

From the Principal

Did you know that the only way children's oral language develops is through interacting with a person who has better oral language than they do? In the first five years of their lives, it is critical that children spend time listening and responding to role models such as their parents or carers and are introduced to new words all the time. Time spent on electronic devices, TV and DVDs does not provide the interaction that children need in order to build their vocabulary and understanding of how to speak and listen for meaning.

"A study presented at the 2017 Paediatric Academic Societies Meeting, revealed some striking findings.

The study found that the more time children between the ages of six months and two years spent using handheld screens such as smartphones, tablets and electronic games, the more likely they were to experience speech delays.

In the study, which involved nearly 900 children, parents reported the amount of time their children spent using screens in minutes per day at age 18 months. Researchers then used an infant toddler checklist, a validated screening tool, to assess the children's language development also at 18 months. They looked at a range of things, including whether the child uses sounds or words to get attention or help and puts words together, and how many words the child uses. Twenty percent of the children spent an average of 28 minutes a day using screens, the study found. Every 30-minute increase in daily screen time was linked to a 49% increased risk of what the researchers call expressive speech delay, which is using sounds and words. The study did not find any link

between use of a handheld device and other areas of communication, such as gestures, body language and social interaction." (Kelly Wallace, CNN, 2017)

Remember that this doesn't only apply to younger children. As you would be aware, children's oral language and vocabulary will continue to develop into adulthood and beyond. An over-reliance on screens for entertainment at any age may hamper a child's development.

So what's the alternative?

- Reading with your child will benefit oral language as well as reading. Rhyming books are ideal.
- Let your child help with chores such as cooking. Talk about what you're doing with your child.
- Go for walks and ask your child what they see, hear, smell and can feel.
- During meals, use words to describe the food that your child may not have heard. Use "delicious" instead of "yummy." Talk about flavour and texture.

You are your child's most important teacher, especially when it comes to oral language.

Public Teaching Awards
Nominations are now open for the 2017 Public Education Awards. Our Leaders, Teachers and SSO's do an amazing job at Gawler East Primary and are very committed to the school and students. A way of acknowledging that work is through the Public Education Awards. The nomination process is easy and can be accessed on <https://www.decd.sa.gov.au/awards>. This year there are new categories and more rewards

on offer. Recognise the outstanding achievements of teachers, leaders, allied health professionals and support staff by nominating them for a 2017 Public Education Award. You can nominate a person from your site or someone you work with in a support/corporate area that has really made a difference. Nominations are open until Wednesday, 31st May 2017.

An Appeal

Recent research tells us that having a fixed mindset can be damaging for children's learning. One of the areas that parents often model this is when they talk about maths. Parents may say things like, "I always struggled with Maths," "Maths is hard," or, "I hated Maths." These sorts of statements may reinforce your child's view that Maths is a subject where you are either good at it or you're not. Nothing could be further from the truth. Brain research is really clear on this matter – anyone can learn Maths to any level. They need the right mindset, or disposition as we sometimes call it and the right teaching. Encourage your child to try and see challenges as an opportunity to grow the connections in their brain.

Last week our Natural Play Area designer, Rachel, met with staff and Governing Council to gather some input. Students in rooms 15 and 16 are also working with other classes to find out what it was that students want incorporated into the area. At this stage, I am hopeful that construction will begin in term 3.

Kind regards

Alec Tibbitts

Diary Dates

Monday, 29th May

Rooms 1 & 2 Excursion to Monarto Zoo

Wednesday, 31st May

Reconciliation Event at Apex Park

Thursday 1st June

Growing with Gratitude R-7 in the Hall —Adelaide Football Club Visiting

Thursday, 8th June

Rooms 10 & 12 Grandparents morning

Friday, 9th June

Pupil Free Day

Monday, 12th June

Queen's Birthday Holiday

Wednesday, 14th June

JP Zoo Excursion

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Government of South Australia

Department for Education and Child Development

Curriculum Corner

Throughout your child's learning about numbers, they will be involved in various ways to achieve answers in problems and numbers fluency. We now call this number sense. Here's a little bit of information about what actually is number sense.

Understanding Number Sense

What Is Number Sense?

Number sense essentially refers to a student's "fluidity and flexibility with numbers," (Gersten & Chard, 2001). Children have a sense of what numbers mean, understands their relationship to one another, is able to perform mental math, understands symbolic representations, and can use those numbers in real world situations. Children can think and reason flexibly with numbers, use numbers to solve problems, spot unreasonable answers, understand how numbers can be taken apart and put together in different ways, see connections among operations, figure mentally, and make reasonable estimates.

Identified are the following five components that characterise number sense:

- Number meaning
- Number relationships
- Number magnitude
- Operations involving numbers and referents for number
- Referents for numbers and quantities

Why Is Number Sense Important?

Number sense is important because it encourages students to think flexibly and

promotes confidence with numbers—they "make friends with numbers". Students come to understand that numbers are meaningful and outcomes are sensible and expected. Students who lack a strong number sense have trouble developing the foundation needed for even simple arithmetic, much less more complex maths.

Teaching Strategies to Build Students' Number Sense

We know from a wide body of research that number sense develops gradually and over time resulting from an exploration of numbers, visualising numbers in a variety of contexts, and relating to numbers in different ways. The following research-based teaching strategies help to build numbers sense:

- *Model different methods for computing:* When children think that there is one right way to compute, they focus on learning and applying it, rather than thinking about what makes sense for the numbers at hand.
- *Ask students regularly to calculate mentally:* Mental math encourages students to build on their knowledge about numbers and numerical relationships. When they cannot rely on memorized procedures or hold large quantities in their heads, students are forced to think more flexibly and efficiently, and to consider alternate problem solving strategies.
- *Have class discussions about strategies for computing:* Classroom discussions about

strategies help students to crystalize their own thinking while providing them the opportunity to critically evaluate their classmates' approaches.

- *Make estimation an integral part of computing.* Most of the math that we do every day—deciding when to leave for school, how much paint to buy, what type of tip to leave in a restaurant, which line to get in at the grocery store relies not only on mental math but estimations. To do that, estimation must be embedded in problem situations.
- *Question students about how they reason numerically.* Asking students about their reasoning—both when they make mistakes AND when they arrive at the correct answer—communicates to them that you value their ideas, that math is about reasoning, and, most importantly, that math should make sense to them.
- *Pose numerical problems that have more than one possible answer:* Problems with multiple answers provide plenty of opportunities for students to reason numerically. It's a chance to explore numbers and reasoning perhaps more creatively than if there was "one right answer."

Until next time,
Leah Searle
Senior Leader - Curriculum

Care packages

The students in Room 15 and 16 were really busy at the end of term 1 collecting items to be sent away as "care packages" to serving Australian Servicemen and Women. These packages were due to arrive at their destination in time for Anzac Day. As you can see from the photos, we had an enormous response to our request

to donate items. Letters were also included in the packages, where the students were able to express their gratitude for the work done by these people.

This was a wonderful project to be involved in, and one we hope to continue in future years.



Thankyou to families from other classes who also contributed to these packages.

Helping children learn to be kind

(taken from Calm Kid Central)

It's normal for children to show unkind behaviour. Humans are driven to have their own needs met first. It is our job as adults to help children learn to be kind.

Here are three ways we can do this:

1. Helping children notice and understand the benefits of being kind:
Have conversations about kindness and the consequences of kind behaviour.
 - Was anyone kind to you today? What happened?
 - Today, my friend at work was really kind to me. I felt...

2. Teach the language of kindness:
 - You go first
 - Are you okay?
 - That's interesting
 - You have it
 - Would you like to choose?
 - That's okay, I understand
 - I'm sorry
 - Can I help?
 - That's a great
 - I like

3. Show kindness to children

For more great articles like this, go to www.calmkidcentral.com

For a limited time you can access Calm Kid Central for free!

Use the 12 month free coupon code: PARENTNORTH

Scroll to the bottom of the page and click on the link that says:

"Have your 12 month free coupon code? Click here to sign up using your coupon!"

Anzac Day

It was a wonderful experience to attend this year's ANZAC Day Dawn Service with so many students (and many of their parents and siblings) from Room 15 and 16. All of these students represented our school with pride. It is exciting to see this growing tradition with more and more students attending every year. We know many students also attend services with their families at other venues on this day.



During the service, Morgan and Alexander lay a wreath on behalf of the GEPS community

School Card

Provides financial assistance to parents/ caregivers to help with the payment of school fees. Based on **2015/2016** income.

If you think you might be

eligible for School Card please submit an application for **2017** to the school office.

See Jane Powell, Finance Officer for more information or contact DECD

Freecall 1800 672 758

School Crossing

Week 5

Morning
Amber Crispe
Makayla Braun
Jorja Hermann

Afternoon
Jayden Tassell
Max Metz
Oliver Kennedy

Week 6

Laynie Warren
Violet Gribble
Ryan Dieckmann

Olivia Marsen
Alana Riches
Caitlin Mudge

Jody's PCW News

Time with the Kimochis - Meet Bug (Part 2)
Last term we learnt a little about Cloud, one of the Kimochis - Toys with feelings inside. This week I would like to introduce you to Bug. Now Bug maybe small, but he has big dreams and loves to spend time with his friends. One thing though that stops him enjoying life is that he is SCARED of change which is a bit of a problem, as you see Bug is also a butterfly so change is a big part of his life! With the

Gawler East Primary children to help him, Bug is learning about the importance of change in people's lives and how it can help us achieve things we never thought we could do! When we are scared about new or hard things just like Bug we need to choose to be BRAVE and TRY (even when we think the 'trying' itself seems like a really hard step). Stay tuned to hear from more of the Kimochis...

Please note: The Kimochis are used with conjunction with the other wellbeing programs and strategies ongoing in the school. For more information about the Kimochis, see www.kimochis.com/ and/or contact me, Jody at school on 8522 2688 or email jody.byerley386@schools.sa.edu.au.



Community News

Barossa Community Disability Expo

Sunday, 4th June

11.00am—3.00pm

Gold coin donation

Food & drinks available

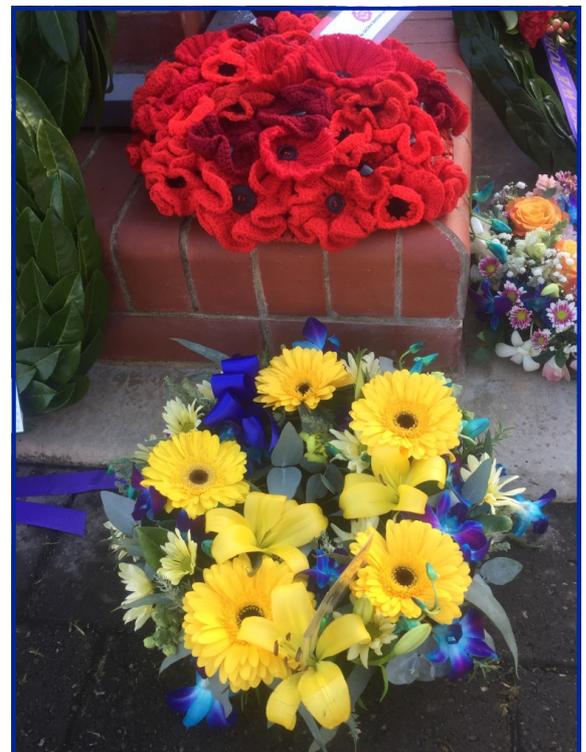
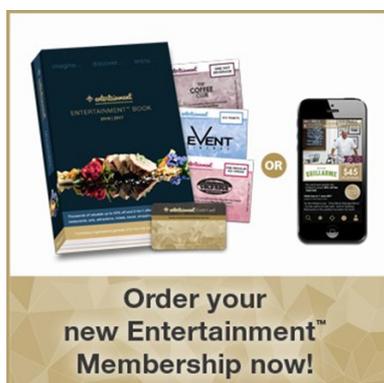
Tanunda REX Centre

Exhibitors on the day will include

- NDIS approved providers
- Therapists - Speech, Physio,
- OT, Counselling & more
- Community Support Groups
- Activity options for Participants & Carers
- Information & Advocacy Services
- Sensory Corner, Arts activities & more

Gawler East Preschool Fundraiser

Books are available at the Preschool at a cost of \$70 or order a book or digital copy online at <http://www.entbook.com.au/16h6963>



GEPS Anzac Day Wreath

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