



# Gordon East Public School

Built on the land of the Guringai people

Safe, respectful learners

Term 2 – Issue 8

28 May 2021

## School Newsletter

### Diary Dates

- **Tuesday 1 June**
  - 9am CARES Excursion (6/5P & 5WS)
- **Thursday 3 June**
  - 11:45am Multicultural Speaking Competition final (Stage 2 & 3)
- **Friday 4 June**
  - Area Cross Country
  - PSSA (Netball @ Canoon Rd, Soccer @ Primula)
- **Tuesday 8 June**
  - SRC "Wear Blue" Fundraiser for Stewart House (Gold coin donation)
- **Thursday 10 June**
  - 9:15am K-6 Athletics Carnival @ Bannockburn Oval
- **Friday 11 June**
  - PSSA (Netball @ Canoon Rd, Soccer @ Edenborough)
- **Friday 25 June**
  - Last day Term 2

### From the Principal – Mrs Ruth White

Dear Families,

Over the last two weeks, we have had another busy two weeks of learning and activities here at GEPS. Stage 3 have enjoyed our annual Stage 3 Camp excursion, Kindergarten participated in their first school excursion with the Teddy Bear's Picnic and Stage 2 enjoyed a Fizzics Ed incursion. Additionally, we have welcomed back parent volunteers to assist with literacy groups in the classroom.

### NCCD – Nationally Consistent Collection of Data on School Students with Disability.

It has come to that time of the year where we complete our NCCD collection. The NCCD is an annual collection of information about Australian school students with disability. The NCCD enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school. Please refer to the article further in the newsletter for more information.

### COVID-19 symptoms can include:



If your child is sick, keep them at home and get them tested for COVID-19.



### School Vision

Gordon East Public School is a welcoming and collaborative school community that supports high quality learning. Quality teachers inspire students to be creative and critical thinkers enabling them to become active and informed global citizens.

### School reports: Common Achievement Scale – Grades

***The Common Achievement Scale – Commonly referred to as grades.***

#### **What do each of the ratings mean on the common achievement scale?**

The five point scale for reporting student achievement to parents relate to a body of 'expected learning'. In NSW, this refers to the stage-based syllabus that guides the delivery of the NSW curriculum. The scale provides teachers with a means of rating students' understanding of the curriculum taught (A-E rating scale).

We can use Geoff Masters (Australian Council of Educational Research) descriptive interpretations – 'initial' (emerging), 'partial' (developing), 'complete' (proficient), 'sophisticated' (extending) to assist us in better understanding what each A – E rating means on the department's common achievement scale.

<i>Extending</i>
<i>The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.</i>
<b>A - Outstanding:</b> The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B - High:</b> The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<i>Proficient</i>
<i>The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning</i>
<b>C - Sound:</b> The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<i>Developing</i>
<i>The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.</i>
<b>D - Basic:</b> The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<i>Emerging</i>
<i>The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.</i>
<b>E - Limited:</b> The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

#### **How do teachers decide on the ratings given when reporting to parents?**

Teachers meet regularly to moderate student work samples and assessments with each other to discuss how a cohort is progressing overall. We do this to ensure that every child at Gordon East Public School is known, valued and cared for. Each grade sits within a band of marks. Teachers use a combination of assessments, identifiable evidence in student work samples and observations to come to that conclusion. A teacher uses each rating on the scale to describe many students' progress. Some students may sit at the higher end of the band, some at lower and others in the middle. If you have questions about your child's progress you are able to make an appointment with your child's class teacher to discuss this further.

**What does it mean if my child receives the same grade at the end of Semester 1 and Semester 2?**

If a student receives the same grade for two consecutive reports they have made progress. For example, if a student receives a Grade C in the middle of the year and again at the end of the year they will be making progress. Between the two reporting periods the student will have learned new knowledge and skills of a more advanced nature. In order to receive a Grade C on the second occasion the student has *a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills* in relation to this new and more challenging material.

**Safe Respectful Learners – Safe Parents, Safe Children – School Crossing Rules**

As you will know, we have a manned school crossing on Rosedale Road. This is supervised both morning and afternoon. Please find below, a reminder of the rules when using the Rosedale Road pedestrian crossing each day.



For children and adults:

- There is a white line on the pavements on both sides of the road for all adults and children to stand behind until directed to cross.
- Children and parents must stand behind the white line at all times.
- The crossing supervisor will enter the crossing to stop cars, buses and trucks from both directions before directing people to cross.
- Children and parents must NOT follow the supervisor until told to cross. When vehicles have stopped, the supervisor will wave parents and children across.

For drivers:

- Obey the signposted speed zone during allocated hours at all times.
- Come to a halt behind the white line marked just either side of the crossing when either: a crossing supervisor or pedestrian is crossing.
- Do not drive through the crossing until the crossing supervisor has directed you to do so or the crossing is clear on both sides when unsupervised.

These rules are for the safety of children, parents, crossing supervisors and drivers. Please keep our families and community safe by adhering to the road rules at all times

*Ruth White*

Principal



## School Photos

### 2021 School Photos

*Monday 21 June 2021*

Just a gentle reminder to iron the uniforms and check those smiles – our Photo Day is on Monday 21 June 2021 (Week 10). For the day itself, students should be wearing **full winter uniform** with polished, black shoes, correct socks (girls – white/boys – grey). Hair should be neatly tied or combed back from faces and school ribbons in hair as appropriate. Badges should be worn on the left collar (as appropriate) and no jewellery should be worn.

### Ordering Individual/Class Photos

This week, every child should have received a School Photo envelope. This will enable you to order your child's 2021 photo pack and/or class photo. Please note:

- If you do not wish to purchase, please communicate this to your child's teacher
- If you do not wish your child's name to appear in class photos, notify the school ASAP
- The office will have spare copies of individual order envelopes
- **To purchase individual photos, every child must return their own envelope to their class teacher by Friday 11 June (W8, T2) - even if payment is enclosed in a sibling's envelope**

### Ordering Sibling Photos

If your family has at least two children currently attending GEPS, you are able to order a sibling photo. The photography company requests separate orders for individual and sibling photos.

Please note:

- 'SIBLINGS ONLY' order forms can only be collected from the Front Office (one per family)
- **To purchase sibling photos, each family must return their 'SIBLINGS ONLY' envelope to the Front Office by Friday 11 June (W8, T2)**

## What's Been Happening at GEPS?

### Year 3 and 4 Junior MasterChef Cupcake Challenge

On Friday 21 May, Years 3 and 4 students celebrated the end of the Check-in and NAPLAN assessment period for 2021. It is a long-standing tradition at GEPS that our Year 3 students compete to design the best decorated cupcake. In 2020, this did not occur due to COVID-19 and Year 4 missed out. As such, we modified this year's event to include everyone.

All competitors had 30 minutes to design and build their cupcakes. At some stations, the icing sugar, marshmallows and 100s and 1000s were flowing freely while at others more control and a steady hand was at work. It was a creative outlet for everyone. After 30 minutes, the students had to step away from their benches and present their finished designs. Sarah and Will from Year 5 were the previous winners and therefore had the responsibility of announcing





our new champions. After much deliberation Sarah and Will finalised their decision.

Excitingly, this year's winners and new judges were Isla H (3/2A) and Troy H (4/3F). This year our Junior MasterChefs walked away with the title, a round of applause and a take-home cupcake kit.

It was great to see all students interact so positively after such a busy month. Congratulations to all students for making the most of this experience.

Many thanks to Sarah and Will our competition judges and our wonderful Stage 2 teachers who baked the cupcakes, prepared icing and setup the GEPS MasterChef kitchen.

Mr Fowler  
Stage 2 Assistant Principal

### ***Stage 2 Incursion: Geology Rocks! Workshop***

On Monday 24<sup>th</sup> May, the students of 3/2A, 4/3C, 4/3F and 4/3W attended the Geology Rocks! Workshop presented by Fizzics Education. The students had a wonderful time learning about the different types of rocks and viewing a volcano experiment. They had the opportunity to move around to a variety of work stations to pan for gold, learn about rock classification, sift through sand mixtures, learn about tectonic plates and the Earth's layers and use a seismograph. This incursion linked to our current science unit Beneath our Feet, where the students are learning about the different rock and soil types of the Earth. We will be using this knowledge to create a biosphere in a bottle to grow a bean seed. Stay tuned for our end results!



## **Sports News**

### **PSSA Sports Reports**

#### **Netball Jnr 2 – 14 May 2021**

Today we played St Ives Public School and we won 1-0.

The best players on our team today were Evie and Frances. We will try to work on scoring more goals in our next game.

Reporter: Frances

#### **Netball Senior 1 – 14 May 2021**

Today we played St Ives Public School and we lost by 12 (16-4) but still had a good time. The weather was perfect to play, finally!

The best players today were Molly, Michaela and Chloe. Chloe shot loads of goals and Molly and Michela did a good job defending.

Reporter: Amelie L



**Netball Senior A – 14 May 2021**

Today we played Roseville Public School and we won 12-3. The best players on our team today were Cagla and Edie. Cagla was a great shooter and Edie was a great centre.

Reporter: Sahana J

**Netball Senior B – 14 May 2021**

We played St Ives Public School and we won 18-1. We played really well, the shooters were really good. Everyone did really well.

The best players on our team were Meghan because she shot 15 goals. Eren did well with lots of intercepts and great attacking as well.

Reporter: Sophie H

**Netball Junior 1 – 21 May 2021**

Today we played Killara Public School and we won 5-3. It was quite fun and our team did strong passes

Our best players today were Mia, Isla, Matilda, Will and Sasha

Reporter: Jasmine D

**Netball Junior 2 – 21 May 2021**

Today we played Pymble Public School and lost 4-0. It was a tough game in the rain. It was hard for most people but we coped. They tried hard and they won but we worked together and tried hard as well. The best players on our team today were Grace and Frances because they work within the team on the court well, they also spread out well.

Reporter: Ana Luiza E

**Soccer Junior B – 14 May 2021**

Today we played Lindfield and we won 6-2. The best players on our team today were Parker and Ollie. I think we played really well and we won because of our passing.

Reporter: Christian E

**Soccer Junior A – 14 May 2021**

Today we played Lindfield Learning Village and we lost 2-1. I think we could improve our group play and play out from the back more often. The best players on our team today were Jacob, Tarun and Xavi.

Reporter: Clayton

**Soccer Senior A – 14 May 2021**

Today we played Lindfield Learning Village and we lost 11-0 but we tried really hard and never gave up. We were really close to scoring a goal but missed by a little bit. The best players on our team today were Lucas, Sunita and Oliver.

Reporter: Ines G

**Soccer Senior B – 14 May 2021**

Today we played very well but we lost 2-1. We were passing into space and were working together. The best players on our team today were Harry, Anna and Ethan. We played our best, but in the other team had a better performance on the day.

Reporter: Abigail B

**Soccer Junior A – 21 May 2021**

Today we played Masada College and we beat them 3-2. We did well at attacking but we should be more careful whilst defending. The best players on our team today were Tom, Oscar and Finley.

Reporter: Clayton

**Soccer Junior B – 21 May 2021**

Today we played Masada College and lost 4-1. The best players on our team today were Harry for his good work as goalie and Parker did a good job in the forwards. We stayed in our positions better this week.

Reporter: Christian E

## SRC Update

The SRC are organising a “Wear Blue” fundraiser for Stewart House on Tuesday 8 June.

Please remember to Wear Blue and bring a gold coin donation.



## Premier's Spelling Bee

### The Premier's Spelling Bee!

Have you heard? The Premier's Spelling Bee is back for 2021!

Students in Years 3-6, this is your opportunity to have some fun while strengthening your spelling strategies.

Class finals will be held at the end of Term 2 (weeks 9 and 10) and then two finalists from each class will participate in our School Final early in Term 3.

So, it's time to get s-p-e-l-l-i-n-g and start p-r-a-c-t-i-s-i-n-g!

The Premier's Spelling Bee word lists are available on the Arts Unit website at <https://www.artsunit.nsw.edu.au/premiers-spelling-bee>. The password will be emailed to you so look out for it in your inbox soon!

Ms Wiberg and Ms Preshaw  
GEPS Spelling Bee Co-ordinators



## Congratulations



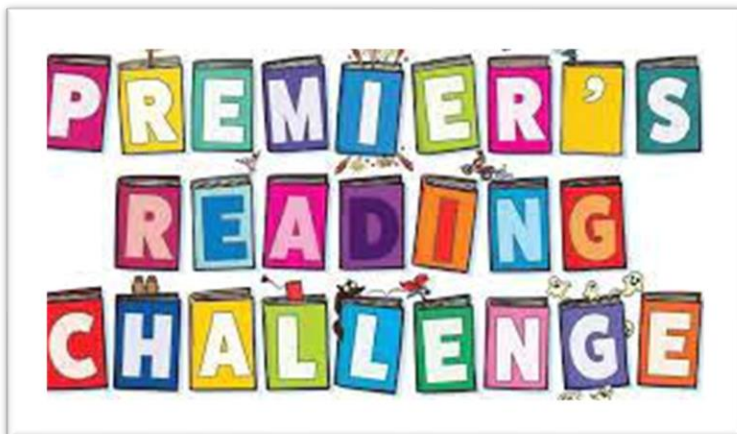
Sophie H and Leona A both competed in the 2021 Gymnastics Australia Championships. Sophie H and her partner came 1<sup>st</sup> in Nationals and Leona received 2 medals in Rhythmic Gymnastics.

Congratulations Sophie and Leona on your fantastic results!





## Library News



### Library News Term 2 Week 6

So far this year, 90 Gordon East Students have completed the PRC.

Congratulations to our latest finishers:

Kindergarten: Christian S

Year 1: Dylan H, Chloe M, Kai W

Year 2: Xavier C, Ines R, Ava W,

Year 3: Xavi S, Edward C

Year 4: Ella S

Year 5: Aayu C, Oliver L, Isaac M, Nico S, Liam R

Year 6: Sahana J, Sierra L, Anna P, Adam T

To record books on the PRC website, students need to log in with their school username and password. Please don't hesitate to contact me if you have any questions about the PRC.

PRC books read to KL and KR during Library lessons:

*Lost and found* by Oliver Jeffers

PRC books read to 1C, 1M, 2A and 2M during Library lessons:

*The naked penguin* by Kim Lardner

*Errol* by Zanni Louise

It's always a great time to read!

Bronwen Campbell,

Teacher Librarian

## Aussies of the Month

### AUSSIE OF THE MONTH

Congratulations Aussie of the Month  
May 2021

#### Sienna P

*Sienna is a polite and kind student who is always willing to assist others and encourages them in their efforts. She is curious and creative in her thoughts and ideas and perseveres with challenging tasks.*

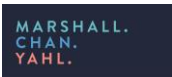
*Sienna is both passionate about and an advocate for the school environment. She voluntarily monitors the care of the classroom resources and the playground, including our resident chickens.*

*Sienna's enthusiasm, positive attitude and integrity makes her a valued member of Gordon East Public School.*

*Congratulations on achieving the Aussie of the Month Award for May, you are a very worthy recipient.*

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Craig Marshall  
Office: 9061 3175  
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### AUSSIE OF THE MONTH

Congratulations Aussie of the Month  
May 2021

#### Aarin C

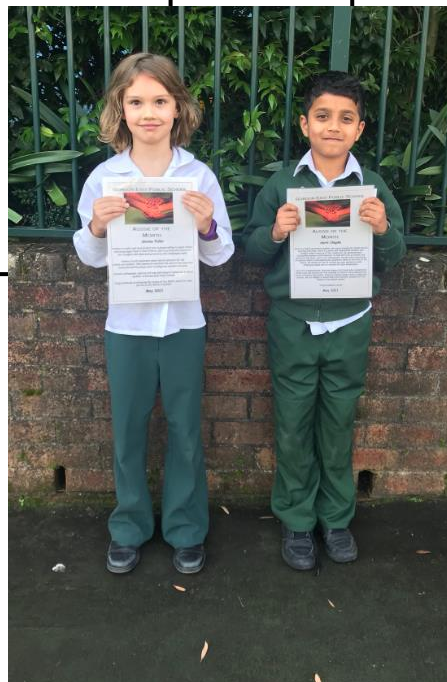
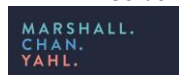
*Aarin is a highly motivated student. He enjoys visual arts, maths and all sporting activities. Aarin is a polite and responsible student who willingly helps in and out of the classroom. He demonstrates outstanding manners and behaviour in class and is an excellent role model for his peers. Aarin is an enthusiastic learner who contributes thoughtful ideas to discussions and completes tasks to the best of his ability. He always strives to achieve success, persevere with challenging tasks and is a wonderful class ambassador.*

*Aarin is a compassionate, kind and respectful friend who consistently shows care and concern for the feelings of others. Aarin upholds the values of Gordon East Public School by always being a safe, respectful learner. He is a delight to teach and a very worthy recipient of The Aussie of the Month Award.*

*Congratulations Aarin!*

Proudly sponsored by

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## Merit Awards

Tuesday 18 May 2021		Tuesday 24 May 2021	
<b>KL</b>	Russell G, Edie C	<b>KL</b>	Flynn R, Isabel H
<b>KR</b>	Martina J, Monty A	<b>KR</b>	Max P, Annie L
<b>1C</b>	Diacio M, Senna L	<b>1C</b>	Maggie E, Sean G
<b>1M</b>	Taraneh K, Pippa R	<b>1M</b>	Thomas S, Kai W
<b>2M</b>	Ryan H, Ines R	<b>2M</b>	Yuuv B, Jyun-Yuen H
<b>3/2A</b>	Bradley L, Tristan Y	<b>3/2A</b>	Jacob S, Catherine F
<b>4/3C</b>	Grace T, Scarlett M	<b>4/3C</b>	Frances C, Ana Luiza E
<b>4/3F</b>	Shiv M, Tian N	<b>4/3F</b>	No Merits
<b>4/3W</b>	Lihon C, Lena F	<b>4/3W</b>	Maison S, Clayton W
<b>6/5P</b>	Ollie C, Alon R, Anna P	<b>6/5P</b>	Amy A, Liam R, Naomi G
<b>6/5S</b>	Ethan W, Alex R, Romy L	<b>6/5S</b>	No Merits
<b>6/5WS</b>	Michael M, Annabel W, Alyssa R	<b>6/5WS</b>	Molly C, Callum S
<b>Mini Merits</b>	Daniel J, Karissa Y	<b>Mini Merits</b>	Ollie H, Oliver L, Ronan J, Karishma P
<b>Banners</b>	William T, Kate L, Lachlan C, Nico S	<b>Banners</b>	John S, Claire C



## Photo Gallery





## 2021 Stage 3 Camp



## 2021-2024 School Improvement Plan

*Striving for excellence in a respectful, inclusive environment with high expectations.*

### Strategic Direction 3 – Community Connections and Wellbeing



As part of supporting strong connections with the wider educational community and the development of teaching staff, we continue to open our school to pre-service teachers. Over the last two weeks, we welcomed two pre-service teachers from Macquarie University to Stage 1 and the K-2 team. Whilst here, they completed their practicum experience and were fully immersed into school life and the responsibilities associated with teaching. We look forward to continuing to welcome Pre-Service teachers in the future.

#### SCIENCE ENRICHMENT WORKSHOP at KILLARA HIGH SCHOOL

This week we invited Year 3 students from Lindfield East Public School and Gordon East Public school into our newest Science classrooms. After a quick safety briefing and an introduction to some of our Killara High School student helpers, we dove into a series of experiments. First students watched a demonstration (from a safe distance) of green fire shooting from a large flask, in an instant it was gone. After which, many called for it to be done again. This time, most of the oxygen in the flask had been consumed, so instead a gentle flame hovered in the neck of the flask for a few seconds.



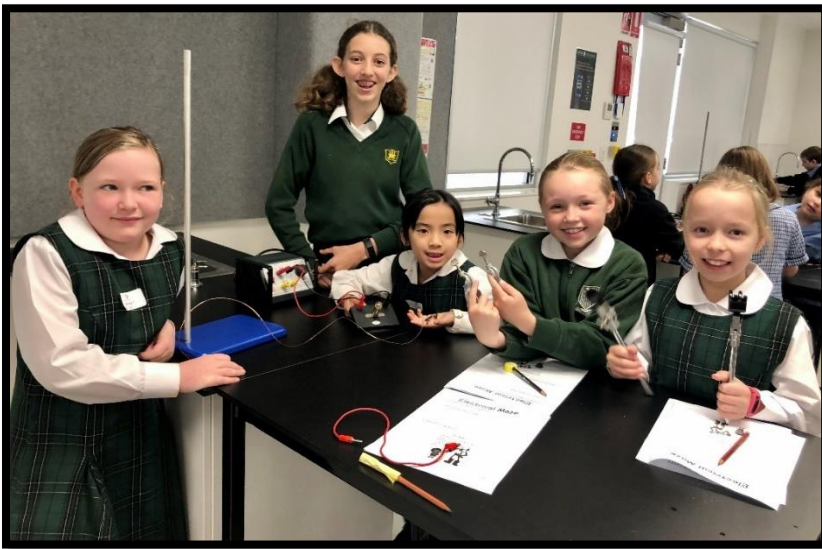


Next, we made lava lamps in long cylindrical jars using vegetable oil, water, food colouring and antacid tablets. Coloured bubbles rose from the bottom and hovered in the middle of the vessel, before falling back into the coloured mass at the bottom. I'm told this was many students' favourite activity of the day.

Finally, we constructed electric mazes using copper wire. Students learned that electricity needs a closed circuit to flow as they tried to navigate the maze without touching the side and switching on a lamp. The fastest time was 4 seconds, but most students managed it in under 20 seconds.

The students impressed us with their enthusiasm and diligence and we are looking forward to seeing Year 4 girls from our partner primary schools next term.

David Aubusson  
Head Teacher Science



*Our new “How can I support my child at home?” section is focused on comprehension this week.*

*How can I support my child's learning at home?*

## Comprehension

Whilst we commonly associate comprehension with reading, comprehension or reading for meaning skills are used throughout all Key Learning Areas. When reading, comprehension is supported by inferential and literal understanding.



**Literal comprehension** - *Thin questions or Here questions.*

Literal comprehension is the understanding of information and facts directly stated in the text. It is recognised as the first and most basic level of comprehension in reading. Students can employ literal comprehension skills (keywords, skim reading and scanning) to better locate information efficiently.

**Inferential comprehension** - *Thick questions or Hidden, Head & Heart questions.*

This understanding requires readers to apply and evaluate knowledge from multiple texts, within different areas of one text, or use their background knowledge about topics. Readers are required to read beyond the lines.

When reading, students may be asked to:

- connect different information across sentences, paragraphs, chapters
- infer the meaning of information in texts
- deduce main ideas, themes and concepts in texts
- use a range of strategies, e.g. context cues to identify the meaning of unknown words
- identify the purpose and meaning of metaphorical language devices, e.g. similes
- identify similar vocabulary meanings to link and connect ideas.

### What parents can do to help at home to support developing comprehension skills.

- Hold a conversation and discuss what your child has read. Ask your child probing questions about the book and connect the events to his or her own life. For example, say "I wonder why that girl did that?" or "How do you think he felt? Why?" and "So, what lesson can we learn here?".
- Help your child make connections between what he or she reads and similar experiences they have felt, saw in a movie, or read in another book.
- Help your child monitor their understanding. Teach them to continually ask themselves whether they understand what they are reading.
- Help your child go back to the text to support their answers.
- Discuss the meanings of unknown words, both those they read and those they hear.
- Read material in short sections, making sure your child understands each step of the way.
- Discuss what your child has learned from reading informational text such as a science or social studies book.
- Model good reading habits at home.
- Read a variety texts.



## Good Readers: ASK QUESTIONS



Good readers ask questions to themselves before, during, and after reading in order to make sense of what they are reading.

- Asking questions allows for active reading and interacting with the text.
- It gives readers a purpose for reading.
- It helps readers make predictions as they are reading.
- Asking questions can help readers clarify any difficult vocabulary words or confusing parts of a text.

### THINKING STEMS:

- I wonder why...?
- What is the purpose of...?
- Why did that character...?
- When did...?
- What caused...?
- What are some clues...?
- What does this tell me about...?
- What if...?
- How does the character feel about...?
- What will happen...?
- Is this important?



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## Comprehension Questions

### Here

Read the text.



### Hidden

Search for clues.



### Head

What do you think?



### Heart

How do you feel?



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Here (Literal)

The answer is written  
**right here** on the page.

I can **find** the answer in the text  
by **reading** it.

- What happened in the story?
- Who is the main character?
- Where does the story take place?
- When does the story take place?
- What is this text about?
- What body parts does this animal have? How do they use them?
- How does this animal hunt?
- What does it mean by \_\_\_\_\_?

Hidden (Inferential)

The answer is **hidden** in the text.

I can **think** of the answer  
by **searching for clues** in the text.

- What do you think would happen next in the story?
- What is the problem in the story?
- How do you think the character will solve the problem? Why?
- How would the character feel?
- What might have happened if the character acted differently?
- Why do you think the character did that?

© Miss Elizabeth Ch

Head (Critical)

The answer is **in my head**.

I can answer the question by **asking what I think** about what I have read.

- What is the lesson of this story?
- In your opinion, did the character make a good choice? Why do you think so?
- If you were in this situation, how would you solve the problem? Why would you do that?
- Do you agree with the author?
- What could we do to help \_\_\_\_\_?
- Why is it important to do \_\_\_\_\_?

Heart (Emotional)

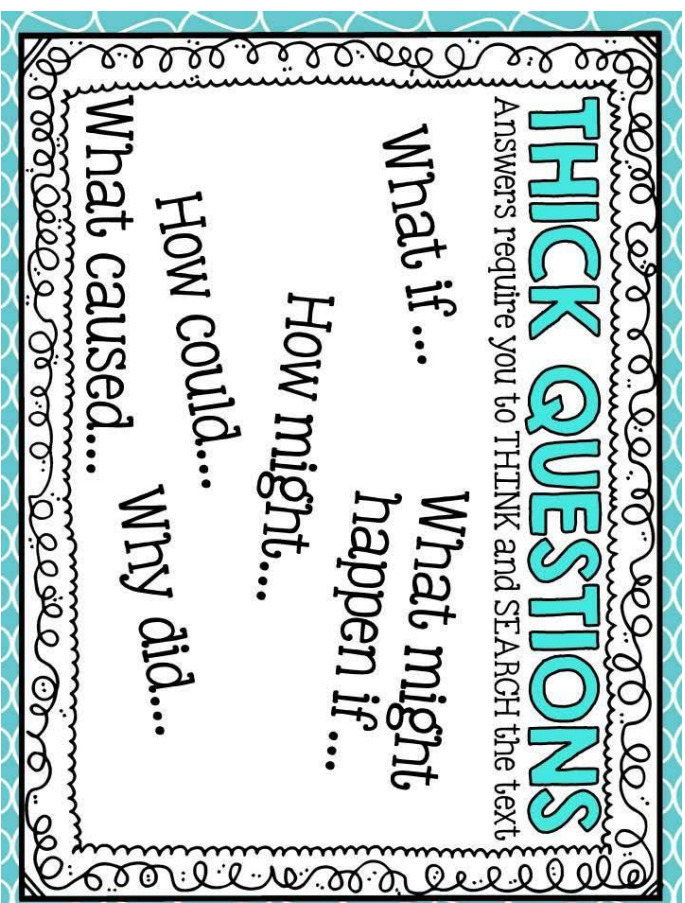
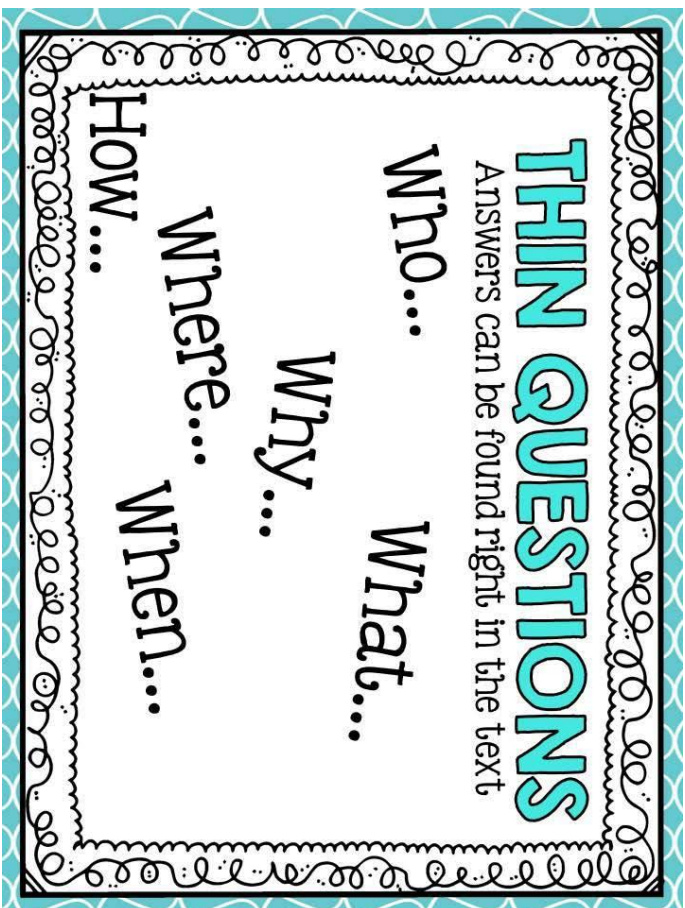
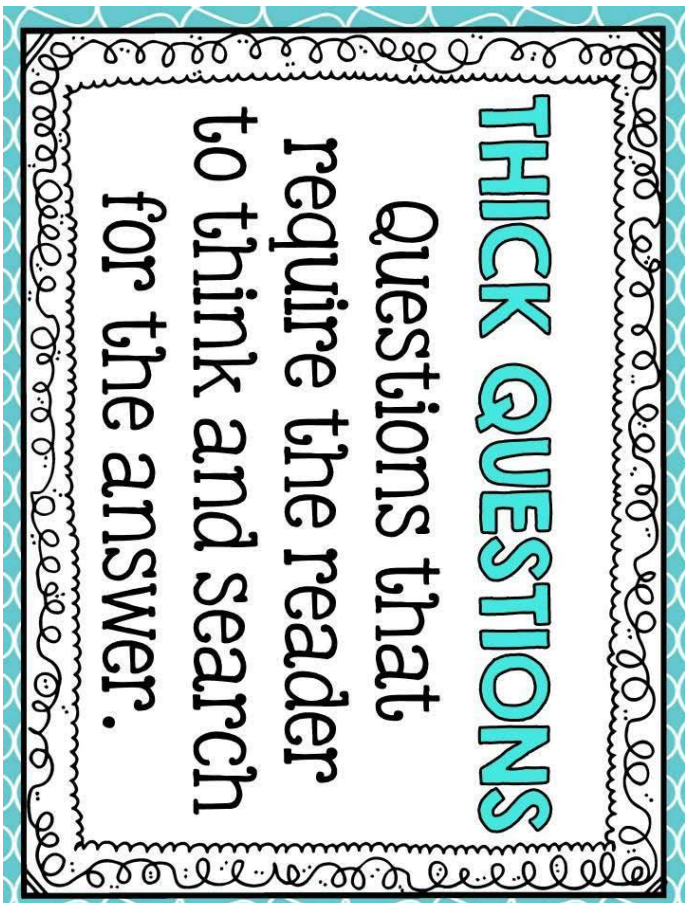
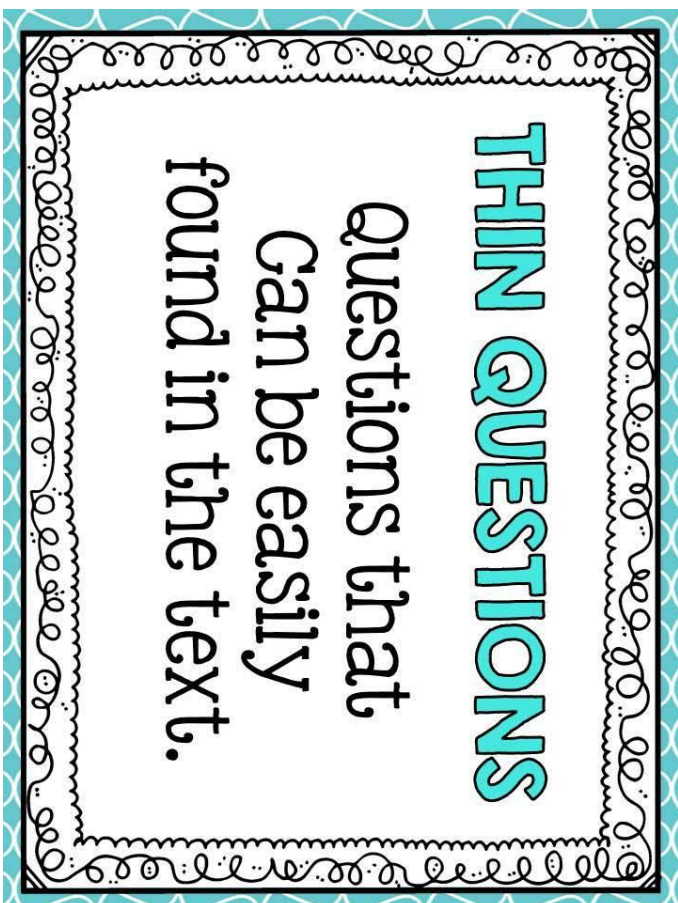
The answer is **in my heart**.

I can answer the question by **asking how I feel** about what I have read.

- How do you feel about what the character did?
- How would you feel if you were in the same situation?
- Have you ever felt the same as the character?
- How has this text changed how I feel about \_\_\_\_\_?
- What did I learn from this? How does it make me better?

© Miss Elizabeth Ch





**NCCD**

Dear Parents, Guardians and Carers,

**Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)**

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, in line with the *NCCD guidelines (2019)*.

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy \(https://www.education.gov.au/privacy-policy\)](https://www.education.gov.au/privacy-policy).

Further information about the NCCD can be found on the [NCCD Portal \(https://www.nccd.edu.au\)](https://www.nccd.edu.au).

If you have any questions about the NCCD, please contact the school.

Kind regards

Ruth White  
Principal

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Australian Government



## From the P&C

### President's Report

How quickly we have found ourselves past the half-way point of term 2. Stage 3 have gone off to camp this week, and are no doubt having lots of fun. The school seems terribly quiet without them!

### Donation Requests

There has been a slight delay in sending out the donation request letters due to a technical issue. Hopefully this is now resolved and I am very much hoping that the letters will be sent out next week, so that we can get on with supporting our school, teachers and children with our Wishlist spending! The school has already begun ordering some of their items from the Wishlist, so we're looking forward to our children receiving the benefit of those items soon.

### Uniform Shop

Shari and I have completed our pricing review for the uniform shop and you will all have seen Shari's email about the nominal price changes that we will be implementing on pre-loved items from week 8. We are also looking at the pricing structure of new items and are looking to introduce those changes at the same time. Again, we have sought to minimise any changes to cost and to ensure that all uniform items remain affordable and of a good quality.

### Canteen

Alex and I continue to review our canteen service and I have been meeting with the SRC to obtain feedback from our student community on their likes and preferences moving forward. Alex has introduced a new system where bamboo spoons are offered at the point of ordering beef pies, as the SRC had raised some safety and hygiene concerns relating the pie filling spilling out onto them. Please look out for that option when you order the beef pie option through Flexischools, and thank you, Alex, for addressing that issue so quickly.

The restrictions relating to the number of volunteers we have in the canteen at any one time are slowly being relaxed, which means that – volunteer availability permitting – we should be in a position to offer different food options. I know that many of the children are certainly eager for a bit of a change, so Alex and I will continue to review what changes may be made to our canteen menu.

### Working With Children Checks

As I mentioned in the WWCC report for Newsletter 6 and in my email on the 23rd May, ALL volunteers who are coming into the school to volunteer must have completed the old Appendix 5 Declaration form at the school office and produce valid photo ID. This is due to the Department's procedures and these provisions are in addition to any other WWCC you may already hold, including through the Office of the Children's Guardian. These procedures are mandatory, and whilst they do not involve the P&C in of themselves, if you are volunteering, whether that be in the classroom or for a P&C activity such as the canteen or an event, you will be required to have complied with the Departmental procedures. The school office needs two weeks to properly process all of the Declarations and to complete their checks, so it is recommended that you complete this process as soon as possible, even if you are not intending to volunteer at this stage.

As there is an increase in volunteer numbers at the school following the relaxation of restrictions, the school will not be in a position to allow you to volunteer unless these procedures have been completed, so please avoid disappointment and pop in to the school office to organise your Declaration. The forms were sent home in our children's bags on Friday of week 5 to assist you.

*Welcome*

Join the Gordon East P&C Facebook page

Keep up to date with all the P&C school community news

<https://www.facebook.com/groups/179457299209916/>



**Volunteers**

Finally, I would like to thank all of our volunteers, who offer their time to ensure that the P&C can continue to undertake its functions. The P&C really could not operate without you and I am especially grateful to everyone who puts up their hand and does whatever their other commitments allow, to support our school. Thank you.

**Book Club Report**

I hope the children that ordered from Issue 3 of the Scholastics book club are enjoying their new books that went home last week. Issue 4 catalogues will be coming home with students today (Stage 3 will receive their catalogues upon their return to school next week) and orders are to be placed online

at <https://mybookclubs.scholastic.com.au/Parent/Login.aspx> by Thursday 10 Jun21 (end of day).

If you have any problems or questions, please contact me at [bookclub@gordoneastpandc.org.au](mailto:bookclub@gordoneastpandc.org.au)

Shari Allinson

**Uniform Shop Report**

I am pleased to announce that our 2021 winter shirt order has finally been received (thankfully in time for school photos in week 10) and all outstanding shirts went home with students on Tuesday. New shirts in all sizes are now available and orders can be placed through Flexischools or purchased in-store on a Tuesday morning. Pre-loved second-hand shirts are also available for purchase each Tuesday.

As communicated previously, a review of the pricing of second-hand items has been undertaken and new prices will come into effect in Week 8. If you have any questions or concerns in regards to the new pricing structure, please let me know at [uniformshop@gordoneastpandc.org.au](mailto:uniformshop@gordoneastpandc.org.au)

**GEPS Secondhand Uniforms  
Price List – from term 2 week 8**

Girls winter tunics	\$18
Girls summer dresses	\$15
Girls summer skirts	\$6
Girls bootleg pants	\$6
Shirts/Blouses - with logo	\$5
Blouses - without logo	\$3
Boys long pants	\$5
Boys shorts	\$4
Sport polos/skorts/shorts	\$3
Trackpants - fleece/microfiber	\$5
Zip jumpers	\$5
Dry and cosy jackets	\$15
School bags	\$10

Shari Allinson

**Canteen Report**

Following a request from the SRC for a different frozen juice cup flavour, we're going to be trialing pineapple starting next week. We already have apple / blackcurrant, orange and apple so this should be a nice addition to the current favourites.

Pizzas and pasta packs are proving to be very popular at the moment. As fast as we make them, they're flying out the door, which is wonderful to see that the kids are enjoying them. They're a good option too because they have tomatoes, carrots and peas in both the vegetarian and bolognese versions.

We've introduced the option of adding a bamboo spoon when ordering a pie. It can make it a bit easier for the kids to manage the filling. You will be prompted at the time of ordering.

As always, we need lots of help in the canteen. The weeks up until the end of term are looking bare in terms of volunteer numbers so please come in and join us for a fun morning or afternoon, make some cheesy sticks, have a cuppa and a chat & see what's going on around the school. On Tuesday we got to watch the class item being practiced for assembly later in the day. It was a real treat to get to see them while we were making the lunch orders. If you're able to help out, the link is below.

<https://volunteersignup.org/WWAJX>



[Term 2 Volunteers](#)  
[2021](#)

Volunteer signup sheet  
[volunteersignup.org](https://volunteersignup.org)

**Working With Children Check**

The P&C remains compliant with all of its obligations relating to Working With Children Checks. Nils and I keep and maintain our WWCC Register and that Register is kept confidential. We have not yet been audited by the Office of the Children's Guardian, though it is possible that we could be the subject of an audit at any time. Our P&C is appropriately set up and registered with the Office of the Children's Guardian, as required.

If you have a volunteer WWCC, please note that the P&C is not notified when your check expires, which is different to an Employee check. So please, if you are notified that your check has expired, please provide us with your new information so that we can update our Register.

I have also mentioned the Departmental requirements and procedures for ALL volunteers at our school, whether you are volunteering in a classroom or for a P&C led activity, in the President's Report this week. Please read through that information and please contact me or the school office if you have any questions about what you need to do to be able to volunteer.

Kiah Wolton-Phillips & Nils Bown  
Working With Children Check Officers  
[wwcc@gordoneastpandc.org.au](mailto:wwcc@gordoneastpandc.org.au)



# Killara High School

## School Tours for Prospective Parents and Carers

1 and 4 June 2021

9.00am - 10.30am

16 and 17 June 2021

4.00pm - 5.00pm

You are invited to join Mr Robin Chand, Principal (Rel), for a school tour.

Places are limited and you must book a ticket.

Click on the link below to book your place to attend.

<https://www.eventbrite.com.au/e/killara-high-school-tour-for-prospective-parents-and-carers-tickets-152616659537>

Strictly Online Bookings only. These events are limited to 30 people.

A copy of Frequently Asked Questions and additional enrolment information can be found on the enrolment page of our website:

<https://killara-h.schools.nsw.gov.au/enrolment/>



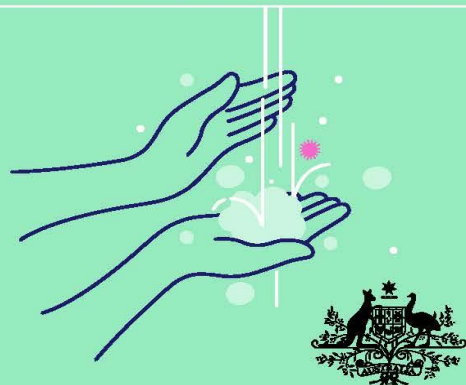
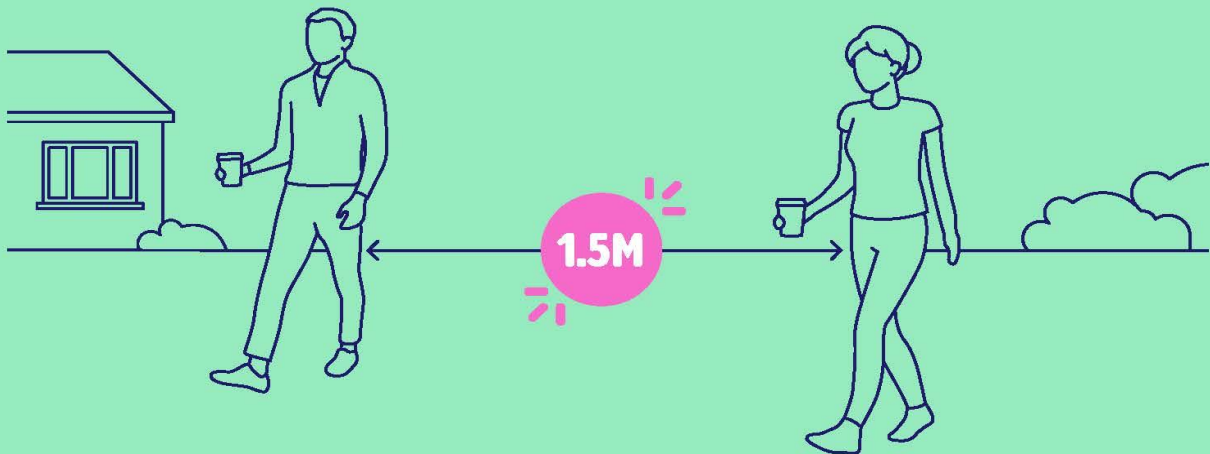


# Keep physical distancing and **BE COVIDSAFE**



Physical distancing is working to help keep us all COVIDSafe. Remember, whenever you go out, stay 1.5 metres apart and avoid physical greetings. Follow guidelines in shops and businesses and always practise good hygiene. This will help stop the spread of coronavirus.

Together, let's **BE COVIDSAFE**.  
Visit **health.gov.au** for more information.



  
Australian Government

## COVID SAFETY AT GEPS

### Sick or unwell?



Parents, visitors, staff and students must not come to school or a community event if they are unwell. Even with very mild symptoms.

### COVID testing



Need to get a COVID test? The nearest testing clinics to Gordon East PS include

- **Killara Histopath Pathology Drive-through Clinic** 28 Stanhope Road, Dalcross Private Hospital Killara, 2071, Killara, NSW , AU
- **Hornsby Ku-ring-gai Hospital** Burdett Street, Building 93, 2077, Hornsby, NSW, AU
- **Ryde Respiratory Clinic** 11 Khartoum Road, 2113, Macquarie Park, NSW, AU

Please go to [https://www.nsw.gov.au/covid-19/how-to-protect-yourself-and-others/clinics/list?pcode=&suburb=undefined&type=all&request\\_id=0.2038061901922883#dcs-search-result](https://www.nsw.gov.au/covid-19/how-to-protect-yourself-and-others/clinics/list?pcode=&suburb=undefined&type=all&request_id=0.2038061901922883#dcs-search-result) for further information on COVID testing clinics.

Students and staff with flu-like symptoms will need to be tested and provide a copy of a negative COVID-19 test result and be symptom-free before being permitted to return to school.

### Let's stop the spread



Get the COVIDSafe app. More information can be found at [https://www.health.gov.au/resources/apps-and-tools/covidsafe-app?gclid=EAlaIQobChMIs-uewLzH7gIVgQVyCh2QCQiQEAAAYASAAEgI1VPD\\_BwE](https://www.health.gov.au/resources/apps-and-tools/covidsafe-app?gclid=EAlaIQobChMIs-uewLzH7gIVgQVyCh2QCQiQEAAAYASAAEgI1VPD_BwE).

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\*We will comply with COVID restrictions

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# DRAMA WORKSHOPS

GORDON AND KILLARA



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