



# 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 4**

**Thursday 30 November 2017**

### UPCOMING IMPORTANT DATES

#### 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

**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.....

Dear Parents and students,

Welcome to week eight (8) newsletter; this means that we are almost at the end of our 2017 school year. And, what a year we have had! So many things have happened and still so many more to come prior to our final day on Friday 15 December.

Granville Public School has been gifted with outstanding student leaders and community minded students throughout its proud history, dating back to 1880. This year was no exception to this legacy, which saw one of our students and school leaders honoured at the 38<sup>th</sup> Annual Auburn Review Student Citizenship Awards. School Captain Khan Salicioglu-Achi, was recognised by the school and community for always displaying respectful behaviours to all members of the Granville Community, his participation in all school events, and, his role as Master of

Ceremony at the 2017 Our Spectacular; which was conducted at the Sydney Opera House.

and sang for each other. Thank you to Mrs Chen and her Chinese Language Community Classes for bravely sharing their Chinese Language Skills with our Sister School.



Following on from our Video Conference, Mr Jing Fang Zhang, Principal of Our Weekend Chinese Community Language School, and I hosted his guests from Harbin Bureau of Education; 25 delegates, including the Secretary of Education for the Province, at Granville Public School on Wednesday 29 November. The delegation was impressed at the future focused and inclusive nature of our learning environment.



Auburn Review 28/11/2017

Our school has also started communicating with our Sister Schools in China, the first interaction being this week via Video Conference with Beijing Experimental Middle School.

During the 30-minute video conference students from both schools exchanged information pertaining to their schools and, of course their cities; Sydney and Beijing. In addition to this, students discussed the subjects they did in school,



*continued over*

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

I would like to congratulate the Shahrouk sisters on their magnificent win on Chanel 9's Family Food Fight Show. I can say that I watched every episode with my wife; this was recorded so that we could watch it together after I arrived home from work.

The sisters are true ambassadors of our magnificent community; and we are extremely lucky to have them as part of our Granville Public School Community and Family.



As the end of the term draws nearer, we still have several activities ahead of us...

- \* the Year 6 Market Day,
- \* the Big Shave-off,
- \* Community Christmas Party (Friday 1 December from 4pm to 6pm in the school hall),
- \* Sport & CAPA Presentation Assembly,
- \* Academic Presentation Assemblies, and
- \* Year Six Farwell dinner.

I look forward to seeing as many parents and community members at our various end-of-year events.

Gregory Grinham  
Principal

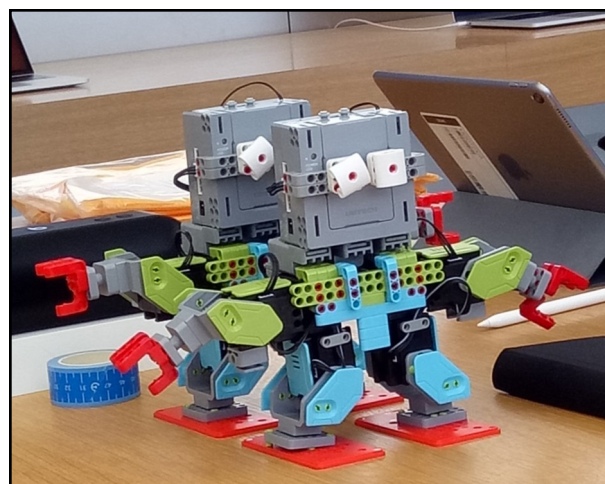
<https://www.dailytelegraph.com.au/newslocal/the-express/skilful-shahrouk-sisters-on-cloud-nine-after-family-food-fight-win/news-story/e277721505cbef7d6b639a00282b4735>

## Parent excursion to the Apple Store

On Wednesday 22 November, Miss Jane, Mrs Khan and Miss Faraj took a group of parents to the city to visit the Apple Store. The parents and staff learnt about cyber safety and protecting devices against unwanted viruses and websites.

They also got to play with the latest educational robots and learn about coding.

The excursion was informative and definitely an eye opener for parents regarding ICT and Cyber Safety.





# Food for thought...

*Being a father of four (4) young men (now in their mid to late 20's), I have always been extremely interested in Boys' Education and how to best engage them in the learning and teaching process.*

*Whilst preparing a Seminar for parents at a colleagues school, I came across this interesting article in Teaching and Learning Guru, which I thought might be of interest to our parents who have boys, and, to our teachers.*

*As always, I look forward to your feedback on my leadership of Granville Public School; [Gregory.Grinham@det.nsw.edu.au](mailto:Gregory.Grinham@det.nsw.edu.au).*

Gregory Grinham  
Principal

## ENGAGING BOYS – A PRACTICAL GUIDE

<https://www.teachingandlearningguru.com/engaging-boys/>

June 7, 2016

### WHY IS ENGAGING BOYS SO DIFFICULT?

*"Boys are treated like defective girls", so says*

psychologist and author Michael Thompson. I think he's right. Boys are frequently compared to girls with regards to exam scores, classroom behaviour, the standard of work produced and neatness of presentation. Many boys fail to perform as well in these areas, leading to 'poor' performance in formal examinations where it counts the most. Engaging boys to raise their attainment is clearly a huge challenge.

So, are boys just not as *good* as girls when it comes to formal assessment? Or is the system unfairly rigged to favour girls over boys? Let's see.

### MYTH: "ALL BOYS ARE THE SAME"

Not true! Just look at the last group of boys you taught and their wide spectrum of attributes. Boys are often excitable, creative, loud and headstrong. However, there are quiet boys too, who lack confidence, struggle creatively and who



seem distant when you try to engage them. There are even quiet boys who are incredibly confident and loud boys who are overcompensating due to their own perceived weaknesses. It is often difficult to decide which "category" they fit into. However, the real challenge for educators is to move away from "categorising" boys at all but to understand how differently WE treat them.

So what's the solution? Should we just train the boys to be like the girls?

### THE PROBLEM WITH BOYS & GIRLS...



Boys in Secondary Education typically read less often and consequently fewer books than girls – particularly fiction books. Why is this? Is it because boys don't enjoy reading? No. Is it a lack of quality authors writing for male audiences? No. It's more complex than that. Engaging boys differently to girls is crucial and here's why:

Girls are typically brought up in a different way to boys. Their toys and games are different. The heavily gendered characters and storylines in the cartoons they watch are very different. The roles they are expected to play, due to their genders are extremely different. This causes a knock-on effect: at school when boys and girls are given the same task to do, they will naturally approach it in different ways, due to the way they have been conditioned by their environment.

### THE CONSEQUENCE...

Girls are often more collaborative in their approach to tasks, seeking guidance and support, constantly engaging in a feedback loop with their peers and teachers. Girls are encouraged to do this through the type of play where conversations are a key element.

Conversely, boys are often more solitary, waiting until they have completed a task (to whatever standard) to then present their finished product to others for feedback. Once given feedback, boys then get on with solitary work again. Boys are not encouraged by fellow boys, nor do they seek encouragement. The need for support is perceived by boys as a weakness. Their style of play is heavily dominated by competition and shows of individual strength.

# Food for thought.....continued

Girls are also better prepared for tasks involving empathy, evaluation of evidence and being diplomatic, as those skills are built into the types of “play” activities they participated in when they were younger. Have you ever witnessed a dolls tea party? Compare that scene to a boy smashing a Lego house with a dinosaur. Which skills do you think will benefit those children in a formal examination? Boys are expected to grow up to be brave, resilient, confident leaders who take no prisoners. These are useful traits in many areas but less so in formal examinations.

## THE SOLUTION TO ENGAGING BOYS IS THREEFOLD!

### 1. STOP VALUING “GIRLY” ATTRIBUTES OVER “BOYISH” ATTRIBUTES

Let’s face it, in most cases neither of those terms are used in a positive way. However, we teachers often forget that stories about aliens destroying a football stadium can have as much literary value as a love poem. We arbitrarily celebrate the types of media that girls tend to gravitate towards and we negatively stereotype the media that boys gravitate towards. The result is that boys become used to hearing that certain things they value are worthless. They might love pirate stories, but after being told that they shouldn’t read them all the time, they eventually stop reading, because they aren’t interested in reading anything else. Boys then lose interest in their favourite things and many lose interest in general.

### 2. COMPETITION?

Boys often love competition. However, this is also a lazy stereotype. Some boys hate it and would rather work collaboratively, rather than in an adversarial way. Not only that but as I wrote earlier, boys need to learn the skills of collaboration in our classrooms, as they often won’t be taught this in their “home” environment. Be patient with boys here, it won’t come as naturally as it does with girls – the boys haven’t had anywhere near as much practice!



Competition is great for engaging boys but you must include opportunities for collaboration within the competitive environment too.

### 3. FEEDBACK LOOPS



Feedback is crucial for engaging boys. The earlier in their lives that boys learn to give and accept feedback, without any fear of perceived weakness, the better they will perform and the faster they will progress. The feedback must be a continual process like a conversation – not just an event at the end of a piece of work. By then, the feedback is too late in some respects. Once boys are able to use the feedback process more naturally, they will begin to be able to develop deeper self-evaluation skills and may even engage more often in independent learning too. This will help narrow the gap between boys and girls.

## 2018 Kindergarten

Don't forget to enrol your child for 2018 Kindergarten.

Applications can be collected from the front office between 8:30am and 3:00pm.

Please ensure your application is submitted prior to Friday 15 December, 2017.

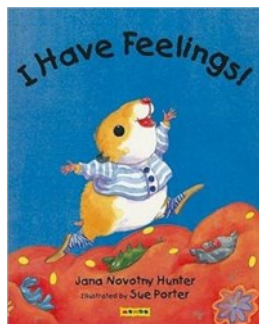




# Got It!

## Week 7 - Tip of the Week

Help your child to use words to describe how he is feeling in the moment. You might say something like, "It seems like you're feeling a bit worried". Providing words can help him to feel understood. It helps him to know that emotions are a normal part of everyday life and that they can be handled. Labelling emotions can also help him to bounce back more quickly when he is feeling upset. Be aware of not telling your child how he *should* feel, but helping him develop a vocabulary to express his emotions.



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

BOOK:  
*I Have Feelings*  
by Jana Novotny Hunter

## Week 8 - Summary Art

### •We are learning about Act

1. Played games outside with parents
2. Read story about feeling scared
3. Discussed stop think do for a scenario and discussed helpful and unhelpful actions
4. Made traffic lights from patty cakes and paddle pop sticks
5. Talked about things they did well and what they could work on
6. Discussed what they liked and didn't like about Got It!

### Suggestions for further learning:

- Present the class with difficult familiar scenarios, such as: "You get in trouble for talking during assembly, but it was actually the person next to you who spoke"

- Generate as a group ways to:

**STOP** eg. count to ten, take a breath.

**THINK** eg. consider options for responding, such as saying nothing, arguing, approaching teacher after assembly to discuss, pushing your friend who spoke.

**ACT/Do** eg. vote on a course of action, plan the steps to take to follow through and consider the probable consequences (short term and long term) of this.

## CELEBRATE ON THE CORNER

Jesus is the reason for the season!

Join in the true spirit of Christmas

## FAMILY FUN DAY

Saturday 9 December

10.30 am—3.00 pm

FREE ACTIVITIES & FOOD

ALL WELCOME

Come and join us at the Christmas Morning Service 9.00 am

Granville Community Baptist Church

Cnr South & William St Granville

[www.granvillebaptistchurch.com](http://www.granvillebaptistchurch.com)

## Kids can drown without a sound!



Drowning is a leading cause of death for children under the age of five years. In NSW an average of 13 drowning deaths and 84 non-fatal drowning incidents occurred in children aged 0-17 years in the period 2002 to 2015. Non-fatal incidents can cause permanent damage to the child's brain, heart and lungs. Most parents think they will be able to hear if their child is drowning, but in fact it is very silent and quick.

The 'Kids Can Drown Without a Sound' campaign from Kids Health at The Sydney Children's Hospitals Network 'aims to raise water safety awareness and encourage families to take appropriate precautions when children are in or near water.

### To help prevent child drowning:

1. Have a compliant pool barrier that is used correctly and maintained regularly
2. Adult supervision of children (within arm's reach) in and around water is essential
3. Teach children water familiarisation and swimming skills
4. Learn CPR and remember that any attempt is better than none at all

Recent research reveals that across all ages, people of culturally and linguistically diverse backgrounds and newly arrived to Australia are at higher risk of drowning incidents. This is likely to be due to lack of familiarity with water activity and swimming ability in some people.

The 'Kids Can Drown without a Sound!' **resources** are available for download in 17 different languages from the Kids Health website: <http://kidshealth.org.au/inflatable-and-portable-pools> or printed copies for order free of charge from: <http://kidshealth.org.au/resources-order>

A free **online 'CPR Training for Parents'** is available to teach parents and carers the skills needed to perform basic CPR on a baby or child. It can be accessed via <http://kidshealth.org.au/cpr>



## LEAVERS

**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**



### 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



# CHRISTMAS IN PARRAMATTA

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



[www.discoverparramatta.com/christmas](http://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](http://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





## Passport to school holiday fun!

Bookings are now open for our summer Holiday Club program – 'Passport to Summer'.

Join in the summertime fun these school holidays; **incursion days include:**



### Bags and Pencil Cases With A Splash Of Colour

We're getting ready for the new school year with a splash of colour. Using vibrant colours, we'll get creative by tie-dying calico bags and pencil cases. It'll be to dye for!

At the end of the day you'll be able to take home your new bag and pencil case to use at home or school.



### Make An Erupting Volcano

We'll be building our very own volcanoes and making them erupt. At the end of the day you'll be able to take your volcano home so you can make it erupt again and again - in true volcanic fashion!

### Book into a Holiday Club program

For more information on a Holiday Club program near you and to book visit

[www.campastralia.com.au/holidayclubs](http://www.campastralia.com.au/holidayclubs) and use the 'Holiday Fun finder' on our homepage.

We hope to see you and your family at a Holiday Club program near you soon.

From the Team at Camp Australia.



CASULA  
POWERHOUSE  
ARTS CENTRE



**Exhibition Launch**  
Saturday 2 Dec | 1-3pm

**Also showing: 26th Annual**  
Gallery | *LAS 20th Anniversary Exhibition*  
Marsden Gallery | *Casula Secrets - curated by Wendy Harmer*  
Performance Space | *Montages: The Full Cut, 1999-2015*

**CASULA  
POWERHOUSE  
ARTS CENTRE**

1 Powerhouse Road, Casula NSW 2170  
(enter via Shepherd Street, Liverpool)

100m from Casula Station

**FREE ENTRY**  
Open 7 days 10am to 5pm

e. [reception@casulapowerhouse.com](mailto:reception@casulapowerhouse.com)  
t. 02 9824 1121

w: [www.casulapowerhouse.com](http://www.casulapowerhouse.com)

Facebook: [www.facebook.com/casulapowerhouse](https://www.facebook.com/casulapowerhouse)

Instagram: [@casulapowerhouse](https://www.instagram.com/casulapowerhouse)

#casulapowerhouse #liverpoolartsociety

## 26th Annual Mil-Pra AECG Aboriginal Exhibition

Saturday 25 November to Sunday 24 December 2017

The annual Mil-Pra AECG exhibition and art prize continues to be a vital component of the Casula Powerhouse Arts Centre's yearly exhibition program and we acknowledge the need to celebrate the significance of Aboriginal and Torres Strait Islander culture in our region and beyond. Open to artworks of any medium by Aboriginal and Torres Strait Islander artists of all ages living in NSW and the ACT.

For the 26th anniversary, the Mil-Pra AECG Award will be awarded to the artist whose work celebrates the theme "Sharing Our Lingo". Casula Powerhouse Arts Centre are proud to continue supporting the \$1000 Mil-Pra AECG Award, the \$2000 acquisitive Maria Lock Award and the \$3000 acquisitive Mayor's Choice Award.



Create NSW  
Arts, Screen & Culture

The Casula Powerhouse Arts Centre is a cultural facility of Liverpool City Council.



Image credit: Geoff Sellman, *Abstract in Trees #5*, 2016. (detail)