

From the Principal

This week we have been celebrating the contribution to the school by our non-teaching staff. Our SSOs, grounds staff and a aboriginal community engagement officer are the backbone of the school. They provide vital work around the school that supports children both directly and indirectly. Classes have been working hard to make the week enjoyable for their “adopted” staff member with small treats and messages of gratitude. Students have enthusiastically joined in as they highly value the people who are often at the forefront of Learning support, safety and caring in times of need.

This morning we held an assembly to thank each of our non-teaching staff which Room 1 hosted and performed at. Following this, our SSOs surprised us all with a performance of their own. My personal thanks goes to each and every one of the ancillary staff for their commitment to our students.

In the 1980s and 1990s there was a belief that learning to read came naturally to children much like speech. The belief was that if

you subject a child to quality literature without any structure or explicit teaching, they would “absorb” written language. This approach has since been discredited with the scientific consensus that it does not work for the vast majority of children. This is why we explicitly teach the individual components of reading.

The question that is sometimes asked is how we know which component to teach.

We collect data by using tests that indicate where a child needs additional support. This data has several functions:

- It informs teaching practice. The teacher adjusts their programme according to the needs of the students in their class. It is complex because a group of students are never at exactly the same level. The teacher has to develop learning activities and classroom management strategies that allow them to provide explicit instruction where it is needed. Guided reading is our current focus with most classes.

- It gives teachers and leaders information to form small group support programmes such as mini-lit and phonics support.

- It sometimes highlights a significant gap which could be the result of a specific learning difficulty such as dyslexia.

From next week our year 1 students will be participating in the Phonics Screening Check with the data informing us and central office about how we are performing as a school and the percentage of our students reaching standard. Last year, our results were below expectations so we have made significant changes to our teaching of reading. I feel confident that our results will be much improved due to the hard work of staff in the Junior Primary.

Finally, I encourage you to read Leah’s article on page 3 of this newsletter. She has described another aspect of the Big 6 in depth.

Kind regards

ALEC TIBBITTS



Some of our wonderful SSO’s at Assembly today.

Diary Dates

Monday, 7th September
School Closure Day

14th & 15th September
Bik Ed—Year 5

Friday, 18th September
SVG Pyjama Day

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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Government of South Australia

Department for Education

Special Education News

Hi, My name is Pam Grigg and I have been working in the role of Senior Leader Special Services since the beginning of the term. You may have seen me in the yard as I have been at Gawler East for four years in a variety of roles. I am really enjoying helping to meet the special needs of so many of our students. My door is always open if you have any questions, queries or concerns.

Welcome to Play Pals

This is the sign that greets all the children who enter our new revamped space. As many of you will be aware sometimes the yard at school can cause problems for some students. We know that some students take a while to settle into school routines and engage

in safe play with in the yard. As a way of supporting student's play we have set up a supported play space. We have swapped rooms with Jody and as a result we have a new Play Pals room. We now offer Play Pals at recess and lunch time. We have a wide range of activities from drawing, making, lego, dolls corner, library space, shop and the list goes on. We offer some consistent activities, as well as changing a wide range of activities on a daily basis. This definitely has been very successful as there is always something to do. You can see that some children have also moved outside to play and that space will be fenced off in the next couple of weeks to extend our supported play option. The fence will run between the two rooms and provide an area for outside play including bowls, water

play, sand play or Parachute and a newly painted handball court. This space will also be used as a way to support students as they learn specific social skills eg solving a problem from two social skills programs, we use What's the Buzz and Friendly Schools.

As you can see from the photos there are lots of students coming into the space and are being supported to play safely.

PAM GRIGG
Senior Leader
Special Educator



Student Voice Group

On Friday 18th September (week 9), the student voice group are proud to be organising a special fun day – pyjama day! We hope all students will join in.

We are raising money for Backpacks for SA kids. Did you know that each year over 4500 South Australian kids have to leave their homes really quickly because it isn't safe for them to stay there. In lots of cases, these kids don't even have time to pack any

belongings. Backpacks for SA kids raises money so that the volunteers can make up special backpacks full of essential items like toiletries, toys and clothes – including pyjamas! That's why we thought we would have a pyjama day to raise money for this very special organisation.

Students are invited to wear their pyjamas and dressing gowns to school. Please make sure you have appropriate shoes on (not

slippers) for safety reasons.

So join in the fun! Please bring a gold coin donation and give it to your class teacher on the day.

(Students not participating in pyjama day are required to wear regular school uniform)

Lunchtime Clubs

Lunchtime clubs have come alive at GEPS! The Friendly Schools team, along with the student voice group, have come up with some great activities for students to do at lunch times.

These are the clubs available to students so far:

Monday- Just Dance club in the library. Come and have some dancing fun and burn off a lot of energy while you're doing it.

Tuesday – Chalky Tuesday Club – Head outside Ms Brown's classroom and decorate the pathways.

Wednesday – UNO club in the library. Ms Marling thinks she is the UNO champ.....is she??

Friday – Drawing and Colouring Club – Get your creative juices running. Come to the library and chill out and create some beautiful pictures.

So far, these clubs have proven to be very popular! More clubs and lunchtime activities will be coming soon.



UNO club – just look at the concentration!



A very busy day in colouring and drawing club. Artists at work!

Curriculum News

Continuing on from my last newsletter article, I thought I would share with you some information about a phonemic awareness programme we call "Heggarty". We use this in all classes up to Year 4/5. Using my diagram of the Scarborough Rope from last time, phonemic awareness fits in the blue section of the rope.

Major points from the report of the National Reading Panel: *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000.*

- Phonemic awareness (PA) refers to the ability to focus on and manipulate. PA instruction is more effective when it makes explicit how children are to phonemes in spoken words.
- To be clear, phonemic awareness instruction apply PA skills in reading and writing. is not synonymous with phonics instruction that entails teaching
- PA instruction does not need to consume long periods of time. Acquiring PA students how to use grapheme-phoneme correspondences to decode or skills is a

means rather than an end. spell words.

- PA was found to help most children learn to read and spell, and its effects lasted
- Phonemic awareness instruction is effective in teaching children to attend well beyond training. to and manipulate speech sounds in words. PA can be

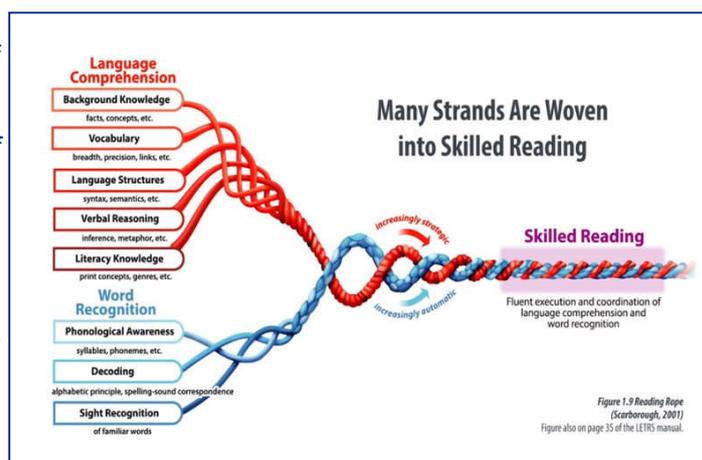
training and to manipulate speech sounds in words. PA can be taught and is effective under a variety of teaching conditions with a variety of learners.

- Phonemic Awareness was identified as one of the five components of effective reading instruction.

Findings show that teaching children to manipulate the sounds in language helps them learn to read.

PA instruction produced positive effects on both word reading and pseudoword reading, indicating that it helps children decode novel words as well as remember how to read familiar words.

PA instruction helped all types of children improve their reading, including normally developing readers, children at risk for future reading problems, preschoolers, through to 6th grades and children learning to read in English as well as other languages.



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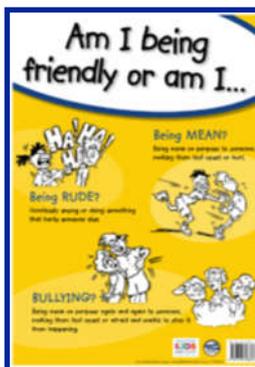
- Phonemic awareness instruction is

Until next time,
Leah Searle
Senior Leader - Curriculum

Friendly Schools

These two posters focus on defining the difference between being mean, being rude and bullying. At school, we address all of these behaviours. These reminders are useful for both the people who are experiencing the behaviours and those who are displaying the behaviours.

Friendly Schools aims to teach all of our children what the behaviours are before we look at strategies for dealing with them. Using the same language at home as we do at school is very beneficial to the students.



School Crossing

Week 7

Morning
Kane Graetz
Mitchell Todman
Daniel Strong

Afternoon
Jade Rodgers
Ryan Ryles
Sienna Penny

Week 8

Morning
Lexi Maitland
Sienna Gaspari
Caitlin Walker

Afternoon
Chloe Rodgers
Seb Vereb
Charlotte Butler

Jody's news

Hello everyone

Jody's Big Move

As many of the children may have noticed, Jody's room (30) has been temporarily closed. I have moved into room 28, just nearby! It has been a lot of work but, Jody's room is nearly ready and should be open again on Monday lunchtimes and Thursday recess and lunchtimes by the end of this week. Come and visit - see my new 'digs'!

High demand for 1:1 'chats'

There has been a high demand for PCW services regarding 1:1 'chats' with children in recent months. As with many other services, I use a priority system to see children and endeavor to attend to urgent matters as soon as possible. This means that due to the high demand there will be increased waiting times for many who receive regular chats

from me. If you think that you have an urgent matter to discuss with me about a child in your care, please still contact me on 8522 2688. If I am unavailable, please leave a message and I will get back to you as soon as possible. Unfortunately, I am having ongoing technical issues with my school email so, it is currently unavailable.

Stay safe and well,
Jody Chambers,
Your PCW



Today's recipients of certificates at our Student Assembly

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.

Respect Honesty Responsibility Fairness

Little Athletics SA | **Athletics South Australia**

DARE TO DREAM

ATHLETICS HOLIDAY CLINIC

Wednesday 30th September & Wednesday 7th October 2020.
SA Athletics Stadium, Mile End

A clinic for ANY 5-17 YEAR OLDS to learn, have fun, improve their athletics skills, and meet an Australian Commonwealth Medalist & Olympian.

MEET TWO TIMES COMMONWEALTH MEDALIST & OLYMPIAN (LONDON & RIO)
JESSICA STENSON
(NÉE TRENGOVE)

REGISTRATIONS CLOSE WED 23RD SEP 2020 | (08) 8552 8133 | littleathleticsa.com.au/holidayclinics

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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