



Gordon East Public School

Built on the land of the Guringai people

Safe, respectful learners

Term 2 – Issue 7

May 20 2022

School Newsletter

Diary Dates

- **Tuesday 24 May**
 - Zone Cross Country
 - Oz Opera 12-2pm
- **Thursday 26 May**
 - Multicultural Perspectives Speaking Competition 9.20-11.15am
- **Friday 27 May**
 - PSSA (Netball @ Canoon Rd, Soccer @ NTRA)
- **Wednesday 1 June**
 - Stage 3 Great Aussie Bush Camp
7.30am arrival at school for 8.00am departure
- **Thursday 2 June**
 - Great Aussie Bush Camp Day 2
- **Friday 3 June**
 - Great Aussie Bush Camp returning to school around 3.30pm
 - No PSSA Sport

From the Principal – Mrs. Ruth White

Dear Families,



Here we are almost halfway through Term 2 already. This week we have ended a week full of sunshine with a drizzly Friday. Albeit a damp one, we have been able to go ahead with our second PSSA game for the winter season, much to our soccer and netballers excitement.

Thank you to Sally and her Events Team for organising our Election Day BBQ and stalls. The team have been busy with back-to-back fundraising events and we are appreciative of all their hard work. Thank you also to our families who have baked, volunteered or donated goods for the stalls.

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

Each academic year, parents receive two written reports about their child's learning at school. These are sent home at the conclusion of each semester (that is, towards the end of Term 2 and Term 4). Reports provide feedback to students, parents and other teachers about a student's progress.

Please note that if parents/carers would like to receive multiple copies of a child's report, families will need **to notify the Front Office by Friday 3 June (Week 6)** so that we can ensure that more than one copy is prepared for your family.

Student progress in each of the six Key Learning Areas is measured using a standards-referenced framework, where teachers make professional judgements about student achievement. This is done at key points in the learning cycle.

Goals

This semester, GEPS reports will include specific sections for learning goals. Each goal will be a short statement which captures a skill or target area that your child is encouraged to focus on to progress in their learning in a particular Key Learning Area.

Grading

The Common Achievement Scale (that is, grades – 'A to E' or equivalent) is used to describe levels of student achievement. This scale provides an understood language for communicating achievement. Teachers use 'A to E' to report on students in Years 1 to 10 across primary and secondary schools.

In Kindergarten, reports describe a child's achievement through teacher comments and progress descriptors – Working Towards, Working At and Working Beyond.

We will unpack the Common Achievement Scale further in our Week 6 Newsletter.

Effort

Each Key Learning Area also includes an effort rating (from 1 to 5). This effort achievement scale is an important indicator as it captures the learning behaviours exhibited by your child in this particular learning area.

Learning behaviours are an important part of the learning journey and mastery of these behaviours set students up for life-long learning.

We will unpack the effort achievement scale further in our Week 8 Newsletter.

NAPLAN

This week has been the final week of NAPLAN testing. I would like to thank Mrs Rawlings for her organisation and the staff for their flexibility during NAPLAN.

Take care

Ruth White

Principal

News from the Office

A few reminders for Term 2:

- A reminder also to ensure that you have lodged your Working with Children Check (WWCC) Declaration Form (Old Appendix 5) at the office, in person with photo identification. This is valid for the time you have a child at the school and allows you to volunteer for reading groups, canteen and other school or P&C activities and events.
- Finally, a reminder to ensure that you have notified the school of any changes to your contact details including email, phone number or residential address.






News from the Killara Schools Partnership

KILLARA ACADEMY STEMEXPO TUESDAY 24 MAY

KSP students are invited to attend a STEM Expo.

This hands-on experience with a range of surgeons from The Royal Australasian College of Surgeons is part of the Killara Academy program.

 Tuesday 24 May
6.30pm – 8.30pm
Killara High School Hall
For more information contact Ann Dixon: ann.dixon@det.nsw.edu.au

Library News



Library News Term 2 Week 4

So far this year, 72 Gordon East students have completed the PRC.
Congratulations to our latest finishers:

Kindergarten: Aiden A, Timothy L, Christian M
Year 2: Bella A, Orson F, Isaac M, Kai W, Flore Z
Year 3: Nina W
Year 4: Lena F, Xavi S
Year 5: Darius M
Year 6: Toby W

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 KC and KR during Library lessons:

GoGo and the Silver Shoes by Jane Goodwin

A House of Her Own by Jenny Hughes

It's always a great time to read!

Bronwen Campbell, Teacher Librarian

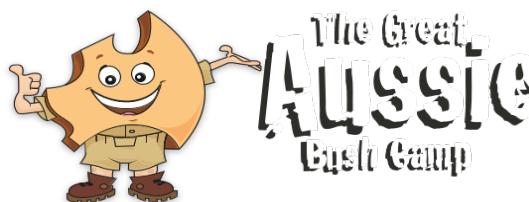


Merits

	Week 3 Tuesday 10 May 2022		Week 4 Tuesday 17 May 2022
KC	Jemima P, Kenneth H	KC	Christian M, Aiden A
KR	Rocco L, Yukino Y	KR	Isabella A, Mattias H
1L	Annie L, Kristina F	1L	Albi A, Ben L
1W	Matilda T, Grace L	1W	Henry A, Ilia P
2A	Reid M, Flore Z	2A	Stella Y, Ava V
2P	My N, Nathan Z	2P	Nicholas P, Victoria Y
4/3C	Ava C, Sienna P, Xavi S	4/3C	Tom M, Hermes D, Gary Y
4/3M	Evan S, Bella R, Daniel J	4/3M	Rebecca S, Karissa Y, Claire C
4/3R	Jacob S, Madeline B, Tian N	4/3R	Marco D, Joshua H, Oliver L
6/5M	Max S, William C, Nico S	6/5M	Ella S, Lihon C, Duong T
6/5P	Naomi G, Ronan J, Clayton W	6/5P	Aarin C, Harrison H, Isabella Y
6/5S	Troy H, Eileen S, James K	6/5S	Sophia B, Liam R, Eli K
Mini Merits	Lachlan B, John S-F	Mini Merits	
Banners		Banners	
Medal	Sophia B		



Upcoming Events



Stage 3 camp. Wednesday June 1 - Friday June 3

SRC Fundraiser June 15

On Wednesday the 15th of June (in Week 8) the SRC will be hosting a fundraiser for **#TeamSeas**. The global foundation **#Teamseas**, is trying to clear plastic and trash from our ocean, rivers and beaches. Every dollar donated to or raised by **#TeamSeas** goes towards the removal of rubbish from beaches, rivers or the ocean.

On Wednesday the 15th of June GEPS students can come to school dressed up in blue clothing or as an animal from the sea. They should bring in a gold coin donation, which will be donated to **#TeamSeas** on behalf of GEPS.



PSSA Reports

Netball (Junior A) – 6 May 2022

Today we played St Ives North. We won 7-0. It was an awesome game. Everyone on the team played well. Shout out to: Tilly, Isla, Grace, Scarlett, Maddy V, Sasha, Ana Luisa and Ava. Tilly and Grace were our shooters.
Reporter: Isla H



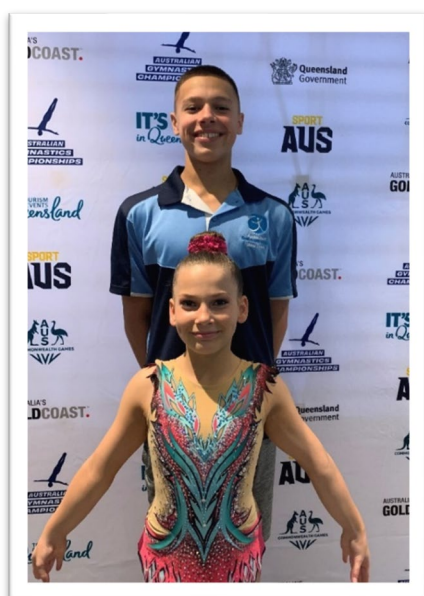
Netball (Junior B) – 6 May 2022

Today we played Gordon West. Unfortunately we lost 1-8. We all tried really hard but were no match for the other team.
The best players on our team today were:
Madeline
Tian &
Kate.
Reporter: Jessie

Netball (Senior A) – 6 May 2022

Our game today was against St Ives. We played really well, but we need to work on getting in front and getting the ball.
Oliver L and Chloe were the best players on our team today because they both had great defence.
Reporter: Molly

Congratulations



Congratulations Sophie!

Sophie H & her partner Marko are National Champions for the 12-18MX (mixed pair).

Parent Tips, Tricks and Support Tools

Working Mathematically

Working Mathematically provides students with the opportunity to engage in authentic mathematical activity and develop the skills to become flexible and creative users of mathematics. Working mathematically encompasses five interrelated components.

1. Communicating: Children are communicating mathematically when they describe, represent and explain mathematical situations, concepts, methods and solutions to problems. They can use appropriate language, terminology, tables, diagrams, graphs, symbols, notation and conventions to convey build or express their mathematical ideas.

2. Problem Solving: Students develop an increasingly sophisticated understanding as they progress. Children formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, design investigations and plan their approaches, apply strategies to seek solutions, and verify that their answers are reasonable.

3. Reasoning: Children are reasoning mathematically when they explain their thinking, deduce and justify strategies used and conclusions reached, prove that something is true or false, and explain their choices. As children develop their reasoning skills, they develop an understanding of adapting the known to the unknown, transfer learning from one context to another and compare and contrast related ideas

4. Understanding: This refers to the 'why' and 'how' of mathematics. Mathematical understanding is how children make connections between related concepts and progressively apply the familiar to develop new ideas. Children build understanding when they connect related ideas, represent concepts in different ways, identify commonalities and differences between aspects of content, describe their thinking mathematically, and interpret mathematical information.

5. Fluency: When learning to become fluent mathematically, students develop skills in choosing appropriate procedures, carrying these out flexibly, accurately, efficiently and appropriately. They recall factual knowledge and concepts readily. They are fluent when they calculate answers efficiently, recognise robust ways of answering questions, choose appropriate methods and approximations, recall definitions and regularly use facts, and manipulate expressions and equations to find solutions.

NESA Mathematics K-10 Syllabus



Four games to have fun with maths in Kindy

Games are a fun way to get your child thinking, communicating and reasoning like a mathematician. Here are 4 games for you to play together.



Snakes And Ladders

This classic board game can help your child build confidence with quantifying collections, learning how numbers work and developing spatial skills.

Players take turns to roll the dice to determine how many spaces they need to move. Landing on a snake will send you plunging down the board, whereas landing on a ladder will get you closer to the winning square.

If you don't have a commercial copy of the game at home, you can make your own.



Tiny Polka Dot

You and your child can play different games with this versatile set of colourful cards. Playing Tiny Polka Dot can help build your child's understanding of how numbers work, help them quantify collections, and develop reasoning and communicating skills.



Go Fish

This card game can be played with a standard deck of playing cards.

Go Fish helps your child explore how numbers work as well as developing their skills in quantifying collections and patterning. There's also some strategic thinking required so they can outwit their opponents! You can shake things up by tweaking the rules to explore other mathematical ideas.



UNO Junior

UNO is a card game that develops your child's knowledge of quantifying collections, how numbers work and strategic thinking. It's played with a coloured deck of cards numbered one to 8.

The goal of the game is to run out of cards first, yelling UNO before anyone else when you have one card left in your hand. Coming in classic, junior and specialised formats, UNO is a game the whole family can enjoy!

Books to build mathematical understanding in Years 1 and 2

Now that your child is developing their mathematical skills at school, it's a good time to help them expand their understanding of what they're learning. These books will help broaden their minds to the possibilities!



How Big Is A Million?

Written by Anna Milbourne and illustrated by Serena Riglietti.

Your child may know that a million is big - but how big, exactly? This book can help them explore very big numbers. Pipkin the penguin's quest to learn what this number means also introduces other large numbers, before finally reaching a million.

12 Ways To Get To 11

Written by Eve Mirriam.

Quantifying collections and learning how numbers work are important areas of learning in the early years. Read this book with your child to practice counting and play with numbers in enjoyable ways.

Great Estimations

Written and illustrated by Bruce Goldstone.

Estimation is an important mathematical skill, but looking at a collection of objects and estimating how many there are can be a tricky skill to develop. This book examines ways to enhance estimating skills and explores what big collections look like so your child can notice and think about what they see.

Sheep Won't Sleep: Counting By 2s, 5s And 10s

Written by Judy Cox and illustrated by Nina Cuneo.

This intriguing book deals with quantifying collections by counting not just sheep, but colourful yaks and llamas too. Clarissa can't get to sleep, and when the familiar strategy of counting sheep doesn't work, she takes a creative approach to the problem.

How Tall, How Short, How Far Away?

Written by David A. Adler and illustrated by Nancy Tobin.

Build on your child's knowledge of measurement with this book, which includes fun and interesting facts about its history. It also explains the development of standard units of measurement, including the metric and imperial systems.

Problem Solving Frameworks

Newman's Error Analysis

Newman's Error Analysis	Question/ Problem:
1. <u>Reading</u> Read the question quietly to yourself and let me know if you want help with any word.	
2. <u>Comprehension</u> Can you tell me what the question is asking you to find out?	
3. <u>Transformation</u> What could you do to get the answer?	
4. <u>Process skills</u> Try doing it and as you are doing it tell me what you are thinking.	
5. <u>Encoding</u> Now write down your answer.	

Read

READ the question – “Please read the question to me. If you don’t know a word you can leave it out.” – What word do you think it could be? Is there another word you know?”

Students write the words they don’t know here and re-write the question.

can **S.O.L.V.E. IT!**

Write the word problem to be solved here.

Understand

Understand the question – “What is the question asking you to find out?”

What do you think you should do?”

Students can list the important parts of the problem and cross out unnecessary information.

Transform

Transform the question – “What could you do to get the answer? What strategy could you use? What information have you been given? What do you know? Can you write this down in some way?”

Students work out a plan and the steps they need to take to get to the answer. They transform the problem into a mathematical strategy – Draw a picture, Guess & Check, Act it out -use materials, Find a pattern, Make an orderly list, Eliminate the possibilities, Work backwards... etc

Process

Process Skills – “Can you solve it now? What are the steps to your solution? How do you record these steps so that it is understood by others? Carry out the steps. Students write down the numbers, number sentence & working out to get to the answer.

Encode

Encode the answer – “Can you write your solution? Have you answered the question? Does your solution work? Is your solution in the right format?” Rewrite the answer in a complete sentence that shows the answer works

Read

Understand

Transform

Process

Encode

_____ can **S.O.L.V.E. IT!**

What are math strategies?

<https://theconversation.com/jump-split-or-make-to-the-next-10-strategies-to-teach-maths-have-changed-since-you-were-at-school-150262>

Maths strategies are used as a tool when solving mathematical problems. It supports mathematical thinking and mental arithmetic. A range of math strategies are taught across the school from Kindergarten to Year 6. Several of these are explained below.

Friends of 10

Friends of Ten!

0 and 10

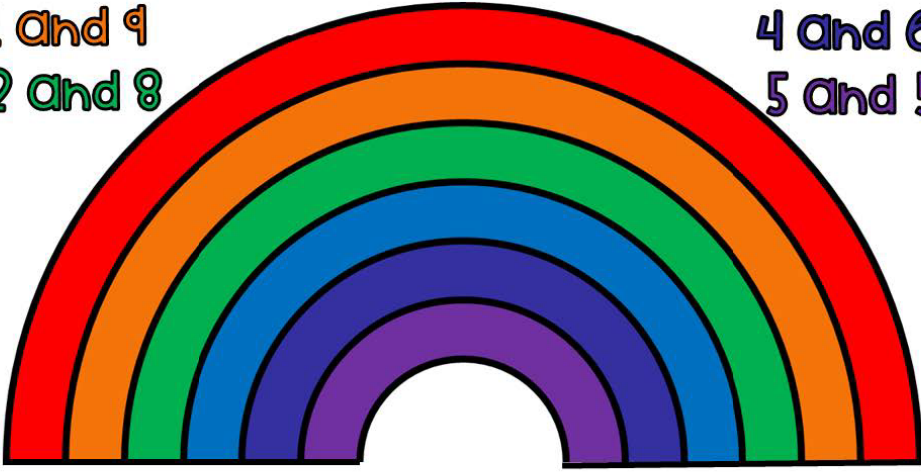
1 and 9

2 and 8

3 and 7

4 and 6

5 and 5



0 1 2 3 4 5

5 6 7 8 9 10

$0 + 10 = 10$

$1 + 9 = 10$

$2 + 8 = 10$

$3 + 7 = 10$

$4 + 6 = 10$

$5 + 5 = 10$

$10 + 0 = 10$

$9 + 1 = 10$

$8 + 2 = 10$

$7 + 3 = 10$

$6 + 4 = 10$

$5 + 5 = 10$

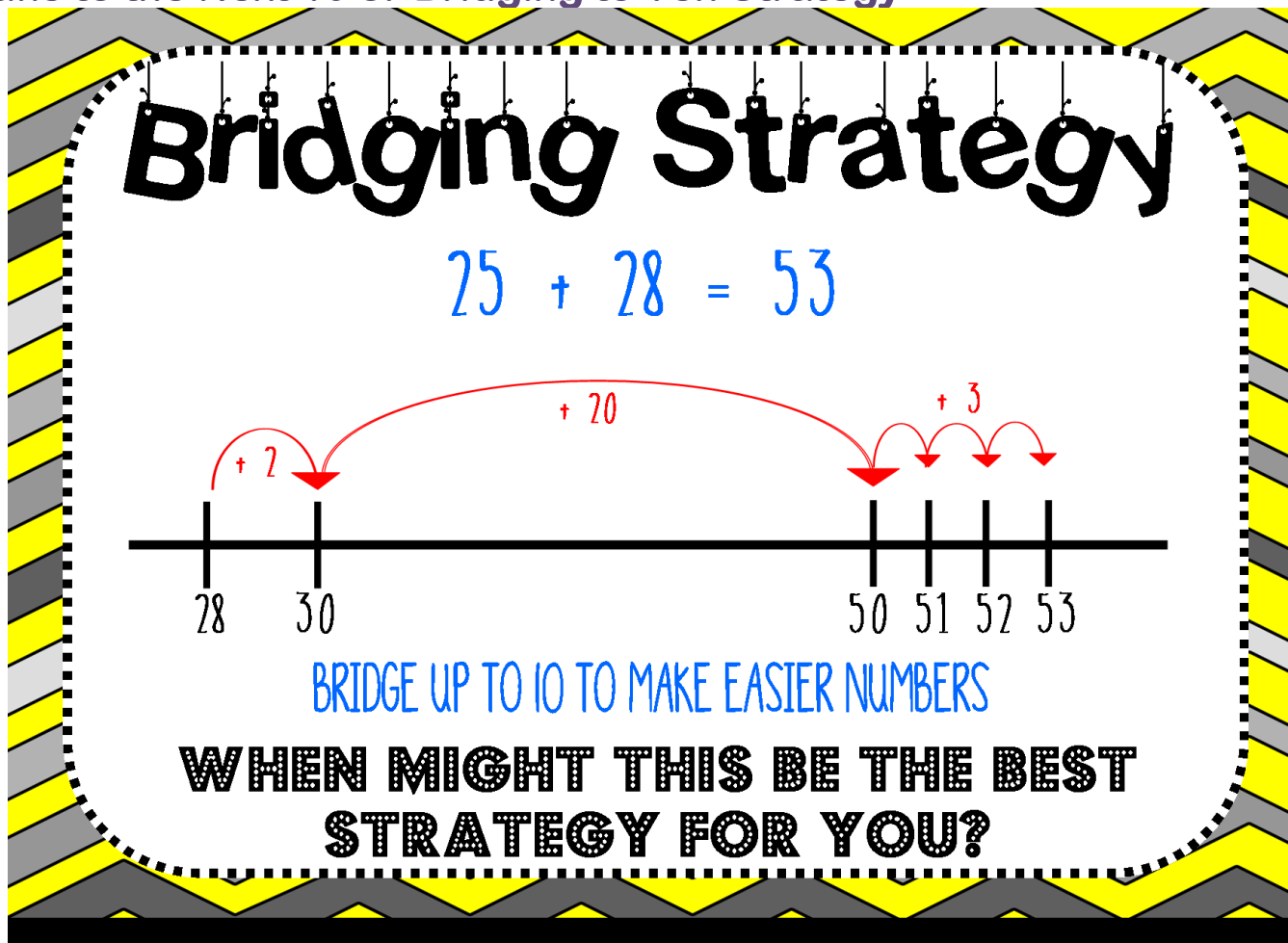
Miss Courtney's Crew © 2020

ADDITION & SUBTRACTION MENTAL MATH STRATEGIES

Counting On (for addition)	Put the big number in your head and count on. (i.e. for $6 + 2$ think, "6.... 7, 8")
Count On (for subtraction)	Put the small number in your head and count how many it takes to get to the big number. (i.e. for $39 - 35$ think, "35.... 36, 37, 38, 39")
Counting Back	Put the big number in your head and count back. (i.e. for $16 - 3$ think, "16.... 15, 14, 13")
Addition for Subtraction	Turn a subtraction equation into an addition equation when the subtrahend and minuend are nearby. (i.e. for $16 - 13$ think, " $13 + \square = 16$ ")
Doubles	Double a number and you get a doubles fact! Doubles facts share the same addend. $0+0$ $1+1$ $2+2$ $3+3$ $4+4$ $5+5$ $6+6$ $7+7$ $8+8$ $9+9$
Making Ten	Look at the first addend. Think, "how many more do I need to make ten?" $0+10$ $1+9$ $2+8$ $3+7$ $4+6$ $5+5$
Doubles Plus One (Neighbours)	Doubles plus one facts are "next door neighbours" on the number line. For $6 + 7$ think, "I know $6 + 6 = 12$, so $6 + 7$ is one more than 12, so $6 + 7 = 13$ ". $0+1$ $1+2$ $2+3$ $3+4$ $4+5$ $5+6$ $6+7$ $7+8$ $8+9$
Doubles Plus Two (Two-Doors Down)	Doubles plus two facts are "two doors down" on the number line. Just double the smaller number and add two more! (i.e. $5 + 7 = 5 + 5 + 2$) $0+2$ $1+3$ $2+4$ $3+5$ $4+6$ $5+7$ $6+8$ $7+9$ $8+10$
Plus Ten	When ten is added to a number, the tens-place digit increases by one. i.e. $2 + 10 = 12$
Minus Ten	When ten is subtracted from a number, the tens-place digit decreases by one. i.e. $12 - 10 = 2$
Plus Nine	To add nine, add ten instead and jump back one. i.e. for $6 + 9$ think, " $6 + 10 = 16$ and $16 - 1 = 15$, so $6 + 9 = 15$ "
Minus Nine	To subtract nine, subtract ten instead and then add one. i.e. for $16 - 9$ think, " $16 - 10 = 6$ and $6 + 1 = 7$, so $16 - 9 = 7$ "

The strategies outlined above are usually taught in the early years of schooling. These provide a springboard for learning the more complex maths strategies, some of which are included below.

Make to the Next 10 or Bridging to Ten Strategy



This is sometimes called the compensation or shortcut strategy. It involves adjusting one number to make the task easier to solve.

The “Make to the Next Ten” strategy builds on the “Friends of Ten” strategy.

In the “Make to the Next Ten” strategy, you add or subtract a number larger than the number given (such as the next multiple of ten) and then readjust the number by subtracting what was added or adding what was subtracted.

In the diagrams the relationships are indicated by the use of arrows.

$$37 + 65 = 40 + 62$$

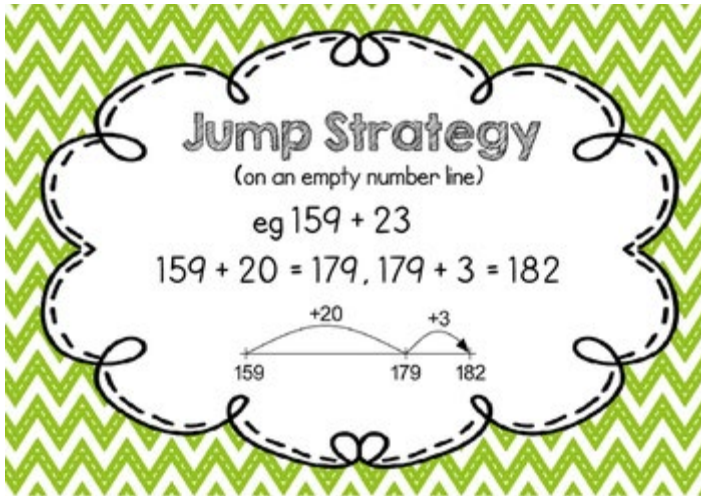
Arrows indicate the adjustments: $+3$ from 37 to 40 and -3 from 65 to 62.

$$102 - 65 = 100 - 63$$

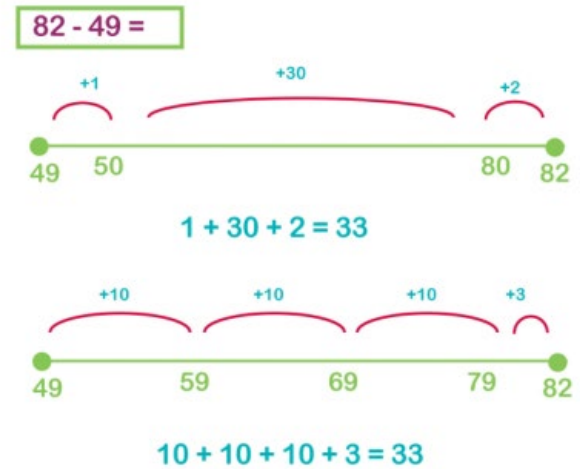
Arrows indicate the adjustments: -2 from 102 to 100 and $+2$ from 65 to 63.

Jump strategy

Addition



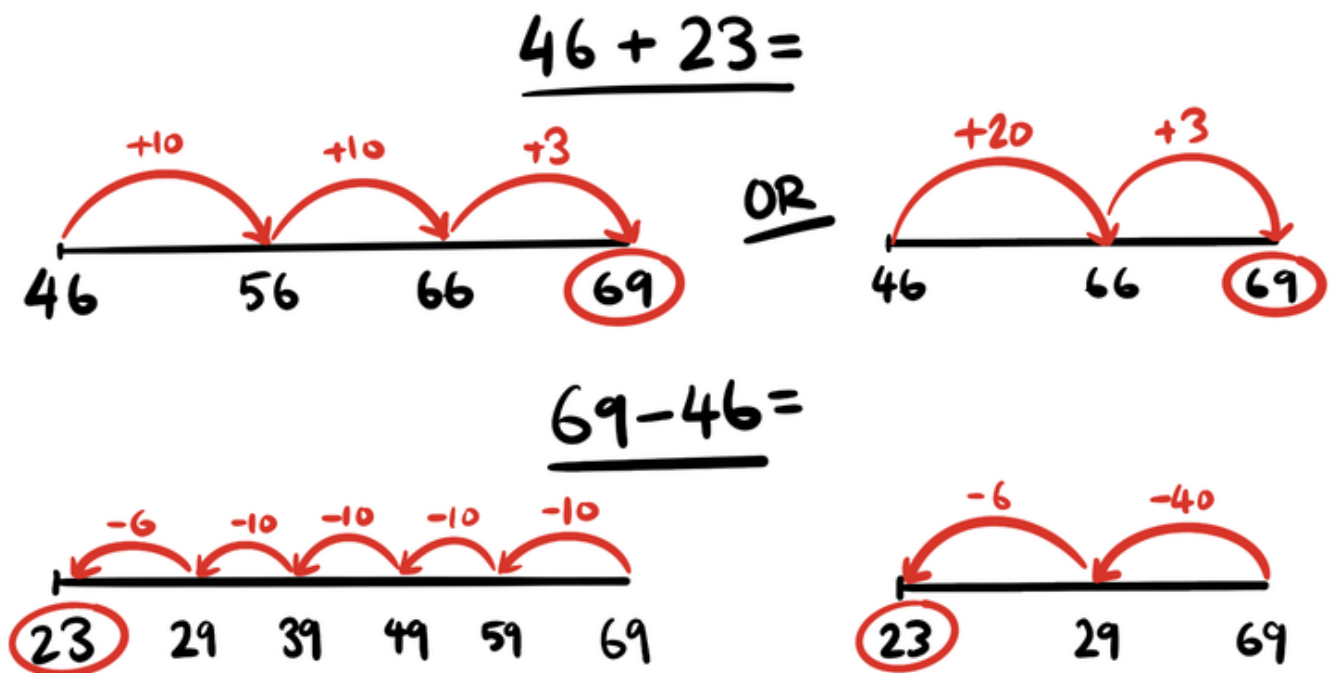
Subtraction



This is sometimes called the “Sequencing” or Cumulative Sums” strategy. The actual steps taken depend on the confidence and ability of the students.

Some students add increments of tens or ones, while others add or subtract multiples of tens then ones.


The two versions of this strategy can be shown using an empty number line. Using a blank or empty number line allows student to record their thinking.



Split Strategy

SPLIT STRATEGY

USE PLACE
VALUE TO
SPLIT THE
NUMBERS
AND ADD LIKE
PLACE VALUE
AMOUNTS

$$364 + 477$$
$$300 + 400 = 700$$
$$60 + 70 = 130$$
$$4 + 7 = 11$$
$$700 + 130 + 11 = 841$$


©Kayla B's Classroom

This is sometimes called the “Decomposition, Partitioning or Partial-Sums” strategy.

You can add or subtract the tens separately to the ones (or units). Students who use this strategy successfully are showing they understand place value (the value of each digit in a number) and their knowledge of maths rules needed for algebra.

P&C Report

President's Report

This month has been a busy month with lots happening on the events side.

Thank you to all for With the Federal Election coming up this Saturday, we seek your support with buying or baking some cakes for our stall in the coming weeks. We would also love your 2nd hand book donations please. Any kind of books in good condition will be accepted, and you can donate them to a tub on the front verandah. In order for the Election Day to run smoothly, we need plenty of volunteers. Please sign up here: <https://volunteersignup.org/E7WQM>

Sarah Kim GEPS P&C President

Book Club Report

Many thanks to all families that purchased from Book Club Issue 3 - Over \$300 in rewards dollars was earned for the school library from this issue. Once orders have been received from Scholastic and sorted, they will be distributed to the children's classrooms.

I am still looking to see if there is a parent who would like to take over the role of Book Club coordinator for GEPS. Looking after book club is a great way to become more involved in the GEPS community with only minimal hours needed (couple of spare hours twice a term). I will also be available to assist if needed/provide a full handover. If you are interested in this role or have any further questions, please get in touch at bookclub@gordoneastpandc.org.au

Shari Allinson

Environs Committee

After a few years absence, Environs Day is back! This year we are splitting the Environs Day into two separate days, each with a different focus. The first of these will be held on **Sunday 19th June**. This is a great opportunity for the school community to get together and contribute towards sustaining and improving the school's natural resources (which GEPS is very fortunate to have!).

Further information will follow over the next few weeks. In the meantime, please put the date in your calendar!

environs@gordoneastpandc.org.au

The Environs Committee

Band Report

Congratulations to the Senior Concert Band for their performance at assembly on Tuesday. It was wonderful to see how well they are progressing.

Junior Concert Band will have their turn, performing for the first time at assembly in Week 6 and Training Band are working towards their first performance in Term 3... date to be confirmed!

If you have any questions regarding the GEPS band program please email gepsbandcommittee@gmail.com





COME ON DOWN
TO VOTE AT...

Gordon East Public School Election Day

SATURDAY MAY 21ST
8AM - 3PM

RAFFLE

2ND HAND
BOOK SALE

CAKE STALL

BBQ DELIGHTS



Transport for NSW

Careers

We're hiring School Crossing Supervisors



Help protect our vibrant school communities.



Be a road safety hero for school kids, caregivers, and school staff.



Be a second set of eyes for local motorists at busy times.



Earn an income and still have time to live your life to the fullest.

Permanent part-time and casual roles available

PPT: Gordon West Public School
 PPT: Abbotsleigh School for Girls
 PPT: Ravenswood School for Girls
 PPT: Pymble Public School
 PPT: Redlands School, Cremorne
 PPT: St Thomas Primary School, Willoughby
 PPT: Cammeray Public School
 PPT: St Ignatius College Lane Cove
 Casual: Hornsby / Ku-ring-gai LGA
 Casual: 2x Chatswood & Willoughby
 Casual: 1x Mosman

Does this sound like you?

- Willing to work outdoors in all weather conditions.
- Able to communicate with different groups and give clear instructions.
- Community-minded.
- Friendly and positive manner.

Days and hours

- 20-hours each fortnight.
- Shifts are between 8:00 am - 9:30 am and 2:30 pm - 4:00 pm.
- Work Monday to Friday during school terms.

Apply today

Applications close
 Wednesday 25th May 2022

See jobs.transport.nsw.gov.au and search for 'School Crossing Supervisors' or scan the QR code to apply.

For further information, contact

Lisa Schreiber
lisa.schreiber@transport.nsw.gov.au
 P: (02) 9983 3823



jobs.transport.nsw.gov.au

