

From the Principal

This year we have been focused very firmly on improving our reading results through improved consistent practice. Teachers have been learning about and trialling strategies that have proven to be highly effective in education systems around the world. The Department for Education released a set of guidebooks last year with these evidence based practices and we have been using them as a resource to guide our journey.

Our work is based on Deslea Konza's Big 6 of Reading.

Together, these components make up the aspects of reading that need to be mastered in order to gain meaning from reading.

Our Junior Primary classes are using the Jolly Phonics programme along with The Heggerty Phonemic Awareness program and regular literacy based

experiences to build oral language, phonological awareness and phonics skills in our youngest students. They, along with Primary classes are also using Jolly Grammar and guided reading to teach students the rest of the aspects of reading.

Reading does NOT come naturally. It is not something that our brains are pre-wired for and the learning tasks and instruction that teachers are providing actually creates new neural pathways in the brain that would otherwise not occur. Your child's teacher is rewiring your child's brain.

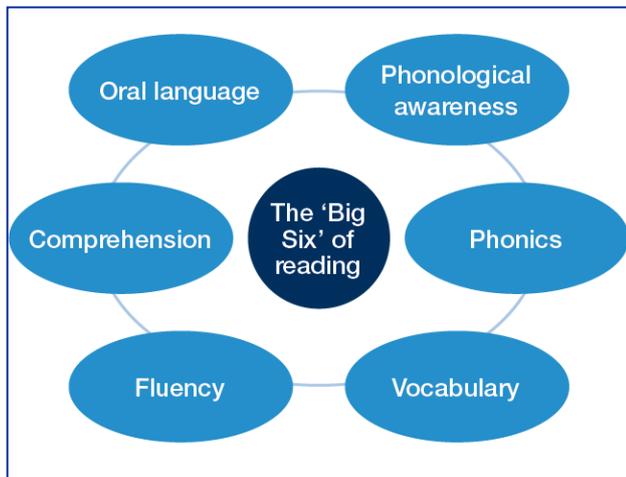
Another part of our work is on ensuring we are implementing High Impact Teaching Strategies (HITS) into all the classrooms consistently and well. These strategies are those which research has shown are necessary to progress children through their learning at an age appropriate or faster rate. We have been focused on Learning Intentions and Success Criteria being displayed with students being referred back to these frequently. By students knowing what they're learning about, they have better focus on that concept and can remain

focused for longer. In a sense, they are LOOKING for the learning in the lesson. If they are aware of what they need to do to be successful through the Success Criteria, they are far more likely to achieve it.

Of course, your support as a parent is invaluable. Just by reading with or to your child and discussing their reading, you are helping them to grasp those basic components of reading and showing them how much you value their education. Reading is the magic pill that parents wish existed that gives children the best opportunity for a successful future.

Kind regards

ALEC TIBBITTS



Diary Dates

17th-21st August
Parent/Teacher interview week

24th-28th August
SSO Week

Monday, 7th September
School Closure Day

14th & 15th September
Bik Ed—Year 5

Friday, 25th September
Last day term 3
School finishes at 2.05pm

Term 4
Monday, 12th October
First Day Term 4



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Today's recipients of certificates at our Student Assembly



Curriculum Corner

On Monday 10th August, staff were able to learn about the latest research in how students learn to read.

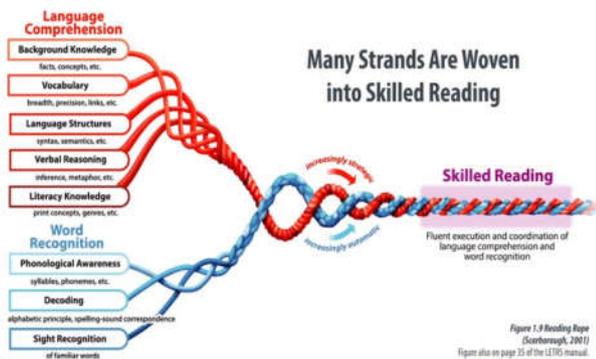
We had a few learning intentions for the day, the first ones being about the science of reading:

- Deepening our understanding of reading in order to support the site improvement goal
- Making the connection between the science of reading to classroom practice in order to improve students' reading ability

We linked this to our site plan so that all targets were being met. Part of the training was about brain research. One interesting fact is that as humans, our brains are not wired to read, but must be taught how to use the process of reading. While not everyone may agree to this, it created a "AHA" moment for our staff and helped us to understand that explicit pedagogy must be used when teaching children the skill of reading.

Teaching programs we use such as Jolly Phonics, Grammar and Heggarty are a few examples that deliver explicit development of skills for students on how to read effectively.

We also deepened our knowledge about the Scarborough rope of reading.



To be an efficient reader, all of the above need to be used. The blue rope is mainly the beginning of the reading process. This is where children begin to learn sounds, putting them together to form words

In Jolly Grammar 1 this week we have been learning that the letter 'y' can also make the /ie/ sound, such as my, by and sky. Ruby was so excited when we went to the library and she found a book with the word 'sky' in the title. She pointed to the title and said, "Look Miss K, it has our learning intention. The letter 'y' is making the /ie/ sound".



and then decoding harder words when reading.

The red rope is when students have mastered the "how to read" part and then they begin to focus on the comprehension part of reading effectively. Staff in Years 2-7 have always had a focus on a comprehension strategy with students, but the rope has cemented how comprehension fits into reading even deeper.

We continued about the Simple View of Reading

Simple View of Reading

A formula introduced by Gough & Tunmer (1986)



Word-level reading and oral language comprehension are relatively independent abilities.

By using key ideas such as good and poor language comprehension processes and good and poor word recognition processes, teachers are able to gauge and understand their student's ability to read simple and complex texts. This enables teachers to plan and implement explicit teaching in reading, either in the mechanics of reading or comprehension strategies.

All staff, including SSO's attended out Training Day. Teachers have been implementing knowledge learnt into their teaching this week and are pleased with how this is helping our students reading and comprehension.

Parent/Teacher interviews are next week so please take the time to discuss positive growth and areas of challenge with your child's teacher.

This week's "Spotlight on Learning" comes from Miss K's R/1 class. Well done for embedding new knowledge into your learning!

Until next time,
Leah Searle

School Crossing

Week 5

Morning
Teisha Pollard
Jayden Blackmore
Kane Graetz

Afternoon
Sienna Penny
Ryan Ryles
Jade Rodgers

Week 6

Morning
Riley Swanton
Madi Braun
Connall McIlduff

Afternoon
Kelsey Sweeney
Adellyn Mullaney
Teisha Pollard

Friendly Schools

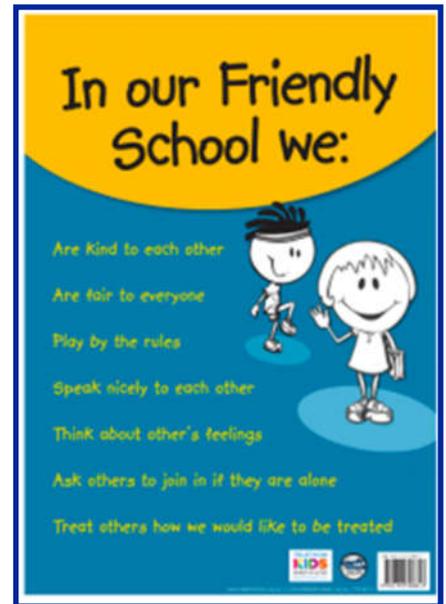
Friendly Schools is a whole school approach to bullying prevention. This year, along with 9 other schools in our partnership, we are involved in a trial of this excellent program.

So far, all students have been involved in some lessons around 10 posters which teach

the students about the key principles of the program.

Here's the first poster. When we talk to students about their behaviour we are able to ask them if their behaviour fits in with this list of things we do in our friendly school. This list might also be useful to use at

home as a reminder of how you expect your children to behave towards you and each other. It is a calm approach that reminds children of what to do, rather than what not to do.



Who's who on our staff?

Here are our next two friendly members of staff here at GEPS! I'd like to introduce you to Bu Cooke and Jayne O'Reilly.

Name: Meryl Cooke

How many years have you been teaching? Many, many years ☺ (psst, it's 24 years! ;))

What do you currently do at GEPS? Indonesian Reception to year 7

Do you have any pets? Yes, a beautiful puppy named Milo

What are your hobbies? Cooking, sewing and art

Where is your favourite joke? What did one egg say to the other egg? You crack me up!!!!

Which celebrity would you most like to meet? Robert Pattinson

Where is your favourite holiday destination? Falls Creek – we love the snow

If you could rid the world of one thing, what would it be? Sadness, I enjoy happiness and want more of it in the world.



Name: Jayne O'Reilly

How many years have you been at GEPS for? 17 years

What do you currently do at GEPS? I am the Personal Assistant to the Principal

What is your favourite ice-cream flavour? Salted caramel

Which AFL footy team do you follow? Ummmmm The Crows

If you had one extra hour in the day, what would you do with it? Exercise!

What is your favourite TV show that you never miss? Escape to the Chateau

Where is your favourite holiday spot? Port Hughes – it is such a lovely place to relax

Which celebrity would you love to meet and why? I'd love to meet Pink and her family. I love their posts on Instagram.



Jody's news

Making healthy food fun!

From time to time, parents and caregivers share with me the problems with getting children to eat healthy - I for one, understand the kids point of view at times! While some of us, love salads, lentils, and chickpeas, some of us have more of a struggle feeling drawn to what is good for us (sadly, this includes me). I came across this resource the other day and I thought it was worth sharing with you as a way to make healthy food fun and sharing a fun, making activity to do with your family to brighten up this very cold winter. From the article, "10 tips Nutrition Education Series - kid-friendly veggies and fruits 10 tips for making healthy foods more fun for children" found at

https://fns-prod.azureedge.net/sites/default/files/Toolkit_Community_Members_082112-B.pdf

Here were my favorites:

1. 'Personalized pizzas' Use whole-wheat English muffins, bagels, or pita bread as the crust. Have tomato sauce, low-fat cheese, and cut-up vegetables or fruits for toppings.

Then pop the pizzas into the oven to warm. (What other meal could your kids personalize?)

2. 'Homemade trail mix' Skip the pre-made trail mix and make your own. Use your favorite nuts and dried fruits, such as unsalted peanuts, cashews, walnuts, or sunflower seeds mixed with dried apples, pineapple, cherries, apricots, or raisins. Add whole-grain cereals to the mix, too.

3. 'Potato Person' Decorate half a baked potato. Use sliced cherry tomatoes, peas, and low-fat cheese on the potato to make a funny face.

What ideas can your family come up with to include in their lunch box for school?

Jody is available for 1:1 'chats'

If you are a parent or caregiver who needs a chat, or are concerned about a child in your care, please don't hesitate to contact me at school on 8522 2688 or email jody.byerley386@schools.sa.edu.au and I will get back to you as soon as possible.

Stay safe and well, Jody Chambers,
Your PCW

CHILDREN AND ADULTS NON CONTACT KARATE AND SELF DEFENCE

(Established South Australia 1970)



VENUE: GAWLER EAST PRIMARY SCHOOL GYMNASIUM

Finch Road, Gawler East

Monday: 7.00-8.30 pm

Phone Peter 0417 805 982 or Rob 0413 188 878

We practise a wide range of techniques including punches, kicks, blocks, footwork and avoidance. We also practice falls and rolls, joint locks and general self-defence techniques and judo throws.

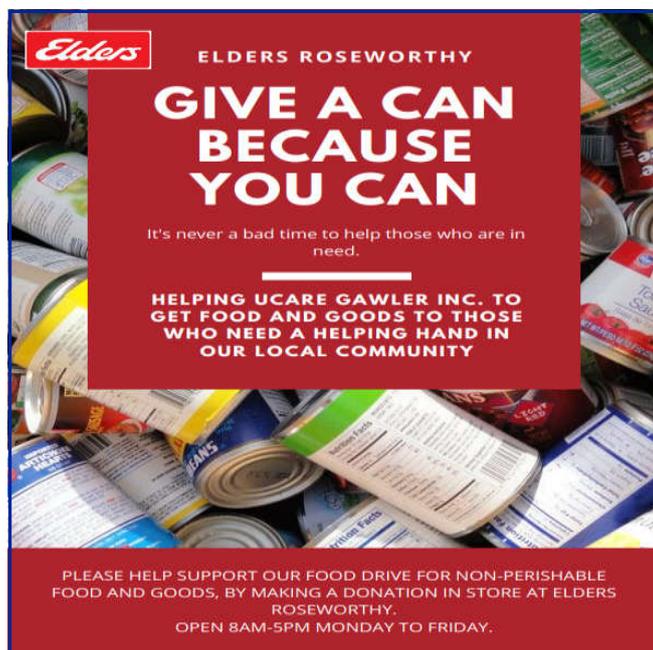
We are family orientated with children and their parents or siblings learning together.

Yes we do teach non contact karate and self defence to any age however we believe 8 is the youngest to benefit. We are happy for you to observe a class and it is surprising how quickly even the shyest want to join in.

We have a "Pay as you Train" philosophy and our prices are affordable. We are a not for profit, family friendly, community club.

Our instructors are volunteers.

Respect Honesty Responsibility Fairness



Elders ELDER'S ROSEWORTHY
GIVE A CAN BECAUSE YOU CAN
It's never a bad time to help those who are in need.
HELPING UCARE GAWLER INC. TO GET FOOD AND GOODS TO THOSE WHO NEED A HELPING HAND IN OUR LOCAL COMMUNITY
PLEASE HELP SUPPORT OUR FOOD DRIVE FOR NON-PERISHABLE FOOD AND GOODS, BY MAKING A DONATION IN STORE AT ELDER'S ROSEWORTHY.
OPEN 8AM-5PM MONDAY TO FRIDAY.

Medication at School

Any medication required to be given at school must be notified via the Front Office. A Medication Agreement form will be provided and must be completed by a GP or Specialist. Staff are not able to administer medication unless this form is provided to us. Medication must be provided in original pharmacy packaging—clearly labelled. **Forms available on our website or Skoolbag.**

Asthma Care Plans must be provided even if students keep their Ventolin for use themselves. Asthma medication will be kept in the class room by the Teacher if required (under supervision). School Ventolin is available for students at recess or lunch time if required (an Asthma Care Plan is needed). If your child has a Non-specific health condition that requires additional care then a time must be made with the Principal to discuss the needs of the student and forms completed.

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