



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 5

Thursday 13 December 2018

UPCOMING IMPORTANT DATES

DECEMBER

- 14 Possum Graduation
- 14 Granville Galaxy Day
- 17 Koala Graduation
- 18 Year 6 Farewell Dinner
- 19 Last day of Term 4
- 20 School Holidays begin
- 25 Christmas Day
- 26 Boxing Day
- 31 New Year's Eve

JANUARY

- 1 New Year's Day
- 26 Australia Day
- 30 Students return to school

2019 SCHOOL TERMS

TERM 1

30/01/19 - 12/04/19

TERM 2

30/04/19 - 05/07/19

TERM 3

23/07/19 - 27/10/19

TERM 4

14/10/19 - 18/12/19

From the Principal's desk.....

Dear parents and students,

Welcome to our last newsletter for 2018 ...

There have been many things happening and many more things yet to come for Granville Public School!

Our school has grown again throughout 2018 and, will continue to do so; 2019 will see our Support Unit grow from 5 to 7 classes, whilst main stream will grow from 22 to, at least 23 classes at the commencement of the year. This growth is indicative to what happens within both the community and the school. By this, I mean our community is seeing more high-rise apartment development occurring and as such as parents purchase or lease these; they will send their children to Granville Public School. Within the school, we see academic improvement through the diligence of the teaching and support staff in the implementation of programmes that are innovative and best practice, based on sound research; because of this we are seeing families move into the Granville area so that they can send their children to Granville Public School.

One such innovative and cutting-edge programme introduced this year was the P2K Transition Programme, for our students turning 5 as they were born in April, May, June or July. This is a two-year programme with the first year based on the Early Years Framework, which is used for Preschools and, is a National Based Programme rather than State Based. The programme is designed to:

- Have two adult educators to 20 students;
- develop the children's cognitive and social development through the process of play-based learning;
- allow students to move onto Year One if they meet the National Kindergarten Benchmarks at the completion of their first year, whilst allowing those who do not to transition into the mainstream kindergarten programme the next year.

This programme was seen to be an innovation to the first formal year of schooling and, as such Granville Public School was one of the Innovative Schools across Australia in 2018; a reward that is a reflective of every programme which is

designed and implemented at the school, as such programmes are based on sound research and looks to improve the foundations of learning for every child, ensuring that they are able to grow to their fullest potential once they leave us at the completion of year six (6). The success of such a programme can be measured in many ways; several ways we are measuring our programme are:

- Students reaching the desired national benchmarks;
- Students transitioning into their second year of formal education with solid foundations for learning;
- Academic Partnerships
 - * Western Sydney University, and
 - * Macquarie University
- Implementation of Play Based learning into mainstream Kindergarten; and
- The programme being implemented into other schools for 2019.

In addition to this recognition the school has demonstrated that involvement in Early Action for Success (EaFS), led by Ms Douglas and Mrs Vella, is having a positive impact on student learning and growth across Literacy and Numeracy; with Stage One (years 1 and 2) showing a positive growth of 81% across the two grades for literacy; this in turn is having positive effects with our schools results in other assessments such as NAPLAN. The EaFS programme will be further supported by Mr Milligan and Mrs Stanger in 2019, as they will not have class responsibilities but, rather have responsibility for Quality Teaching Practice; Mr Milligan Preschool to Year 2 and Mrs Stanger Years 3 to 6 and the Support Unit.

Our school also took steps towards implementing and embedding Science, Technology, Engineering and Mathematics (STEM) into our curricula, from Kindergarten to Year 6 and, of course, in our Preschool and Support Unit Programmes. This was supported with our Creative and Critical Thinking Programme (CCT) where students were engaged in authentic

From the Principal's desk.....

continued

problem solving; I was blown away with the magnificent concept development and bridge designs in 1/2B earlier this term. These children are our future Scientists and Engineers and as such we need to ensure that they have the critical and creative skills to solve the problems that they will face in their futures.

Such programmes are supported by our partnerships with other schools and special mention must go to Granville Boys' High School; who have partnered with us for a Stage 3 Science Programme through Macquarie University. The Boys' High School also supports us through their Renaissance Programme in Stage One and our PSSA Programme on Friday; so, a very special thank you to Dr Linda O'Brien, School Principal, and all of the Staff at Granville Boys' High School for their ongoing support.

Supporting our Community was Miss Jane, our Community Hubs Australia Co-ordinator, who organise a plethora of activities and course for our parents and community members; some of which were:

- Vivid;
- Floriade;
- Yoga;

- Zumba;
- Barista Course;
- Flower arrangement course;
- Make-up course;
- Beginners English Language course;

To name but a few. To aid and assist Miss Jane with these programmes the school, with the assistance of our P&C, have commissioned the building of a community hub building which will see the foundation slab poured prior to Christmas and completion late first term / early second term. This building will be a multi-purpose building; it will have an office for:

- Community Hub Co-ordinator;
- Before and After School Co-ordinator;
- School Uniform Store;
- Mothers Room; and
- General purpose area for cooking (adults and students) and adult education classes.

These events, supported our Cultural Awareness and Inclusion Events throughout the year of Iftar Dinner, Chinese Harvest Moon Festival and Christmas Dinner and

Carols Evening, ensuring the school remained Community and Inclusive focused.

The year also saw Granville Public School commit itself to the community in a broader concept, the school made a consensus decision to become a White Ribbon Ambassador School; meaning the school has a zero tolerance to any form of violence. I would like to thank both Mrs Khan and Miss Jane for the leadership that have shown in driving this project from a thought to fruition.

All of these, and many more things that I have not mentioned, would not and could not go ahead unless we had the support of every teacher, every school learning and support officer, all our office staff (Mrs Deirdre Nunez, Mrs Sharon Paton, Mrs Rhonda Scott and Mrs Dianne Bejjani) and our brilliant groundsman Mr Paul Bransdon; as without these people none of our programmes would have been as successful as they were. For your ongoing support and belief in Granville Public School I would like to thank you all and, I look forward to us moving our school, together, through the yet to be defined tracks of 2019.

Gregory Grinham
Principal

Champions

Starting a new sport is a challenge, especially at the beginning of the year. Students were unfamiliar with basketball, specifically the idea of an organised competition team. Our season got off to a rocky start, only winning twice in the whole of Term 1, but this did not discourage the girls, as they continued to play almost daily at recess and lunch throughout winter, proving their commitment to the sport. When winter PSSA started up again in Term 4, the girls were on fire and seemed to be unstoppable. They were **undefeated** the second half of the season, propelling them to the **semi finals** against Blaxcell St, a very exciting game lead to overtime then "**golden point.**" Granville came out on top meaning our girls would be then compete in the **Grand Final** versus Rosehill. The following week the girls were nervous but excited entering the stadium for one final game to determine their fate as either the Premiers or runner-up. With a final score of **9-5** our girls became the **Premiers of the inaugural PSSA Basketball season of 2018.**





Granville Galaxy

Congratulations to the following students who have achieved these awards.

BRONZE AWARD WINNERS

Eva - 5A
 Amr - 5A
 Nabil - 5A
 Kinshuk - 2A
 Hiba - 2A
 Aleena - 2A
 Josline - 2A
 Oscar - 2A
 Kae - 3F
 Mariam - 3F
 Naina - 3F
 Harem - 3F
 Kaiden - K-6A

SILVER AWARD WINNERS

Miriam - 3F
 Brandon - 3F
 Hubert - 5A
 Vivian - 5A
 Rachel - 2A
 Mia - 2A

2019 Kindergarten

Enrolment Applications for
 KINDERGARTEN 2019



now available
 from the front
 office.

Applications must be
 submitted this year.

PATCH Graduation

During Term 3, Mrs Vella, Mrs Hasan and Mrs Issa have been working with a number of PaTCH (Parents as Teachers and Classroom Helpers) volunteers. These parents have been busy learning how best to support our students with their learning and have spent hours in the classrooms working tirelessly with the students. We would like to extend our thanks to the parents for their dedication to the PaTCH program and also to the classroom teachers and students for welcoming them into their class.



Congratulations to all our dedicated participants;
 Mrs Najah Choghari, Mrs Hadia Ghama, Mrs Awatif
 Al Saadi, Mrs Shailu Shahi and Mrs Sabiha Jafri

Schoolzine Newsletters



We are pleased and excited to inform you that we'll be producing a new eNewsletter with Schoolzine. The move to this new format will enable us to communicate with the school community across multiple channels. It will promote and enhance our engagement with parents, students and the wider community.

We believe you'll find the eNewsletter highly engaging, as it will provide us with a more efficient and effective means of connecting with you. The new format will allow the inclusion of video, photo galleries, online bookings, mobile app, feedback forms, calendars and so much more.

The newsletter also has a sponsorship section which provides a great opportunity for local businesses to engage with our parent community. If you would like to be a part of this, please contact Schoolzine.

Phone Jude 07 5414 2363

jude.dawson@schoolzine.com.au

Granville Galaxy Day!

On Friday 14 December 2018, all students are encouraged to come to school wearing clothing that which represent our three Positive Behaviours for Learning rules;

'We are safe'



'We are respectful'




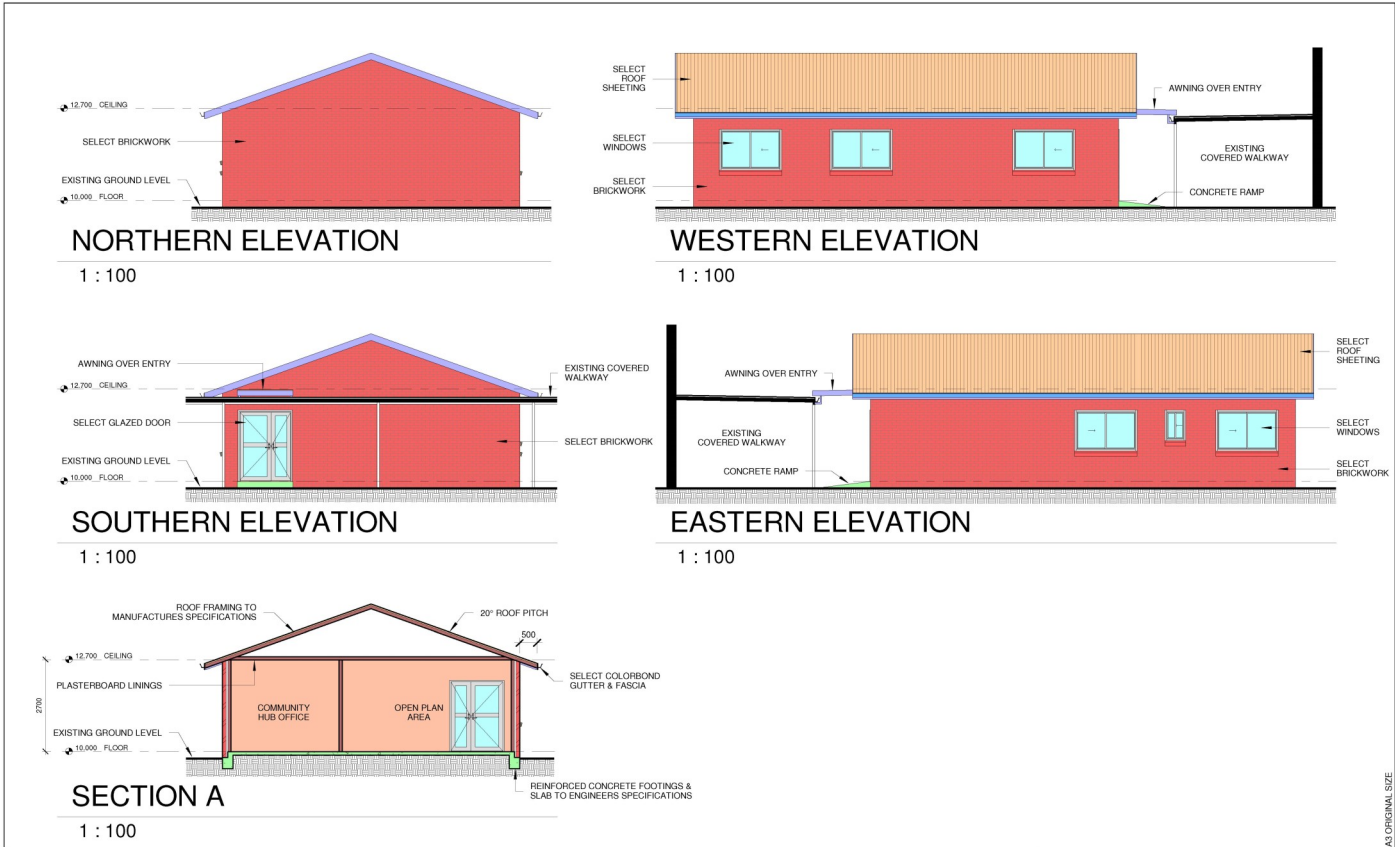
'We are learners'





FLOOR PLAN
1 : 100

 TRADEWIND GROUP BUILDING - DEMOLITION - PLUMBING <small>Unit 1/21 Southern Hill Precinct, NSW 2142 PO Box 117 Kings Langley NSW 2147 Tel: (02) 9538 5500 Fax: (02) 9531 1300 Unit 2/240 Rye, NSW 2150 Tel: (02) 9538 5500 Email: admin@tradewindgroup.com.au www.tradewindgroup.com.au</small>	PROJECT PROPOSED COMMUNITY HUB BUILDING LENA STREET, GRANVILLE	JOB REF 18-054	DRAWING SK1			GENERAL NOTES: All work is to comply with the Building Code of Australia, the requirements of the legally constituted authorities for services and the relevant standards by the Standards Association of Australia. Finished ground levels on the plan are subject to site conditions. Do not scale from drawings, use figured dimensions only and report any discrepancies to the designer prior to commencement. All figured dimensions are to be checked on site prior to the commencement of construction. COPYRIGHT: This plan is the exclusive property of Tradewind Group and must not be used, reproduced or copied without written permission.
	CLIENT GRANVILLE PUBLIC SCHOOL	DATE NOVEMBER 2018				
	DRAWING TITLE FLOOR PLAN	SCALE 1 : 100	REV	AMENDMENT DESCRIPTION	DATE	




NORTHERN ELEVATION
1 : 100

WESTERN ELEVATION
1 : 100

SOUTHERN ELEVATION
1 : 100

EASTERN ELEVATION
1 : 100

SECTION A
1 : 100

 TRADEWIND GROUP BUILDING - DEMOLITION - PLUMBING <small>Unit 1/21 Southern Hill Precinct, NSW 2142 PO Box 117 Kings Langley NSW 2147 Tel: (02) 9538 5500 Fax: (02) 9531 1300 Unit 2/240 Rye, NSW 2150 Tel: (02) 9538 5500 Email: admin@tradewindgroup.com.au www.tradewindgroup.com.au</small>	PROJECT PROPOSED COMMUNITY HUB BUILDING LENA STREET, GRANVILLE	JOB REF 18-054	DRAWING SK2			GENERAL NOTES: All work is to comply with the Building Code of Australia, the requirements of the legally constituted authorities for services and the relevant standards by the Standards Association of Australia. Finished ground levels on the plan are subject to site conditions. Do not scale from drawings, use figured dimensions only and report any discrepancies to the designer prior to commencement. All figured dimensions are to be checked on site prior to the commencement of construction. COPYRIGHT: This plan is the exclusive property of Tradewind Group and must not be used, reproduced or copied without written permission.
	CLIENT GRANVILLE PUBLIC SCHOOL	DATE NOVEMBER 2018				
	DRAWING TITLE ELEVATIONS & SECTION	SCALE 1 : 100	REV	AMENDMENT DESCRIPTION	DATE	

Safeguarding students from summer cyberbullying

Ameika Johnson

SUMMER HOLIDAYS ARE KICKING OFF AROUND AUSTRALIA, WHICH MEANS STUDENTS WILL HAVE MORE FREE TIME TO PLAY AND HAVE FUN IN THE SUN.

But school holidays can be a difficult time for some kids. Changes to routine and being away from their usual school supports can cause them to feel stressed, down or lonely. Holidays can be a particularly vulnerable time for students whose families are struggling with grief, loss, poverty or family violence.

SCHOOL HOLIDAYS ALSO MEAN MORE TIME SPENT ONLINE.

Social media helps kids stay connected with their peers during the break and when used mindfully, it can help to combat isolation. It allows them to share holiday photos with their friends and maintain important bonds over the break. A 2017 Australian Psychological Society survey found that 50 percent of adolescents reported feeling connected to others when using their phones, and 44 percent said they find it easier to interact with people online than face-to-face.

But social media can have a negative impact on self-esteem, with almost two-out-of-three teens feeling pressure to look good on social media, and nearly half feeling bad about themselves when their friends don't like or share their posts, according to *Journal of Abnormal Psychology* findings.

Peer group issues can escalate more quickly in the online space. When kids are on holidays, there may be less opportunity to resolve situations face-to-face, and small problems can become a big deal. This may lead to rumination, which can have a negative impact on mental health. And when school goes back, teachers can find themselves dealing with peer group issues that have been brewing over the holidays. Importantly, the risk of cyberbullying may increase during the holiday period. Kids may have more interactions with their peers online, potentially with less supervision. According to Australian Primary Principals Association president Dennis Yarrington, students often engage in more cyberbullying during holidays, as they don't have to face the consequences of their behaviour at school the next day.

Online disinhibition effects and perceived anonymity may be amplified; students may be more likely to do things online that they would not do face-to-face. For example, we know that young people who perceive themselves to be more anonymous online are more likely to cyberbully others.

Targets of cyberbullying may also be more vulnerable during the break, with less support from teachers and peers. Cyberbullying can make it hard for kids to return to school after the holidays, and they may feel anxious or withdrawn in the lead-up to the new school term.

Parental support is crucial during the holiday period. However, teachers can also play an important role in preparing students for the break and helping ease the transition to the new school term.

5 tips to help students maintain balance and stay safe

STAY CONNECTED

Social media is one of the main ways kids stay connected to friends over the holidays. However, it's important that they also plan face-to-face interactions with friends and connect with the broader community, such as through sports, clubs, volunteering, and religious or cultural groups. Creative activities like holiday drama, music or art workshops can be a great way to meet new people.

Staying connected with family is key to ensuring students feel supported during the holidays. Not all families can go away for the holidays; some families may be separated, and many parents still need to work. However, caregivers can help kids feel connected by planning some simple family activities, like sharing a meal or kicking a football around the backyard.

If kids are struggling with loneliness and isolation, organisations like Headspace and ReachOut.com provide good online resources and support.

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MAINTAIN HEALTHY ACTIVITIES

Encourage students to stay active during the holidays to manage mood and physical health. If they're feeling withdrawn, sad or anxious, even small activities like walking the dog can make a big difference. Encourage them to find activities they enjoy, especially those that have a social element like team sports or going to the beach with friends. Talk to them about the potential benefits of limiting screen time over the holidays for their physical and mental health.

It can also be hard for kids to maintain good eating habits without the structure of school. A balanced diet of vegetables, fruit, whole grains and lots of water will help them with sleep, and improve energy levels, concentration and emotional wellbeing.

CREATE A ROUTINE

Encourage kids to maintain a routine during the holidays, including going to sleep and waking at the same time, eating three meals a day, and planning their days in advance. Taking on responsibilities at home can provide structure and boost motivation. Planning a project for the holidays, such as redecorating their bedroom or building a veggie garden, can help to keep them engaged. They might just need a boost from their parents to get started!

TALK ABOUT CYBER SAFETY

According to Childnet International, the holidays are a good time for kids to have positive conversations with their parents about technology use. Parents can look at their favourite sites and apps with them, discuss any concerns they have about their online interactions, and look at how they're managing privacy and security settings on each platform. Families should decide together what is safe and appropriate to share online (for both kids and adults!) They might make a family agreement that includes positive statements about how each family member will use technology and make a plan for staying safe online. Encourage kids to talk about cyberbullying – what it looks like and how to manage it if it occurs. Head of direct clinical services at Headspace, Vikki Ryall, says the school holidays provide a good opportunity for parents to address issues like cyberbullying, which might have gone under the radar during the school term.

Resources such as the Office of the eSafety Commissioner also provide practical information about what to do if a student is experiencing cyberbullying or online abuse.

HAVE A BACK-TO-SCHOOL PLAN

Some students might feel really distressed about the prospect of going back to school, particularly if cyberbullying or friendship problems have occurred during the holidays. Parents and teachers can help ease the transition by talking to kids about how they feel about going back to school. They can support them by listening to how they're feeling, responding with empathy, and working with them to come to a solution. Remember that not all problems need to be fixed, and just knowing they've been heard can make a big difference.

Students can create an action plan for their first week. This may involve calling a friend they trust to meet them at the gate on the first day or making contact with a classroom teacher or wellbeing staff member who can support them in the first week.

With open communication, balance and bit of planning, teachers and parents can help students enjoy the break, stay safe online and feel confident to start the new school term.

REPORTS**SEMESTER 1 & 2 REPORTS MUST
BE KEPT IN A SAFE PLACE**

IT IS RECOMMENDED PARENTS PURCHASE A DOCUMENT FOLDER AND KEEP
SEMESTER 1 AND SEMESTER 2 REPORTS
PLUS NAPLAN RESULTS FROM YEAR 3 AND YEAR 5 TOGETHER.

IF STUDENTS CHANGE SCHOOLS OR WHEN THEY GO TO HIGH SCHOOL,
YOU WILL BE ASKED TO SHOW REPORTS AND NAPLAN RESULTS.





School Community Charter

 **Collaborative. Respectful. Communication.**

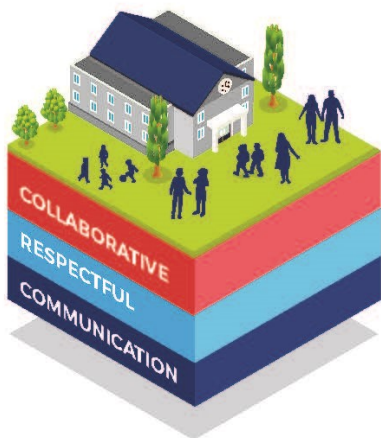
The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with **respect**

We **prioritise** the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.



We create
collaborative
learning
environments

We
all play
our part

We work
in partnership
to promote
student
learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:

education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



Unacceptable behaviour may include but is not limited to:

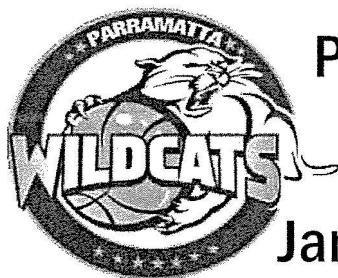
- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



**Collaborative.
Respectful.
Communication.**

School Community Charter

education.nsw.gov.au



Parramatta Wildcats Basketball Association **presents** January 2019 School Holiday Basketball Camp

The Parramatta Wildcats Basketball Association is inviting girls & boys of all ages & skill levels to attend a 4-day basketball camp from Monday 21st, Tuesday 22nd, Wednesday 23rd and Thursday 24th January 2019 (game day). Coached by Parramatta Wildcats coaches & current players. Skills will include 3 days of drills, fun activities & games in a friendly, competitive environment plus game day included for free.

Where? Auburn Basketball Centre [Wyatt Park] (entrance off Church Street, Lidcombe)

When? Mon 21/1, Tue 22/1, Wed 23/1 and Thurs 24/1/19

Time? 9.00am - 3.00pm

Cost? \$45 per day – or ***all four days \$99*** (includes a camp t-shirt)

Who? All players welcome (boys and girls), all ages. Players will be organised according to skill level and experience

Bring? Your own basketball, drinks, lunch (or \$ to buy your lunch & drinks here)

For more information contact:
Parramatta Basketball Association
Phone: 02 9646 3840 / 02 9646 5343
Email: info@parramattawildcats.com



Child's Name:		
D.O.B:	Age:	Gender:
Address:		Postcode:
Email address:		
Parent/guardian's Name:		
Contact Phone (Home):	(Work):	(Mobile):
Allergies / Health Awareness needs:		
Paid \$	Receipt #	Days attending: 4 3 2 1

Parent/Guardian Consent: I agree to my child / children participating in the "Skills & Drills" Basketball Camp under the control of Parramatta Basketball Association Representatives and Staff. I agree that my child / children participate at their own risk and that PBA Representatives and Staff will not be held should my child / children be injured or become ill.

I agree to my child / children being photographed by staff from PBA and give my permission for the photos to be used for promotional or marketing material.

Signature.....Date.....

Completed Registration Forms will not be accepted unless accompanied with payment (Cash, Cheque, Credit Card or EFT)

Follow us on
 **Instagram**
[@parramattawildcats](https://www.instagram.com/parramattawildcats)

PAYMENT VIA EFT CAN BE MADE TO:
BSB 062 314, Account 00112645
Parramatta Basketball Association Inc
Reference: Child's Name