yourself, as selfish or are overly impacted by other people who label you or infer you're of bad character in saying no at this time.

You project people won't love or like you if you suddenly learn to say No, because you anticipate and are manipulated by what they might think of you. Most of this isn't real. It's a reflection of the fear/ anxiety and worry that you hold projected onto others. You believe they will think this about you. And if the other person is used to taking from you, that which you give, freely or in resentment, you predict or know very well from past experience that they won't handle the NO very well, that they might go beyond just disappointed to anger and rage at your no, like a two year who tantrums bc he/ she doesn't get what they want from you, just in an adult body, and you say yes to avoid a disruption to the relationship, or at worst to avoid conflict.

When we say no to someone (a child, a parent, a spouse, a sibling, a community member or even a stranger), if they say something manipulative & shaming it is only usually an expression of their disappointed desire in not getting what they wanted, or a sense of entitlement over your giving and you saying 'no' is not at all reflective of you being "selfish" or a "bad person".

You have limits on what you can give and it is ok to use the word 'no' or like sentiment to set limits, to protect your health (physical or psychological), your energy level, your time and your finances.

What do you imagine will happen if you say 'yes' to everyone?

- Mental, emotional & physical exhaustion.

- Compassion fatigue (tired of caring)

-Burn out (have no physical or emotional energy) to care

-Apathy, past the point of no return. Sick and tired, and no interest in caring for others when others don't care about you. (Others don't care and love to the same standard you do).

- Used & abused

As a human being we all have limits. We have physical limits & emotional limits. Our bodies, mind and soul for that matter have rights over the desires and wants of other people. At times it's ok to push ourselves to be of service to others, but not to the extent that we are passive in infinite servitude. Not to the extent that people take advantage of you and take well beyond what time, energy and resources you were prepared to hand over and that was not theirs to take in the first place. It is not useful to you and actually in the long run, it is disabling to them, as you confirm their sense of entitlement with your yes, and you further disable them from being responsible.

Remember, if you say no, the person with the 'want' will go to the next person to meet their want/ need or indeed they might get off their butt and meet their own need.

To say NO is to Love.

It's one of the first words we learn to say after saying 'mum' or 'dad'. And yet as we get older it is important that we become more discerning about when to say NO and to whom to say it. And in how to deal with their emotional reaction to your no. Well that's a choice you make too.

When we say it to children, it's not because we're mean. It's because we want them to learn how to say it to themselves so they can achieve success, be healthy, develop healthy relationships with others and regulate their own negative emotions when they experience disappointment, when they don't get what they want. We regulate our yes and our no to them so that we raise children free of addictive and harmful behaviours, but rather responsible citizens of the world.

It is better for a parent or loved one to say no and for a child to lose privileges like no Xbox, no soccer, no dessert, no bedtime story, no movie night than for the child to grow up and experience the harsher version of the consequences of not saying no to themselves or saying yes, when they should've said no, loss of a job, financial difficulties, marriage problems, addiction, legal issues, loss of ones freedoms, loss of one's moral compass.

Saying no is a skill like any other. It can be learned. And with practice you can get better at it. Or do nothing, wait a few decades for your body to say it for you in medical symptoms, psychological ailments, failed / strained relationships and empty bank accounts.

You choose.



GREAT FUN

- ★ Outdoor games and sports
- ★ Arts & Crafts
- ★ Playing with friends
- ★ Great Educators
- ★ Food and Cooking
- ★ Indoor Activities



Hi there!

As you know, the school holidays are right around the corner. If you're trying to think of a way for what the kids can do these summer holidays, come join us at our fun Holiday Club as an opportunity for your children to have loads of fun, meet new friends, and experience lots of incursions and excursions !! But quickly, jump onto www.campastralia.com.au or contact us on 1300 105 343 to make a booking for your nearest holiday club as booking's fill in fast 😊



visit www.campastralia.com.au

we make kids smile

A Road Safety message from Cumberland Council

Parking in School Zones

This fact sheet provides an overview of some of the parking rules and penalties that apply in School Zones.



You must not stop your vehicle on a length of road or in an area in which a NO STOPPING sign applies.

No Stopping includes when the vehicle is not moving but the engine is still running.

Penalty \$325 + 2 Demerit Points



You are allowed to stop your vehicle only to set down or pick passengers, or goods.

Your vehicle must not stop for more than 2 minutes.
The driver must not be more than 3 meters from the vehicle.

Penalty \$180+ 2 Demerit Points



You must not stop or park your vehicle in a bus zone for any reason.

This includes when the vehicle is not moving but the engine is still running.

Penalty \$325 + 2 Demerit Points



You must not stop your vehicle or park in the middle of the road to drop people off or pick them up.

Always stop or park legally and safely at the edge of the road or in a parking area.

Penalty \$325 + 2 Demerit Points



You must not stop or park your vehicle on or near a pedestrian crossing to drop people off or pick them up.

Penalty \$433 + 2 Demerit Points

Parking unsafely can put children's lives at risk.

Take care when in School Zones

Fines as at 1 July 2016

**For more information contact
Cumberland Council's Road Safety Officer on Ph: 9840 9880**

Cumberland Council