



Gordon East Public School

Built on the land of the Guringai people

Safe, respectful learners

Term 2 – Issue 9

June 17 2022

School Newsletter

Diary Dates

- **Friday 24 June**
 - PSSA (Netball @ Canoon Rd, Soccer @ Barra Brui)
- **Monday 27 June**
 - Opera Australia Performance: Cinderella
 - Reports home today
- **Wednesday 29 June**
 - School Photo Day
- **Friday 1 July**
 - PSSA (Netball @ Canoon Rd, Soccer @ NTRA)
 - Last day of Term 2
- **Monday 18 July**
 - Pupil Free Day
- **Tuesday 19 July**
 - Term 3 – Students Return

From the Principal – Mrs. Ruth White

Dear Families,

What a wonderfully sunny two weeks we have had!

It's been wonderful to have the children out and about playing on the hill as well as the playground every day over the last two weeks. Just a reminder to families that the days are still cool, so please make sure that your child is dressed appropriately for the day. Long pants or tights instead of shorts or skorts on the particularly cold days will help to keep the children well and hopefully the coughs and sniffles away.

Teachers have been busy spending an enormous amount of time completing student reports. These are on track and due to go out in Week 10. In this week's newsletter you will see the final in our series of Student Report articles. We do hope that you have found these helpful. Should you have further questions, please feel free to contact the school.

Dogs at School

Recently we have seen an increase of family dogs being brought to school and on school grounds. Just a reminder that dogs are not permitted on school grounds at any time, except for the working dogs that visit our school. We do also ask that the entry way and footpaths around the school are kept clear of pets to enable access when entering and exiting.

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.

The Effort Achievement Scale (1 to 5)

Effort refers to a student's application and commitment to their learning in a particular Key Learning Area. This scale is an important indicator that captures the learning behaviours exhibited by a student. Effort is the responsibility of the individual student.

When a student consistently follows school expectations for learning, they are 'putting-in' a fair effort to improve their academic and social development.

Effort Achievement grades are awarded from 5 (most effort) to 1 (least effort). The following scale is used for K to 6:

<div>5</div> <div>Excellent</div>	<p><i>At '5', students display an exemplary level of commitment to all learning opportunities; they:</i></p> <ul style="list-style-type: none"> • Actively seek feedback to improve • Show great resilience and perseverance in all challenges • Manage their time and works efficiently • Are highly self-disciplined
<div>4</div> <div>High</div>	<p><i>At '4', students show a commendable level of effort, are responsible and hardworking, giving their best most of the time; they:</i></p> <ul style="list-style-type: none"> • Respond well to feedback • Target and complete work to the expected standard • Show resilience and are willing to persevere when things are difficult • Take responsibility for their work • Are well-organised
<div>3</div> <div>Good</div>	<p><i>At '3', students show a fair level of effort, are mostly on task and provide the expected standard of work. This is the <u>expected standard of effort</u> for every student; they:</i></p> <ul style="list-style-type: none"> • Usually complete set tasks • Usually respond to feedback • Sometimes show resilience • Sometimes take responsibility for their work • Are usually organised
<div>2</div> <div>Minimal</div>	<p><i>At '2', students demonstrate a minimal level of effort in their application and commitment to learning; they:</i></p> <ul style="list-style-type: none"> • May not make an effort to improve their work after receiving feedback • Show little resilience and give up easily • Do the minimum that is asked of them • Tend to be disorganised
<div>1</div> <div>Unsatisfactory</div>	<p><i>At '1', students display an unsatisfactory level of effort and application to learning and they require intervention to be organised and stay on task; they:</i></p> <ul style="list-style-type: none"> • Fail to act on feedback provided, and as a result, may not make much progress • Appear uninterested in being challenged, and will give up without really trying • Spend an inadequate amount of time on tasks and take little pride in their work

If you have questions about how to support your child in applying themselves in class, you can make an appointment with your child's class teacher to discuss this further.

This concludes our mini-series on reporting; if you have further questions, please speak to your child's teacher. We strongly encourage parents and carers to sit down with their children to read and discuss the contents of their report.

Thank you for your support and partnership from home.

Take care

Ruth White Principal

Library News



Premier's Reading Challenge

So far this year, 78 Gordon East Students have completed the PRC. Congratulations to our latest finishers:

Year 1: Christian S

Year 2: Thomas S

Year 6: Annabel W

The challenge closes on Friday August 19 (Week 5 of next Term).

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.

It's always a great time to read!

Bronwen Campbell, Teacher Librarian



Merits

Week 7 Tuesday 7 June 2022		Week 8 Tuesday 14 June 2022	
KC	Liam G, Ethan D	KC	Louis M, Isabelle D
KR	Mia S, Oliver H	KR	Rocco L, Adele B
1L	Martina J-G, Annie L	1L	Malachi W, Flynn R
1W	Russell G, Martin M-V	1W	Edward K, Karen K
2A	Eloise T, Lleyton T	2A	Bella A, Tommy F
2P	Archie A, Sean G	2P	Taraneh K, Harriet O
4/3C	Caleb K, Ashley S, Jamie W, Scarlett P, John S-F, Alexandra Y	4/3C	Edward C, Ethan L, Bradley L
4/3M	Kyrylo P, Brian T H, Benny M	4/3M	Claire C, Emily A, Hayley B
4/3R	William T, Tarun J, Eli M	4/3R	Alexander P, Tristan Y, Jonathan B
6/5M	James A, Scarlett M, Jaden S	6/5M	Michael M, Natasha M, Parker M
6/5P	William E, Frances C, Oakley S	6/5P	Connor W, Cagla K, Alex K
6/5S	Annabel W, Sarah L, Molly C	6/5S	Nathaniel P, Oliver L, James A
Mini Merits	Edie C, Isabel H, Edward K	Mini Merits	Orson F
Banners	Daniel J	Banners	Jamie W



PSSA Reports

Netball (Junior A) – 10 June 2022

Today we played against St Ives North and we won! The score was 10-7.

Our whole team played well.

It was a fun game and we hope to play St Ives North again.

Reporter: Scarlett P

Netball (Senior B) – 10 June 2022

Our team played Gordon West today. Sadly we lost 6-12.

We intercepted some passes from the other team. I think we should try moving into space more and if we can't get free then we should work on our lobs!

The best players on our team today were Iris, Matilda, Irene, Scarlett and Isla.

We borrowed Matilda, Scarlett and Isla from the Junior A's.

Reporter: Annie

Netball (Junior B) – 10 June 2022

Today we played

Unfortunately we lost 1-10.

Our best players were Madeline, Jessie, Emily and Pippa.

Reporter: Kate L

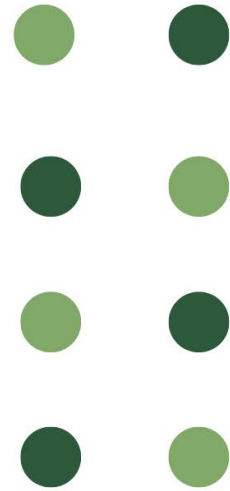


Gordon East PS

Kindergarten

2023

ENROLING NOW



enrol online

<https://gordoneast-p.schools.nsw.gov.au/about-our-school/enrolment.html>

T: 9498 2011

E: gordoneast-p.school@det.nsw.edu.au

Parent Tips, Tricks and Support Tools

Glossary of English Terms

Often you will encounter a range of different terms or terminology in school reports, homework and when discussing learning with your child. A glossary of commonly used terms is a helpful tool to have. The following glossary provides families with a sample range of terms that are often used at school or when communicating learning to families. This by no means an exhaustive list. You will find that you will encounter different terminology or cues or scaffolds at different stages of your child's educational journey.

English

active listening: A formal listening technique that develops communication skills through the processes of understanding information, remembering and retaining it and responding appropriately.

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adverb - A word class that modifies:

- a verb, for example 'She sings beautifully.'
- an adjective, for example 'He is really interesting.'
- another adverb, for example 'She walks very slowly.'
- In English many adverbs have an -ly ending.

adverbial - An adverbial phrase or clause contributes additional information to the main clause. Generally, these will answer the questions:

- how, for example 'They walked to town very quickly.'
- when, for example 'She had dinner after everyone had left.'
- where, for example 'I spoke with him outside the house.'
- why, for example 'Tom felt tired because he had run a marathon.'
- An adverbial can also contribute evaluative interpersonal meaning to a clause, for example 'Frankly, I don't care'. Adverbs, adverb groups, prepositional phrases, nouns and noun groups can function as adverbials.

clause - A clause is a complete message or thought expressed in words. The essential component of a clause is a finite verb or verb group, for example 'She played in the sandpit', 'Duc was running home'.

- A main clause (also known as a principal or independent clause) is a clause that can stand alone as a complete sentence, though it may be joined with other clauses, for example 'The child came first'.
- A subordinate clause (also known as a dependent clause) is a group of words that cannot stand alone or make complete sense on its own. It needs to be combined with a main clause to form a complete sentence. Subordinate clauses will usually be adjectival or adverbial clauses.
- An adjectival clause is a clause that provides information which defines the qualities or characteristics of the person or thing named. It usually begins with a relative pronoun and is sometimes called a relative clause, for example 'The child who had the red top came first'.

- An adverbial clause is a clause that modifies the verb in the main clause, for example 'The child came first because he was the fastest runner'.
- An embedded clause occurs within the structure of another clause, often as a qualifier to a noun group, for example 'The man who came to dinner is my brother'.

cohesive links - Those language features that help to develop unity within a text. Cohesion can involve referring words such as pronouns, for example 'Tony wanted to escape but he couldn't run', or content words that are related in various ways, for example 'Tony wanted to escape but was too tired to run'.

compound word - A word consisting of two or more words that has a meaning different from that of the individual words, for example farmyard.

comprehension strategies - Strategies and processes by which readers bring meaning to and extract meaning from texts. Key comprehension strategies include:

- activating and using prior knowledge
- identifying literal information explicitly stated in the text
- making inferences based on information in the text and their own prior knowledge
- predicting likely future events in a text
- visualising by creating mental images of elements in a text
- summarising and organising information from a text
- integrating ideas and information in texts
- critically reflecting on content, structure, language and images used to construct meaning in a text.

concepts about print - Concepts about how English print works. They include information about where to start reading and how the print travels from left to right across the page. Concepts about print are essential for beginning reading.

connective - Words which link paragraphs and sentences in logical relationships of time, cause and effect, comparison, or addition. Connectives relate ideas to one another and help to show the logic of the information. Connectives are important resources for creating cohesion in texts. The logical relationships can be grouped as follows:

- temporal – to indicate time or sequence ideas, for example first, second, next
- causal – to show cause and effect, for example because, for, so
- additive – to add information, for example also, besides, furthermore
- comparative – for example rather, alternatively
- conditional/concessive – to make conditions or concession, for example yet, although
- clarifying – for example in fact, for example.

digraph - Two letters that represent a single sound (phoneme). Vowel digraphs are two vowels (oo, ea). Consonant digraphs have two consonants (sh, th). Vowel/consonant digraphs have one vowel and one consonant (er, ow).

figurative language - Words or phrases used in a way that differs from the expected or everyday usage. Figurative language creates comparisons by linking the senses and the concrete to abstract ideas. Words or phrases are used in a non-literal way for particular effect, for example simile, metaphor, personification. Figurative language may also use elements of other senses, as in hearing with onomatopoeia, or in combination as in synaesthesia.

genre - The categories into which texts are grouped. The term has a complex history within literary and linguistic theory and is often used to distinguish texts on the basis of, for example, their subject

matter (detective fiction, romance, science fiction, fantasy fiction) and form and structure (poetry, novels, short stories).

grapheme - A letter or combination of letters that corresponds to or represents phonemes, for example the f in frog, the ph in phone, the gh in cough.

high-frequency sight words - The most common words used in written English text. They are sometimes called 'irregular words' or 'sight words'. Many common or high-frequency words in English are not able to be decoded using sound-letter correspondence because they do not use regular or common letter patterns. These words need to be learned by sight, for example come, was, were, one, they, watch, many, through.

Imagery - The use of figurative language or illustrations to represent objects, actions or ideas.

letter-sound relationship - Association between a sound in English and a letter or letter pattern in words. This assists in word recognition when reading

modality - Aspects of language that suggest a particular perspective on events, a speaker or writer's assessment of possibility, probability, obligation, frequency, and conditionality. Modality forms a continuum from high modality (for example obliged to, always, must) to low modality (for example might, could, perhaps, rarely). Modality is expressed linguistically in choices for modal verbs (for example can, may, must, should), modal adverbs (for example possibly, probably, certainly, perhaps), modal nouns (for example possibility, probability, certainty) and modal adjectives (for example likely, possible, certain).

noun groups - A group of words representing who or what is involved in the action or condition of the verb. Noun groups may occur in the place of the subject or the object of the verb. They can include different types of articles, adjectives and nouns linked together, for example 'The run-down old inner-city terrace house is for sale'. Noun groups can also include adjectival phrases and adjectival clauses, for example 'The house with the broken windows is for sale', 'The house that we saw yesterday is for sale'. A noun group can consist of two or more nouns, 'Boys and girls come out to play', 'Jenny, the oldest child, came into the room'.

noun-pronoun agreement

Occurs when a writer or speaker selects the correct pronoun for the noun or noun group to which it is referring, for example 'The boy was looking for his father in the supermarket'. There should be agreement in number and gender. In an effort to avoid sexist statements the plural their is sometimes used in place of his or her, without regard for the rules of agreement.

Writing - When teaching writing, teachers use several tools to support students by scaffolding the structure of their writing. Two of these tools include:

OREO – This scaffold is sometimes used when teaching students how to structure a persuasive text.

Opinion – Tell your readers about how you feel about something – your position or opinion on a topic.

Reason – Tell your readers why you feel that way.

Examples – Give your readers examples (approximately 1-3 depending on the age or stage of writers).

Opinion – Tell your readers one more time about your opinion and tell your feeling.





7 Steps for Writing Narratives - 7 steps for writing success is a program that teachers often use to assist students in developing their

narrative structure.

1. **Planning** is the first essential step when writing. Good stories are all planned with a similar structure:
 - ✓ Start with a bang – start with an action scene or at a moment of change
 - ✓ Backfill – the who, what, why is filled in while the story unfolds.
 - ✓ Complication set up – the main problem or premise is introduced.
 - ✓ Pebble – the tension starts to build.
 - ✓ Brick – the tension increases.
 - ✓ Boulder – the final tension scene has the reader on the edge of their seat.
 - ✓ Climax – the character triumphs
 - ✓ Character resolution – the characters inner story is concluded.
2. **Sizzling Starts** – Encourage children to start their stories where the action is or at a moment of change.
3. **Tightening Tension** – The tension scene come just before the big climax at the end. Great tension scenes should be strong and long.
4. **Dynamic Dialogue** – Cut to the chase to keep things interesting.
5. **Show, Don't Tell** – Use words to create pictures in the brains of the readers.
6. **Ban the Boring** – Jump straight to the action.
7. **Exciting Endings** – Solve the action part of the story, but also allow for the characters and their inner journey to be celebrated too.

COPS – COPS is an acronym for an editing tool to support students in remembering what they be looking out for when editing their work.

CAPITALIZATION

- ☐ Start all sentences with a capital letter
- ☐ Capitalize nouns that name specific people, places, and things (proper nouns)

ORGANIZATION

- ☐ Sentences should be clear and complete (combine simple sentences without creating a run-on sentence)
- ☐ Edit run-on sentences into 2 or more complete sentences
- ☐ Check that you have included a variety of sentence structures (having different lengths, using various introductory clauses/endings, effective use of transition words)
- ☐ Use powerful verbs, specific nouns, and colorful adjectives/ adverbs

PUNCTUATION

- ☐ Each sentence should end with an appropriate punctuation mark (. ! ?)
- ☐ Use commas after introductory clauses and transition words
- ☐ Use commas in a series (Larry, Moe, and Curly)
- ☐ Use commas before connecting words (and, but, or) in compound sentences
- ☐ Punctuate dialogue correctly (Mary said, "I did my homework!")

SPELLING

- ☐ Did I check for spelling (use spell check)
- ☐ Check for homonyms and make sure you used the correct form (too or to or two and your or you're)



P&C Report

President's Report

It is wonderful to have recess back in the canteen and for the children to enjoy warm food options for recess in this chilly weather. We appreciate all parents and grandparents who have taken the time to help, our canteen manager Lia, the canteen committee coordinator Lucy and the team for making it all happen. We continue to look for ways we can operate the canteen to provide more variety, healthy options for our children at school.

As communicated by the Environs committee, please join us this Sunday for our first Environs Day we have had in a while. We are blessed with the large, natural, and beautiful grounds our children have as their learning environment and after all the restrictions and rain we had, it is exciting for us to now be able to take this opportunity and give it some love and makeover.

I would like to also thank all those who have also contributed to the Environs funds by donating the additional amount for the Environs levy. With those resources we are able to purchase the materials we need for this day and to budget and plan for some Environs projects that couldn't make it to the priority A list in the Wishlist, but which are nevertheless important and needed. Thank you!

Annual donation request update

To provide you with an update on the annual donations received by the P&C to date, we have received \$25,873 in total from 94 families. We thank each one of you for your generosity and with many of you who have contributed additional amounts, it really means a lot and we hope to achieve a lot of things this year with those funds.

I am pleased to also share that the school has begun purchasing items on the Wishlist including 2 x interactive smartboards and 2 x staff laptops.

With priority A items on Wishlist requiring more than \$50,000, I would like to encourage those who have not yet contributed to do so if you could. Every contribution counts. Just the replacement of Smartboards, and ProBook's used by children in their learning cost more than \$25,000. Whilst other fundraising efforts help us raise the funds we need, with greater participation from the families of this school to the annual contributions, there is more we can do to benefit the children of our school.

Just a reminder, contributions can be made via Flexischool – scroll to the “payments” icon which will take you to the option for P&C donations. Alternatively, EFT payments are also welcome, the details are as per our donation request letter sent home with your children a few weeks back and also available via School Stream.

Thank you again for your support and generosity.

Kind regards

Sarah Kim

GEPS P&C President

president@gordoneastpandc.org.au

Environs Day – Sun 19th June, 10am – 2pm. Please join us!

If you can spare some time on Sun 19th June, please grab some gardening tools from home (but no power tools) and come along to our first Environs Day since 2019! This is a great opportunity to get together as a community, become reacquainted with the amazing natural resources we have at GEPS and help to make our school grounds great! Tea, coffee, and snacks will be provided.

Please see further information in the attached flyer.

If you have any queries or suggestions, please contact environs@gordoneastpandc.org.au

The Environs Committee

Book Club Report:

Book Club orders have now closed for Term 2. For families that placed orders from Issue 4, these will be ready for distribution to students by the end of the term.

If you are interested in helping with Book Club or have any questions, please get in touch at bookclub@gordoneastpandc.org.au

Regards
Shari Allinson

Canteen Report:

It is so great to see the children and teachers enjoy recess. Can you believe it that some children eat 2 rice cups and some eat 3 cheesy sticks, and some even have 6 cheesy sticks?!?!? It is true!!! They must have missed recess so much and are happy it is back now. 😊

I cannot thank all the mums, dads and grandparents who come to help me at the canteen enough. Without them it would simply not be possible. Let me share some photos of the volunteers and their happy children as they are able to see each other at school while volunteering at the canteen.

Furthermore, the Canteen Committee will send out a message soon regarding the volunteer sign up list for term 3. If you are interested to volunteer at the canteen, then don't hesitate to sign up as the spots are limited. So keep an eye out for that email!

If you have any questions about the canteen, please feel free to contact me:
canteen@gordoneastpandc.org.au

Kind regards,

Lia ter Horst
GEPS Canteen Manager



Uniform Shop Report:

With school photos coming up in Week 10, please make sure to place any orders for additional uniform items via Flexischools as soon as possible. The uniform shop also continues to be open each Tuesday morning by appointment from 8.30am to 9.45am. Appointments can be booked online at <https://www.picktime.com/GEPSUniformShop>. The last opening for Term 2 will be Tuesday 28Jun22.

If you have any uniform related queries, please get in touch at uniformshop@gordoneastpandc.org.au

Regards

Shari Allinson

GEPS Uniform Shop Manager

Advertising

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Perform in a Show!

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inspire tennis
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Junior & Adult Programs
Based on school calendar!

- ANZ Tennis Hot Shots Coaching (3-15yrs)
- High Performance & Competition (9-18yrs)
- Ladies & Adult Clinics (Beginner to Advanced)
- Private Lessons and more...

Holiday Programs
Every week of school holidays throughout the year!

- Camps held rain, hail or shine during all school holiday periods.
- Casual bookings, Sibling and full week discounts available!
- Before & After Care (7:30am - 6pm) at small cost & Free Racquet Hire.

Venue:
Killara Lawn Tennis Club

HOT SHOTS tennis

P: 9498 1902
www.inspiretennis.com.au
Register Online Today!