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GLADESVILLE
PUBLIC SCHOOL

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Term 3, Week 5

20 August 2019

COMING EVENTS	
22 August	Book Week Parade
28 August	P&C Meeting
29 August	Book Week Performances K-2
30 August	Father's Day Stall
2-4 September	Stage 3 Narrabeen Camp
6 September	Father's Day Breakfast
6 September	K-2 Athletics Fun Day

Value Awards, Week 3 & 4

KA – Oscar M/Archer B	KF – Chloe K/Inchara R	KJ – Finn K/Michael W	KE – Zoe Y/Liliana G
1G – Christen D/Jake N	1M – Emma B	1R – Issy P	1W –Axcel S/Maya P
1/2J – Archer S/Marcus R	2G – Zac C/Charlie E	2R – Jessie D	3P – Isabelle A/Tyson P/Franky F/Keziah M
3D – Scarlett G/Daniel K/Sophia B/Tristan O	3/4E – Duncan V/Caitlyn L/Charlie C/Elena L	4F – Serena F/Dorothy L/Lexie C/Theo N	
4M – Daniel S/Esther Y/Emily M/Christina L	5K – Larrah G/Shahoren H/Georgia S/Lahna J	5G –Joe L/Isabel M/Petros T/Hine R	
5/6S –Kingston V/Noah K	6B – Ahmed E/Amelia L/Georgie S/Ella C	6M – Ethan C/Kate B/Kale W/Chara M	

Education Week Open Day

What a wonderful event we had. It was an absolute pleasure to see so many visitors attend the various morning events, especially meeting grandparents who had attended Gladesville as students in the past. Throughout the day our students also enjoyed creating a magnificent collaborative indigenous artwork. Once stretched, the art work will be on display in the foyer.



Thank you also to the generous community support for the book fair, with \$3998.26 worth of purchases made, providing Gladesville with \$599.73 in commission to spend at the Beecroft Bookstore. Thank you also to the families and students who supported our Year 6 bake sale, with \$1100 Raised to go towards Year 6's gift to the school.

Book Week Events



This week we celebrate Book Week. The Theme for this year is *Reading is My Secret Power*. The CBC Short listed books will be on display in the library.

Book Swap: As part of Book Week this year we will be having a **BOOK SWAP** in the library. This is a great opportunity to clean out the bookshelves and send along any pre-loved good quality children's books for our book swap days. Tomorrow is the last day to bring in any books to swap.

Book Week Parade: All children in Years K-6 are also welcome to come to school dressed as their favourite book character on Thursday 22 August. Parents are invited to watch the children parade after the drop off bell on the school oval.

Author Visits: Yesterday students in 3-6 had author Steven Herrick present Poetry to the Rescue. The students in K-2 enjoyed a visit by author and illustrator Aura Parker today. Next Week K-2 will enjoy a performance 'Big Dreams'. This performance unites a selection of CBC shortlisted books and encourages children to "dream big"!

Lost Property – Blitz

The student lost property baskets are frequently overflowing, with many items unlabelled. Sorting and returning the lost property takes a great deal of time from staff as well as our parent volunteers who collect and wash unlabelled items to donate to the uniform shop or charity.



To overcome this major issue we are conducting a lost property blitz over the next few weeks. What does this mean?

Students

- Will be reminded to ensure they look after their belongings in the playground.
- Will now participate in an aspect of community service if a personal item is returned to them from lost property. This may include sorting the lost property and returning items, cleaning up the playground or helping with other tasks during play time.

Parents:

- Will be sent repeated reminders through Seesaw over the next few weeks reminding families to label all items with your child's name. This includes shoes, lunch boxes, drink bottles, uniform items, non-school uniform items and toys. *If items are not labelled and appear in lost property, they are donated to the uniform shop or charity.*

Communication and use of Seesaw

While we encourage parents to contact class teachers when required, please remember that Seesaw is not a platform for communication. Seesaw is a tool used as a digital portfolio of student learning and to inform parents of events directly related to the students. If you wish to contact the class teacher or provide feedback to the school, please ensure you use the method identified by your child's class teacher. This will either be directly to the class teacher, or via the school email address.

Absent notifications should be made via the school app, email, and phone or in person to the teacher, not through Seesaw.

The exception to this is when a specific group is created for communication purposes, such as the Wakakirri group on Seesaw.

A copy of the school's procedures for communication is included in this newsletter.

Assembly Time Correction - 3-6 Assembly

In the last newsletter we announced a change in the start time for both the K-2 and 3-6 assemblies. This information was incorrect. Only the K-2 start time has changed to 2:10pm. The 3-6 Assembly will continue to start at 2:30pm. Apologies for any confusion.

3-6 Swimming Program

Thank you to those who completed the expression of interest for the 3-6 swimming program. I have evaluated the responses to the program and taken into consideration all contributing factors including, the limited number of students who are non and beginning swimmers, implications for staff to student ratios and supervision, the increasing costs

associated with the program due to the staff to student ratio and buses and parent responses to the limited number of spaces and the difficulty in responding in time.

While the school wishes to provide additional opportunities to all students, the 3-6 swimming program will not be going ahead this year. All students not attending PSSA will participate in in-school sport.

SRC Disco – Thankyou!

Thank you to everyone for supporting the disco, we have raised \$520 for the new school sandpit.



2020 Planning

If you are aware that your child will not be returning to Gladesville Public School next year, please notify the office.

Similarly, if you know of any neighbours who need to enrol their child for Kindergarten, or any other grade for 2020, please ask them to make contact with the office.

Class Placement Requests for 2020

Next term planning will begin for 2020 classes. While class teachers and executive staff are generally aware of situations that may impact on class placement, there are circumstances or concerns that you as parents may have a greater awareness of. To guide class placements for 2020, I would like to provide parents the opportunity to send me a confidential letter to outline any **major concerns for consideration**. Each concern will be considered, however, there is no guarantee that all requests can be met due to the complex nature of class structures. Requests for students to be placed with specific class teachers will not be considered.

Please send requests to the office in a sealed envelope marked 'Confidential: Attention Katherine Hurst' **by Friday 18 October**.

If you would like to discuss your child's class placement personally, please make an appointment to see Ms Barnard or me through the school office or school email.

Meningococcal Awareness

As we head into late winter and spring, NSW Health are urging everyone to be alert to the symptoms of meningococcal disease.

NSW Health have launched a state wide campaign about identifying the symptoms of meningococcal disease.

Meningococcal disease is caused by a bacterial infection that can lead to serious illness if not recognised and treated in time. While anyone can contract meningococcal disease, infection rates are higher in children aged 0 - 4 years and young people aged 15 - 24 years.

Do you know the symptoms of meningococcal disease?

Symptoms of meningococcal disease include:

- * Sudden onset of fever
- * Headache
- * Neck stiffness
- * Joint pain
- * Dislike of bright lights
- * Nausea
- * Vomiting
- * Irritability
- * Rash of red-purple spots or bruises that doesn't disappear when pressure is applied. (A rash does not always appear or it may occur late in the disease).

Some or all of these symptoms may appear and can mimic other common illnesses.

Symptoms usually occur suddenly and can get worse quickly, so it's important to seek urgent medical treatment.

Vaccination is the best way to prevent the spread. The NSW School vaccination program provides free vaccination against meningococcal disease for year 10 students in 2019.

Students ages 15-16 can access free vaccine from their GP.

Act fast and seek medical advice quickly

People infected with meningococcal disease can become extremely unwell very quickly.

People who could have meningococcal disease should seek urgent medical advice.

For more information about meningococcal disease and vaccinations, or to obtain information to promote this within your school community, visit www.health.nsw.gov.au/infectious/meningococcal.

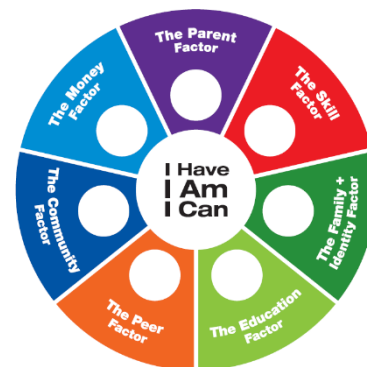
Wellbeing Lessons

This semester students K-6 will be participating in explicit lessons, on alternate Wednesdays to assemblies, which unpack the Resilience Doughnut created by Lyn Worsley. Resilience Doughnut is a practical, strengths based Australian model for building resilience in children, young people and adults.

The lessons aim to teach students to identify their strengths and use them to assist their own resilience and the resilience of others.

The Resilience Doughnut focuses on both external and internal factors:

- **Internal factors** or personal characteristics that enable a person to bounce back.
- **External factors** or environmental influences that contribute to the building of these personal competencies.



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It is the internal and external factors that have been combined to form the Resilience Doughnut. Further information about the Resilience Doughnut can be found at www.theresiliencedoughnut.com.au

Each lesson will focus on one of the external factors of the doughnut- Parent Factor, Family and Identity Factor, Education Factor, Skills Factor, Money Factor and Community Factor.

Early Stage 1 and Stage 1 classes will participate in the lessons in their own classes. Lessons are centred on the use of quality texts which are directly linked to each of the external factors and allow students to gain an understanding of how each factor contributes to building resilience.

The wellbeing lessons for Years 3-6 will be delivered in a different format. Year 6 students have been participating in training sessions to prepare them to deliver the lessons to students 3-5 in a peer support style program. This style of delivery places students at the centre of their learning and empowers them with leadership skills and strategies to build relationships with their peers. The content of each session will focus on one of the external factors and involve applying their understanding of these factors to assess the strengths of characters in scenarios as well as in their own lives.

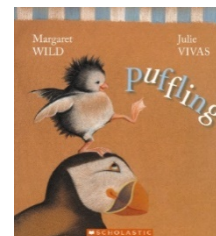
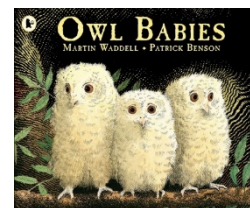
A parent workshop presented by a facilitator from the Resilience Centre will be offered to parents later in the term.

Peer Support Lessons- Session 1

The focus of Peer Support Lessons in Weeks 4 and 5 is the **Parent Factor**.

Lyn Worsley outlines the Parent Factor in the following way:

“From the research, there are consistent finding that those parents who have a 50/50 mix of warmth and affection coupled with control and monitoring, appear to have children who feel that their parenting factor is helpful in their resilience. Other characteristics include the degree of harmony the parents have between themselves and their own sense of self-satisfaction in the world.” (Worsley 2017, p. 15)



In the Parent Factor lessons, students will be considering their relationship with their parents/carers and the characteristics of their parents/carers from their point of view.

How can you continue the conversation at home?

The picture books used this week by Early stage 1 and Stage 1 were Puffling by Margaret Wild and Julie Vivas and Owl Babies by Martin Waddell and Patrick Benson, if you would like read these in the home. Digital versions are readily available on YouTube.

The Centre on the Developing Child at Harvard University developed the [In Brief: Resilience](#) series which provides an overview of why resilience matters, how it develops, and how to strengthen it in children with a particular reference to the importance of supportive relationships.

The following link to the [Beyond Blue](#) website also discusses the importance of quality relationships for resilience especially the parent-child relationship. The link presents practical strategies for parents to support and encourage this relationship

Tell Them From Me Student Survey



This term, our school, like many other public schools in the state, will participate in a Department of Education initiative: the *Tell Them From Me* student feedback survey. The survey measures factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey is on student wellbeing, engagement and effective teaching practices.

You may remember that our students also participated in a *Tell Them From Me* student survey in Term 1 this year. Asking students to complete the survey twice in one year allows us to identify trends in student responses as well as track engagement and motivation across the school year.

The survey is a great opportunity for our students to provide us with valuable and quick feedback on what they think about school life, how engaged they are with school and the

different ways that teachers interact with them. More than 6,300 schools in Australia and around the world have used *Tell Them From Me* to survey 5.4 million students. Capturing the voices of our students will help improve how we do things at our school.

More information about the survey is available at: <http://surveys.cese.nsw.gov.au>

We want to assure you that the survey is confidential. The survey is conducted online and will typically take less than 30 minutes to complete. It will be administered during school hours between 26 August and 25 October. Participating in the survey is entirely voluntary.

A consent form and FAQs for parents/carers about the survey is being sent home with students. If you **do not** want your child or children to participate, please return the form to school by Monday 26 August 2019. Copies of the form and FAQs are available from: <http://surveys.cese.nsw.gov.au/information-for-parents>.

The consent form and FAQs are available in 23 languages.

The Parent FAQ document for the student survey can be found at this [link](#).

The Tell Them From Me Parent Survey



This Term, our school will be participating in the *Partners in Learning* parent survey, another part of the *Tell Them From Me* suite of surveys (student, teacher and parent surveys) on student engagement. The survey asks parents and carers questions about different factors that are known to impact on student wellbeing and engagement.

Running this survey will help our school understand parents' and carers' perspectives on their child's experience at school. These include: communication between parents/carers and staff, activities and practices at home and parent/carer views on the school's support of learning and behaviour. This valuable feedback will help our school make practical improvements.

The survey is conducted entirely online on smartphones, iPads, tablets, laptops or computers. The survey will typically take 15 minutes or less to complete and is completely confidential. The parent survey will be conducted between 26 August and 25 October. Although participating in the survey is entirely voluntary, your responses are very much appreciated.

Our school will provide further information about how to access the survey. In the meantime, more information about the survey is available at: <http://surveys.cese.nsw.gov.au/>

The survey is available in 23 languages.

The Parent FAQ document for the parent survey can be found at this [link](#).

**Tell Them From Me student survey:
Information and consent form for
parents and carers**



Tuesday 20 August 2019

Dear Parents and Carers

This term, our school is taking part in the *Tell Them From Me* student survey. The survey will provide us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the *Tell Them From Me* survey to help them improve. The survey is completed on-line and is run by an independent research company, **The Learning Bar**, which specialises in school-based surveys.

Staff in schools will **not** be able to identify individual students from their responses. To ensure confidentiality, participating students will receive a unique username and password. Where fewer than five students respond to a question, the results will be suppressed. The survey typically takes 30 minutes or less to complete and will be administered by the school during normal school hours. Once the surveys are completed by students, reports are prepared and in most cases are available to schools within three business days.

This survey will help our school better understand how to improve student wellbeing and engagement. It will help the school identify what works to improve student outcomes.

Participating in the survey is entirely voluntary. Your child will not take part if either you or your child do not wish. If, during the survey, your child is uncomfortable, he/she can choose to stop the survey at any time. The majority of questions in the survey can be skipped.

If you **do not want** your child to take part in the survey, please complete the attached form and return it to your child's school by Monday 26 August 2019.

More information about the survey and the research is available in English on the CESE website: <http://surveys.cese.nsw.gov.au/information-for-parents>

Candice Barnard
Deputy Principal
Gladesville School

Dr Jenny Donovan
Executive Director
Centre for Education Statistics and Evaluation

***Tell Them From Me* Student Feedback Survey non-consent form**

If you **do not want** your child to participate in the student feedback survey, please sign this form and return it to the school by Monday 26 August 2019.

I **DO NOT** give consent for my child/children to participate in the ***Tell Them From Me*** student feedback survey.

Name of student 1

Roll class of student 1

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Name of student 2

Roll class of student 2

.....

.....

Name of student 3

Roll class of student 3

.....

.....

Name of student 4

Roll class of student 4

.....

.....

Name of parent/carer

Signature of parent/carer

Date



CENTRE FOR EDUCATION STATISTICS AND EVALUATION

E cese@det.nsw.edu.au

www.cese.nsw.gov.au

Principal Award

Congratulations to the Year 5 students for receiving a Principal's Award for their work.

<p>The Rabbits that are white</p> <hr/> <p>The rabbits that are white took the Wallabies before night, it was not right!</p> <p>The wallabies always put up a fight, before their children were out of sight.</p> <p>The rabbits that are white brought diseases, Innocent wallabies died.</p> <p>You could see the sadness in their eyes, with the thought of their babies losing their lives!</p> <p>To the rabbits that are white...</p> <p>Seeking joy in their eyes, some of the white rabbits became wise.</p> <p>Don't be scared, just beware, of the dangerous rabbits everywhere.</p> 	<p>Back to the past</p> <hr/> <p>Mum, dad, HELP! See the sadness in their eyes, Hoping they won't lose their lives.</p> <p>There is a deep dark hole, in their soul, like something is missing, Behold!</p> <p>The ghost! As white as snow, as cold as ice, the ghost never did anything nice!</p> <p>All we could do, is scream "LET US FREE!"</p> <p>By eighteen, we were free, trying to remember distant memories, before they took us away, on that really sunny day!</p> <p>As blue as it gets, trying to run away, on that very sunny, but sad day!</p> <p>All I could do, is dream on what happened, before the screams, before the ghost.</p> <p>Now that's done! There will become, this country Australia, will never again be a failure.</p> 
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Spelling Bee

On Tuesday 6 August, GPS hosted Senior and Junior Spelling Bee competitions. A selection of super spellers from Stage 3 and Stage 2, treated the audience to two nail-biting competitions.

Thank you to all our contestants for participating! Congratulations go to Thomas C and Kate M from Stage 3, and to Freya W and Sophia T from Stage 2, who will go on to the Regional Finals to be held at Eastwood Heights PS next month.



Sports Report - Weeks 3 and 4

End of Winter PSSA 2019

Finals for the Winter PSSA season were held on Friday in Week 4. Well done to all teams on their efforts this season! A huge congratulations to the Senior Boys soccer team, the Junior Boys A soccer team and the Girls tiger tag team for their grand final wins. Special mentions go out to the Senior Girls 1 soccer team and the Junior A netball team for being runners-up.

Thank you to Mrs Woods, Miss Miller, Mr Green, Mrs Eyles, Miss McVay and Mrs Pedersen for your commitment and coaching throughout the season.

New Ryde Zone PSSA website

There is a new website for Ryde Zone PSSA - <https://www.revolutionise.com.au/rydepssa/home/>. If searching for the website during this transition period, you may need to enter the previous website and find the new link there.

Summer PSSA

Summer PSSA recommences on Friday in Week 6. Please refer to the new Ryde Zone PSSA website (see link above) for cricket, T-Ball, softball, newcombe ball and volleyball draws.



News from your P&C

- **Father's Day Stall and Breakfast (PLEASE NOTE, THESE ARE ON SEPARATE DATES)**
Next week the P&C will be holding the Father's Day Stall on the morning of Friday 30 August. Please send your children with small change up to \$5 if they would like to purchase a gift.

The week after the gift stall, on the morning of Friday 6 September, the P&C will be hosting the Father's Day Breakfast. Bookings for the breakfast can now be made using the Qkr! app (go to <https://qkr.mastercard.com>). If you have a child who would like to come to the Father's Day breakfast but they do not have an adult to attend with, please email the P&C and we can try and match them up with a dad in our community who is going to the event. Email us at gladespc@gmail.com

- **Save the date 8 November - The Greatest Showman Movie Night**
Please save the date for the GPS birthday party movie night extravaganza- an outdoor screening of "The Greatest Showman"! The event will be held on the evening of Friday 8 November and all GPS families are invited. Tickets are available now through Qkr! Further information to come.

Live Life Well @ School

WOW – WALK/WHEEL ONCE A WEEK

Map safe walking and bicycle routes from home and travel the route with your children.

Organise regular walk or *wheel to school* Wednesdays.

Walk or ride *short* distances instead of taking the car.

Chart active travel progress with a wall chart.

Have themed super hero walks or pyjama days!



For more tips:

Search 'Active Living' at
healthykids.nsw.gov.au



Health
Northern Sydney
Local Health District

School Zone Road Safety

Remember! Road safety starts with you!

2019



School is back!

Here are some safety tips for driving and parking within school zones, as well as road rule information to help keep you and your children safe.



Driving Safely

- Check all passengers are buckled up.
- Stick to the 40km/h speed limit.
- Always look out for pedestrians, especially at crossings and intersections.
- Avoid U-turns and three-point-turns within the school zone.
- Look for buses pulling out and always pass a bus with flashing orange lights at 40km/h

Drop-off and Pick-up Time

If you are able to drop your children off quickly, consider using a No Parking or Kiss & Drop zone or drop them further down the road a bit and let them walk to the gate.

How to use a No Parking zone

A No Parking zone is a drop-off, pick-up location. Remember:

- You can stop for a maximum of two minutes in the zone.
- The driver must remain within three metres of their vehicle.
- The driver must not leave their vehicle unattended.

No Stopping and Bus Zones

Never stop in a No Stopping zone as you will obstruct sight lines for other drivers and pedestrians, which puts others at risk. Bus Zones are purely for the use of commercial buses and no other vehicles. See over the page for parking offences and fines around schools.



Parking Tips

- Always follow the road rules. Remember, road rules around schools are there to keep you and your children safe.
- If possible, make sure children exit your vehicle on the footpath-side or verge side when getting in and out of the car.
- Never stop on a pedestrian crossing or double park as you will obstruct sight lines for other drivers and pedestrians, which puts others at risk.
- Park safely, even if it means walking further to the school gate to drop-off or pick-up your child. It's a great way to connect with your child before and after school (away from screens).
- Pick your children up five to ten minutes after the bell in the afternoon, to avoid the most congested period. Ask them to wait inside the school gate for safety.
- If you park across the road, walk over to meet your child. Never call them across the road to you.

Child Car Seats

It is important your child is restrained in the correct child car seat for their age and size:

- It is recommended to keep older children in a booster seat until they are at least 145cm in height.
- A child that is correctly secured in an approved child car seat is less likely to be killed or injured in a crash than one who is not.



Walking to School














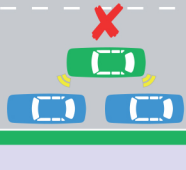





Plan your trip to school and use safe crossing locations if possible. Always hold your child's hand as they need help to spot dangers such as vehicles exiting driveways.



Model safe and considerate behaviour for your child - they learn from you!

Parking and traffic rules in school zones

You need to take extra care when driving and parking in school zones. Make sure that you and your child understand the road rules. If you break the traffic rules in a school zone you are putting not only your child but other children at risk. The parking and traffic rules around our schools are there to protect your children. If you break the rules you will be fined. **Please choose safety over convenience.**

QUICK REFERENCE GUIDE TO IMPORTANT SAFETY TRAFFIC RULES				
ZONE	WHAT DOES IT MEAN?	WHY IS IT THERE?	PENALTY	DEMERIT POINTS*
	You cannot stop in a NO STOPPING zone for any reason (including queuing or waiting for a space). 	Keeps clear sight lines between drivers and children / pedestrians.	EXCEEDS \$337 	(School Zone) 2 
	You can stop in a NO PARKING zone for a max. of two minutes to drop off and pick up passengers. If no spaces are available you cannot queue on the road way or in any other zones while waiting for a space. You will need to drive away and park elsewhere, only returning when there is space to pull up. You must stay within 3 metres of your vehicle at all times and cannot leave your vehicle unattended.	Provides a safe place for children / pedestrian set down and pick up.	EXCEEDS \$187 	(School Zone) 2 
	You must not stop or park in a BUS ZONE for any reason (including queuing or waiting for a space) unless you are driving a bus. If times are shown on the sign, you are not allowed to stop during those times.	Provides a safe place for large buses to set down and pick up school children.	EXCEEDS \$337 	(School Zone) 2 
	You must not stop on or within 20 metres before a PEDESTRIAN CROSSING or 10 metres after a crossing unless there is a control sign permitting parking.	So drivers can clearly see pedestrians on the crossing.	EXCEEDS \$448 	(School Zone) 2 
	DOUBLE PARKING You must not stop on the road adjacent to another vehicle at any time even to drop off or pick up passengers.	Double parking blocks visibility and forces other cars to go around you.	EXCEEDS \$337 	(School Zone) 2 
	You must not stop on any FOOTPATH or NATURE STRIP , or even a DRIVEWAY crossing a footpath or nature strip for any reason.	You could easily run over a child or force pedestrians onto the road to get around you.	EXCEEDS \$337 	(School Zone) 2 

Please note: The above information is current as of 1 July 2018. Penalties set by NSW State Government and reviewed on 1 July each year.



NSW Police Force

