



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

Term 4, Issue 3

Thursday 16 November 2017

UPCOMING IMPORTANT DATES

NOV

- 21 Support Unit - Variety Club Xmas Party
- 22 Parent Excursion to Apple Store
- 22 Possum Visit to Granville Library
- 23 Kids for Kindy Showcase 9:15am
- 30 **Market Day**

DEC

- 1 Christmas Dinner
- 6 Stage 2 Excursion
- 7 **Presentation Day**
- 11 CAPA & PE Assembly
- 12 Yr 6 Graduation
- 13 Koala Graduation
- 14 Possum Graduation
- 15 Last Day of Term 4
- 25 Christmas Day
- 26 Boxing Day
- 31 New Year's Eve

JAN 2018

- 1 New Year's Day
- 26 Australia Day
- 30 Term 1 begins - students return to school



From the Principal's desk.....

Dear Parents and students,

Kids for Kindy Programme

Over the last several weeks we have held our annual Kids for Kindy Programme. Thank you to Miss Luongo and her magnificent teachers for organising a wonderful experience for our new students and their parents. At this stage we have more than 75 students enrolled in kindergarten. If you have a kindergarten student or know of a family who is planning to enrol a child in kindergarten next year, can you, please contact the school as soon as possible.



Remembrance Day Assembly

I would like to express my thanks and gratitude to our hard working teachers who

prepared the students for our Remembrance Day Service, conducted on 10 November 2017; this celebrated the 99th Anniversary of the end of The War to End ALL Wars (World War 1).



Road & Pedestrian Safety

Parents please reinforce safe road safety messages to your school age child and toddlers. Last week we received several reports of parents displaying unsafe road safety practises including allowing a toddler to run ahead of the family with the child ultimately running across a pedestrian crossing without a parent.

For the safety of everyone, I would like to remind parents and students that they are to only use the pedestrian gates to enter and exit the school, and, that all drive-way entry/exit gates are strictly out-of-bounds.

Pedestrian gates open of an afternoon are Lena Street and William Street for all students and parents K-6, and Florrie Street pedestrian gate; these gates are the only ones opened to ensure the safety of all members of Granville Public School.

The pedestrian gate into the Pre-school, Florrie Street, may be used by Pre-school parents and students, K-6, as long as they are accompanied by a parent; again this to ensure the safety of all members of our school community.

Students Work

One thing that I love about my job is that I get to see the truly magnificent work that our students produce, as a result of the well planned learning activities organised by their teachers. Today was no exception of what I get to see on a regular basis!

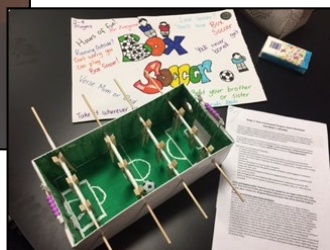
Today I had the pleasure of reading the work of four (4) of our Kindy students and I must state that their writing, the content, was outstanding; I know for one principal he never wrote at such a high standard at such a young age. In addition to this I was lucky enough to see the results of some rather elaborate research, and, homework of Stage

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

2, to produce a great game; this I am looking forward to playing.



Thank you Sarah Ayoub
for sharing your STEM



In addition to this our Support Unit Classes ensure that I never go hungry at lunch time by supplying me with delicious lunches cooked during their life skill classes.

P&C Thank You

Thank you to the P&C for their fantastic donation of time and refreshments throughout our Kids for Kindy Programme. I'm sure these were greatly appreciated.

Gregory Grinham
Principal

Leavers

At this stage the school is aware of four students who will be leaving the school at the end of the year.

To assist with class planning for 2018 could you please send written confirmation, as soon as possible, if your child / children in Kindergarten to Year 5 will not be attending Granville Public School in 2018.

Thank you

3-6N

Every Friday morning 3-6N participate in an integrated sports program with their peers from mainstream in years five and six. The purpose of this is twofold, providing students the opportunity to develop physical and social skills. Firstly, students learn the acquisition of new motor skills which are required for participation in many sports such as tennis, soccer, netball and newcombball. Secondly, it provides the opportunity for students in the support unit to communicate and develop friendships with students who are not in their class. The program has proven to be most successful.

"I like practising tennis skills because it makes me a better player" - Mohammed



"I like Friday morning sports because it is a lot of fun" - Adam



Food for thought...

Being a trained Reading Recovery Teacher, I have always been very interested in the research undertaken, 'Across the Ditch' in the land of the 'Long White Cloud', in New Zealand.

I was not surprised when I came across this article on 'Visual Recognition' in regards to reading development; I will be pursuing this research further to see how, if at all, this latest programme might fit in with our schools current, and, planned, literacy / reading programmes.

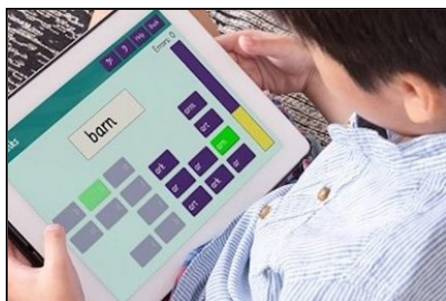
I look forward to your feedback on my leadership of Granville Public School;

Gregory.Grinham@det.nsw.edu.au

Gregory Grinham
Principal

New visual recognition test a breakthrough tool for educators

Anna Clements

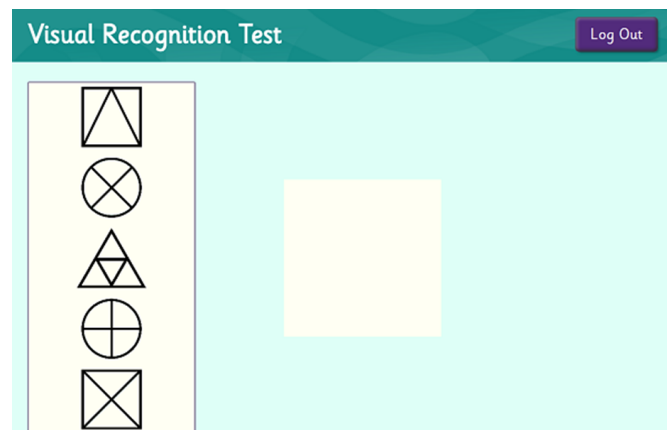


A New Zealand literacy company has developed a test measuring visual recognition speed, an advance which could prove a breakthrough for identifying new entrants likely to have difficulty learning to read.

The test measures how many milliseconds it takes a person to visually recognise a known word and was developed by the Learning Staircase, founders of literacy programs Steps (software) and StepsWeb (online).

The visual word form area of the brain, the occipito-temporal, is activated when a learner visually recognises a whole word and is vital for reading fluency. Dyslexic learners have been found to not utilise this area of the brain although it can be activated with correct teaching, says Learning Staircase managing director, Ros Lugg. Interestingly, their findings indicate that there appears to be a much larger group of people affected by the same issue, she says.

"The test automatically sets the speed of activities designed to develop this area of the brain and tracks progress as visual recognition speeds increase.



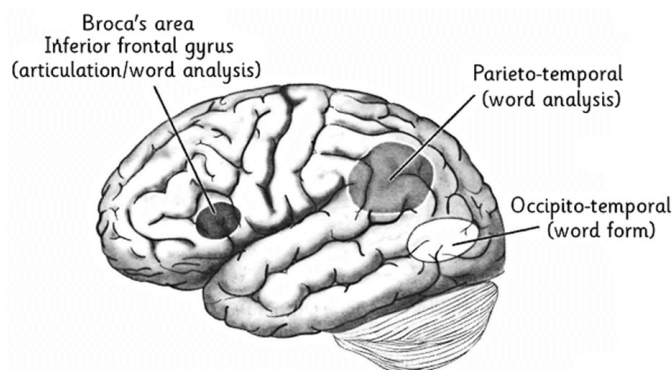
Shapes task in the online test – StepsWeb

Ms Lugg is a qualified assessor with around 20 years' experience of assessment, and provides professional development training to RTLs and SENCOs in schools.

Over a number of years of assessing adults with persisting or severe literacy difficulties, it was noticed that almost all had difficulty recognising a word flashed at a relatively slow speed. Many had difficulty even seeing the word at all. Similar results were reported by a number of schools who were using the Learning Staircase programs with younger learners.

As a result of these observations, Learning Staircase developed a prototype test on StepsWeb, which aimed to measure how many milliseconds it takes a learner to visually recognise a known word. This prototype was trialled in local schools.

At Fernside School in Rangiora, a new entrant class of 21 learners (aged five or six) was tested using the prototype test. First, the teacher was asked to identify any children of concern. She identified five of concern, three of whom were of major concern.

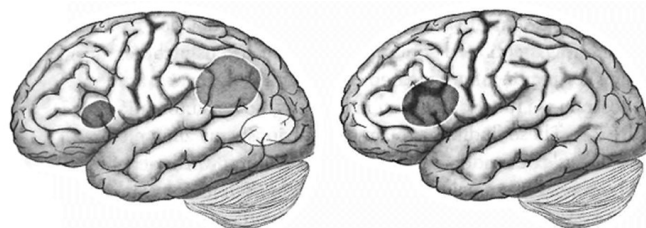


Credit: Sally Shaywitz – Overcoming Dyslexia

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Food for thought...

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Nonimpaired

Dyslexic

Credit: Sally Shaywitz, Overcoming Dyslexia

The fastest speed measured by the test is 50 ms, which is compatible with fluent reading. Interestingly, some of the class were already scoring at 50 ms. However, the average speed for all 21 learners was 219 ms. The average speed for the children of concern was 380 ms. The three children of major concern were the only ones to score at slower than 400 ms, scoring at 500 or 600 ms. *(Note: the test was revised before the main study – scores are not directly comparable.)*

In this instance, the test would have correctly predicted the learners of concern, says Ms Lugg. This finding has been confirmed by the main study, which tested 977

learners aged five to eight in 17 schools in New Zealand. This study was conducted in conjunction with Auckland University, who analysed the results. Results showed that there was a statistically significant link between literacy progress and visual recognition speed. The test could even be used with five-year-old pre-readers as an indicator of learners likely to struggle with literacy.

“The results appear to be consistent with fMRI research into the operation of the occipito-temporal area of the brain, which is under-utilised by dyslexic learners. Supporting research in this field indicates that this area is activated if a word can be recognised at faster than 150 ms. Learners not able to recognise words at this speed are likely to be using the decoding areas of the brain instead of the areas needed for true fluency.”

This test represents a major breakthrough for educators, says Ms Lugg. Where previously only researchers have been able to measure this aspect, the test is now available to teachers and parents through StepsWeb. “The significance is that, for learners in this category, the ‘more of the same’ approach to literacy is not likely to work. To achieve genuine reading fluency, it is essential to activate this key area of the brain.”

P&C News

Granville Public School P&C (Parent and Citizens) Association is made up of Parents, Carers, teachers and community members of students attending GPS, who volunteer their time and expertise to assist in school activities and fundraising for the school.

The aim each year for our P&C is to encourage a sense of community and foster a team of parents that are willing to help out with events.

Our continued efforts see that all profits go directly to the school. We usually meet on the 1st Thursday of every month, dates and times are published on the Facebook page and the skoolbag app.

The P&C runs the school uniform shop, managed by a very dedicated volunteer Mary Ayoub and her team.

It is great to be involved and meet other parents. If you would like more information on our P&C and become more involved please come to a meeting or drop by our uniform shop. Thank you.

CHANGE OF DATES

MARKET DAY

Thursday 30 November 2017

2017 PRESENTATION DAY

Thursday 7 December 2017

2017 SCHOOL TERMS

TERM 4 09/10/17 - 15/12/17

2018 SCHOOL TERMS

TERM 1 30/01/18 - 13/04/18

TERM 2 01/05/18 - 06/07/18

TERM 3 24/07/18 - 28/09/18

TERM 4 15/10/18 - 19/12/18

Warragamba Dam



The view from the Visitor Centre

During Term 4, Year 2 students studied the Science topic 'Water Works', where they learned about the water cycle and how to use water responsibly at home, at school and in the wider community. On Friday 10 November, Year 2 attended an excursion to Warragamba Dam to learn more about catchment and water management.

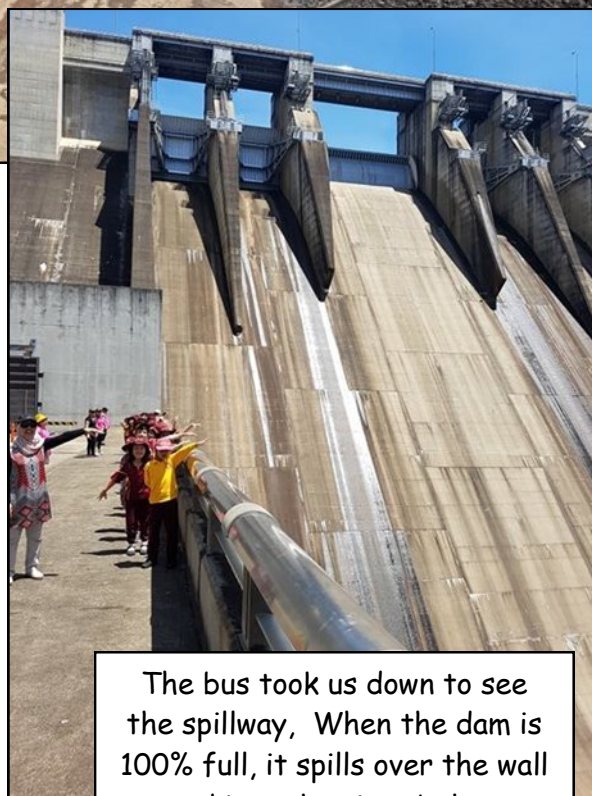


We took a behind the scenes tour of the dam wall.

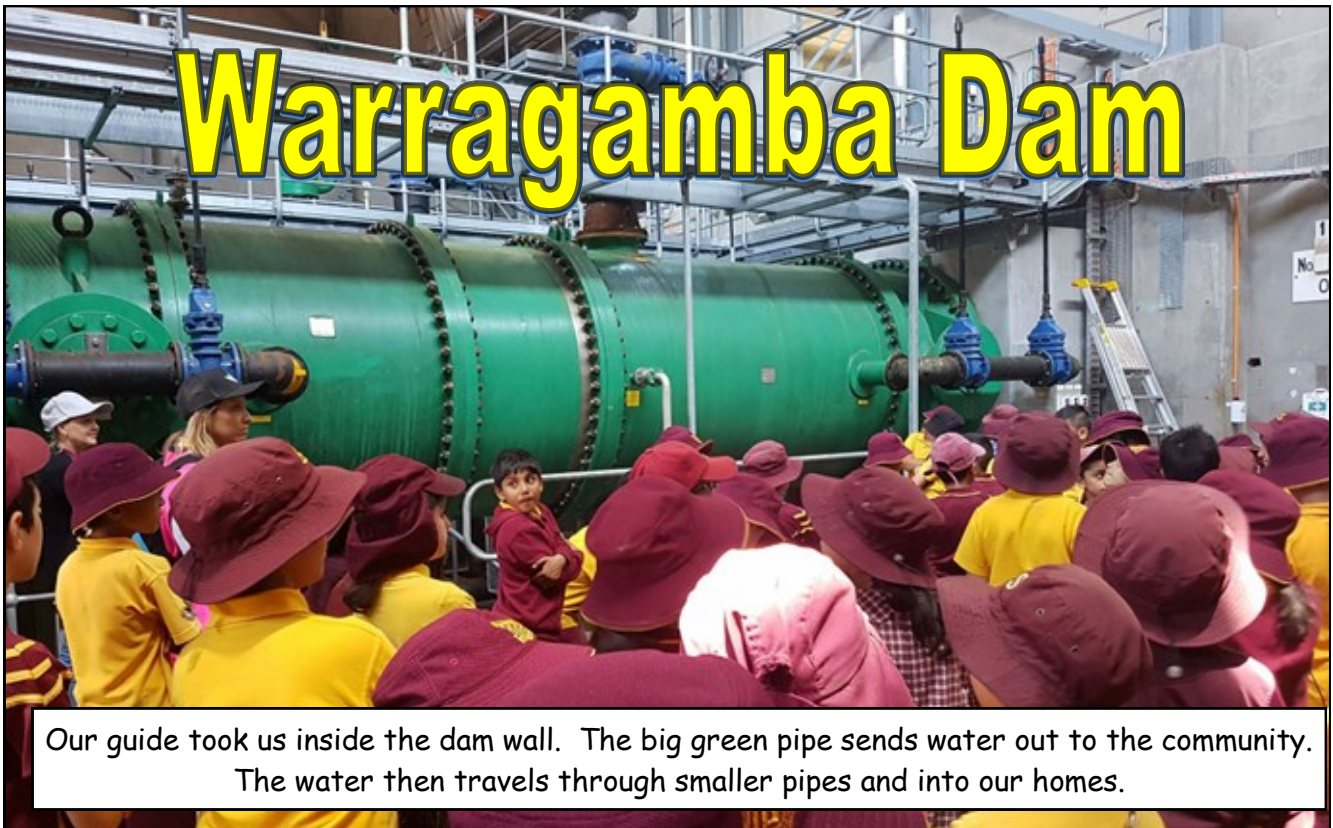
Students had the opportunity to design safe drinking water catchments, study insects that live in our lakes and rivers, create

artworks of the landscape and explore the interactive water exhibit in the Visitor Centre. Year 2 were also given an all access, behind the scenes tour of the dam wall and spillway; places that are not open to the general public.

Thank you to the Year 2 teachers for organising the excursion, and to Ms Ward, Mrs Khadem, Ms Kassoutas and Mrs Ayoub for coming and supporting our students on the day.



The bus took us down to see the spillway, When the dam is 100% full, it spills over the wall and into the river below.



We used models to design safe drinking water catchments.

We created artworks of the landscape, including the lake, dam wall and special areas.

Magnifying glasses helped us to study the insects that live in our lakes and rivers.



Got It!

Week 5 - Tip of the Week

Making time to play with your child is one of the most important things you can do together. The time you spend playing together builds your connection. It also helps your child to build confidence, to develop social and communication skills, and to foster a sense of feeling loved, happy and safe. Sometimes you might just sit with your child

and watch him play, other times it might be fun to get involved and follow his lead with a game. Play can involve many things like Lego, board games, card games, dance and music, imaginative games, and reading stories.



raising children network
the Australian parenting website

WEBSITE An *Australian resource for parenting newborns to teens*

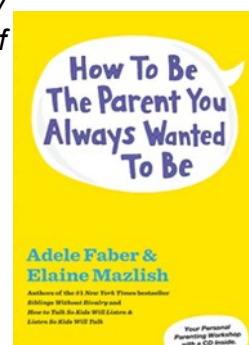


Week 6 - Tip of the Week

Slow things down and tune in to how your child is feeling. You might need to use your *ears* to listen to what she is saying; your *eyes* to notice her face, her body language, and what is going on around her; your *imagination* to put yourself in her shoes; your *words* to reflect back what you hear and notice; and your *heart*, to feel what she is feeling. Let her know that you understand and accept her feelings, and that all feelings are OK. For example, you might say, "I think I would feel sad too if I lost my favourite toy".

(BOOK *Raising an Emotionally Intelligent Child : The Heart of Parenting* by John Gottman)

BOOK *How To Be The Parent You Always Wanted To Be* by Adele Faber and Elaine Mazlish



Got It!



Live Life Well

Information, facts and tips for better health



Recipe idea: Sweet Chilli Noodle Stir-fry

Ingredients

250g packet dried pad thai rice noodles
1 bunch baby bok choy, ends trimmed
1 tbs canola oil
2 x large eggs, lightly beaten
2 cloves garlic, crushed
2 carrots, halved lengthways, thinly sliced
1 red capsicum, cut into thin strips
125g sugar snap peas, halved
2 tbs sweet chilli sauce
1 tbs salt-reduced soy sauce
1 tbs water

Method

1. Cook noodles as directed on packet. Drain. Rinse under cold water. Draining again and chop roughly into shorter lengths with kitchen scissors.
2. Cut stems from bok choy and slice diagonally. Roughly chop leaves.
3. Heat half the oil in a non-stick wok or large frying pan over medium-high heat. Add eggs, swirl to cover base of pan. Cook 1 minute. Turn and cook other side about 30 seconds or until egg is just set. Slide omelet onto a clean chopped board. Roll up.
4. Heat remaining oil in same wok. Add garlic and carrots. Stir-fry over high heat 2 minutes. Add capsicum, peas and bok choy stems. Stir-fry a further 1-2 minutes.
5. Combine sauces and water in a jug. Add to wok with noodles and bok choy leaves. Toss gently over heat for 2 minutes, or until hot and well combined.
6. Serve topped with thinly sliced omelet

Lunch box idea: Veggie Quesadillas

Ingredients

8 (384g packet) multigrain tortillas
 $\frac{1}{3}$ cup tomato salsa
 $1\frac{1}{3}$ cups grated reduced fat tasty cheese
400g can no-added-salt red kidney beans, drained
1 cup grated carrot
1 cup (30g) baby spinach leaves
Olive oil cooking spray
1 avocado, peeled and chopped
1 tbs lemon juice

Method

1. Lay 4 tortillas on a clean surface. Spread with tomato salsa and sprinkle with half the grated cheese.
 2. Top each one evenly with kidney beans, grated carrot and spinach leaves. Sprinkle with remaining grated cheese. Cover with the remaining 4 tortillas.
 3. Heat a large non-stick frying pan and grease with cooking spray. Add one filled tortilla, cook over a medium heat for about 3 minutes or until golden underneath. Using an egg slide, carefully turn and cook other side until golden. Remove from pan.
 4. Repeat step 3 with remaining filled tortillas to make 4 quesadillas. Cool then cut each into 6 wedges.
 5. Mash avocado with lemon juice in a small bowl. Serve with quesadillas if desired.
- Tip:** These tasty quesadillas can also be eaten warm as an after school snack or served as a light dinner with a salad.

**Please note: Homework club finishes today.
No homework club for the rest of the year.**

CHRISTMAS IN PARRAMATTA

THURSDAY 30 NOVEMBER, 4PM TO 9PM, CENTENARY SQUARE



www.discoverparramatta.com/christmas

30 November, 4pm to 9pm
Centenary Square, Parramatta

**Celebrate Christmas in Parramatta
with FREE entertainment and activities
for the whole family, including:**

- PJ Masks stage show and meet & greet opportunity
- MC Nay Nay from ABC Kids
- Performances from local school choirs and community groups
- Arts and crafts workshops
- Cookie decorating
- Virtual Reality sleigh ride
- Quality food and market stalls
- Special visit from Santa
- Photo with puppies from Doggie Rescue
- Carols by Candlelight
- Interactive Christmas Tree Spectacular
- Fireworks finale

**Come and
meet PJ Masks!**



For the full program, visit
www.discoverparramatta.com/christmas

PRESENTED BY



**CITY OF
PARRAMATTA**

EVENT SUPPORTERS

Raffles
College of Design and Commerce

NOVOTEL
HOTELS & RESORTS
SYDNEY
PARRAMATTA



Commonwealth Bank

Granville Public School's

Christmas Dinner

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!

Friday 1st December
4-6pm in the school hall