Government of South Australia
Department for Education

Gulfview Heights Primary School

"Working Together to reach New Heights"

Newsletter

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Thursday, 26th August 2021

Issue 10

- **Wednesday 1st September Father's/Grandad's Day Stall SAPSASA Boys Soccer Training GHPS Oval 3:15pm-4:15pm**
- **Thursday 2nd Sept School Production / Indigenous Literacy Day**
- **Friday 3rd September School & OSHC Closure Day**
- **Monday 6th– Wed 8th Sept Yr7 Group 1 Wirraway Camp**
- **Monday 6th September Governing Council Meeting 7pm**
- **Wednesday 8th September SAPSASA Boys Soccer Training GHPS Oval 3:15pm-4:15pm**
- **Friday 10th Sept SAPSASA Boys Soccer/Girls Football Excursion - Argana Park/Love your Body Da Workshop Festival of Music Performance @ Adelaide Entertainment Centre**
- **Mon 13th-Fri 17th Sept Reception –Yr3 Swimming Week at Elizabeth Aquadome & Parent Requested Interview Week**
- **Mon 20th-Fri 24th Sept Yr4 & Yr5 Swimming Week at Elizabeth Aquadome**
- **Wednesday 22nd September Yr6/7 Aquatics Excursion West Lakes**
- **Friday 24th Sept Casual Day-gold coin donation- World Vision Child/ last day of Term 3 early dismissal 2:10pm**
- **Monday 11th October First day back Term 4**

From The Leadership Team

Nature Play & Curiosity

Whilst our Nature Play area has been compromised at times during COVID19 Pandemic, students access our new Nature Play area during class/yard time and whilst attending Out of School Hours Care program, promoting learning through interaction with the Natural Environment and a 'curiosity for learning'.

As educators, we have devised a clear set of expectations when accessing this space which differs from our general learning and play expectations. For example, students are encouraged to use materials from the natural environment (sticks and stones) in a safe manner when creating and constructing, and have permission to climb trees.

We must understand this learning environment encourages Risk taking, Problem solving, Curiosity and Collaboration with their peers. We wish to reassure you we have undertaken the necessary risk assessments to maintain a safe learning environment at all times under direct staff supervision

Please take the time to familiarise yourselves with the following Nature Play guidelines and discuss these with your children on a regular basis.

Nature Play Guidelines

Nature Play Rules / Guidelines

- Cover the pointy end and drag big sticks.
- Sticks and rocks must be carried and not thrown or used as weapons.
- Use water wisely- no splashing others.
- Rocks are not to be put in trees.
- All materials are to be shared (this includes rocks and sticks).
- Be aware of people around you when building.
- Make constructions in a safe way.
- Co-operate and solve problems.
- Collect materials and build in Nature Play space only.
- Only trees clearly identified are to be climbed. Trees will have markings to show how high you are able to climb.
- No eating in the Nature Play space (there is a table on the top grass area).

Australian Mathematics Competition

In week three, 93 students sat the Australian Mathematics Competition, our greatest ever number of participating students. Students were using and testing various problem-solving strategies and using manipulatives to help them. It was great to see so many students eager and confident enough to 'have a go' and do their personal best. Students were using and testing various problem-solving strategies and using manipulatives to help them. This is indicative of the positive learning experiences students have learning Numeracy at our school and the Growth Mindset and self-confidence that teachers are developing in their students. We are looking forward to seeing the results later in the year.

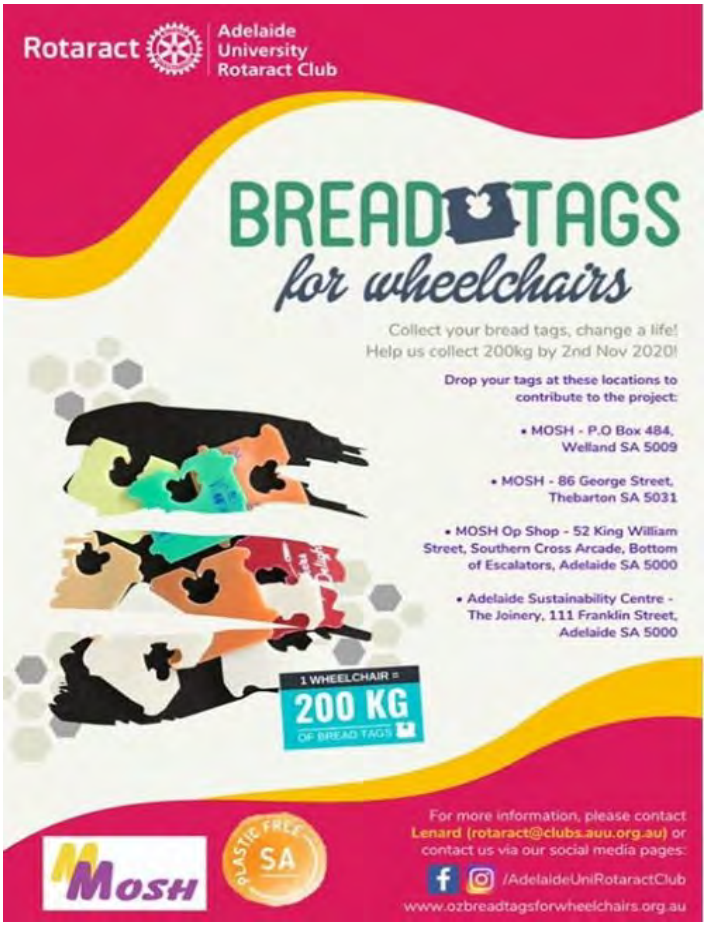
Parent Engagement Survey

The parent survey is a great opportunity to get valuable insights into parent engagement at your school.

Parents can find more information at http://www.education.sa.gov.au/

Please note the survey closes on Sunday 29th August. Follow the link below to complete the survey.

https://educationsa.au1.qualtrics.com/jfe/form/SV_8oi3YL6pkNAPlf8?RID=CGC_svuwAASEkw454Wp&Q_CHL=email



School Closure Day

School will be closed on Friday 3rd September.

Our OSHC service will be closed on this date.

Student not returning in 2022

Families are requested to advise of any students who will not be attending Gulfview Heights Primary School in 2022. Please inform us in writing as soon as possible. This information assists us greatly in developing class structures which best accommodate the needs of all students.

Hats

In accordance with our sun smart policy hats are to be worn in Term 1, 3 and 4.

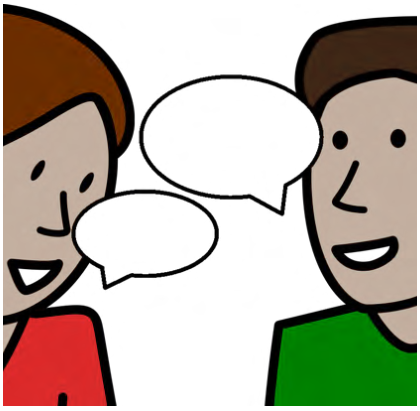
School hats are in stock and available for purchase from the uniform shop on Tuesday & Thursday for $15 each.

Please note that all hats worn must be sun safe and in good condition (no holes) -**baseball caps and snapbacks are not suitable for school wear.**

Play in the shade
Term 1, 3 and 4.

Teacher Requested Interviews - Week 9

Teachers are conducting interviews in week 9 for some students. Please be advised that these interviews are teacher requested and differ from Term 1 interviews. We encourage all parents/carers to attend if requested by your child's teacher.



School Fees

Families are reminded that school fees are now overdue. If you are experiencing difficulty with fee payments please contact Julie Hayward who will negotiate an instalment plan to assist with payments. All fees remaining unpaid after Friday 3rd September will be forwarded to debt collection unless a written payment plan has been completed.

Please contact Julie.hayward983@schools.sa.edu.au if you require any further information or assistance.

Cash & credit card payments can be accepted via the front office Monday to Thursdays only

Lost Property

We have collected quite a number of unnamed clothing over the past term. Please check the lost property stand in the Front Office to see if any items of clothing belongs to your child/children.

Canteen News

Preschool to School Transition 2022

At Gulfview Heights we create a place where all children feel safe, healthy and happy, and where they get the best chance to become confident and successful learners.

The transitions children make within and between educational settings (from preschool/kindy to school) are recognised as significant to the achievement of these goals. Successful experiences during transition impact on a child's positive sense of belonging, ongoing well being and continuity of learning.

For these reasons, we are supporting all children and families in the Salisbury cluster of schools by having the 'One Start, One Transition' program for all children starting preschool and school in 2022.

Individual preschools and schools will have transition visits on the same day, at the same time. These dates and times are

- **Wednesday November 10th 8.50-Recess**
- **Wednesday November 17th 8.50-Recess**
- **Wednesday November 24th 8.50-12.00**
- **Wednesday December 1st 8.50-12.00**

A parent information session will be held for all new families in the lead up to these transition visits. Additionally, please feel free to contact Chris Zunis or Dani Samuel with regards to transition to school.

Father's /Grandad's Day Stall

There will be a stall held by the Senior classes on **Wednesday 1st of September gifts are $5.00 each**. One gift per student on the day then a second gift if remainder stock is available on Thursday. Please send your child with the correct money or pay via QKR by 9:00am on Wed 1st Sept.

science week 2021

In week 4 we celebrated Science Week. This year the theme was Food: Different by Design.

In Science lessons during Science Week the R-2 students made Pancakes, Mug Cakes (a cake in a mug in the microwave) and Slushies. The year 3-5 students all made Elephant's Toothpaste and the year 6/7 classes made Sherbet, Jelly or Mug Cakes. This topic is proving to be very popular with the students!

The Science Week Make a Model of your Favourite Food Competition was very successful with approximately 50 students entering the competition. The entries this year were of a very high standard and judging was extremely hard, so we decided to give out as many prizes as we could. Congratulations to the following students that won a prize: Hannah, Janaki, Tyler M, Bethany, Maya, Ivy, Lachlan, Ruby S, Kobe, Evie H, Dima, Vida, Molly, Maddy B, Lily S, Jordan M and Noeli. Well done to all of the participants.

STEM in Early Years

"We made a track for the Bee-Bot. It could not turn around the curves so we made another track with corners."

"We had to press the left, right and forward buttons to make the Bee-Bot move."

"Leila is pressing the buttons to make it go the right way."

STEM stands for science, technology, engineering, and mathematics. STEM is important because it extends into every part of our lives. Science is everywhere in the world around us. Technology is continuously expanding into every aspect of our lives. Engineering is the basic designs of roads and bridges, but also tackles the challenges of changing global weather and environmentally-friendly changes to our home. Mathematics is in every occupation, and every activity we do in our lives.

"I made it go forward and then turn."

"The Bee-Bot is yellow and black and has wheels."

"My track went around the classroom."

"The Bee-Bot went around the track."

Snippets from MY8 with Mrs Thames and Mrs P

Our class have enthusiastically been learning about the Tokyo Olympics, and it has been wonderful to appreciate each other with face-to-face classroom learning. We learned about the Olympic Values of Excellence, Respect and Friendship and what it might take to be an athlete. We created Japanese Cherry Blossoms in art and Olympic Themed Haiku Poems. **A Haiku is a Japanese poem that has 3 lines.** The first and last lines have five syllables, and the middle line has seven syllables. The lines of a Haiku poem do not need to rhyme. Some examples include:

Athletes try so hard
Athletes practise to be good
Watch the athletes train
By Makayla

Athletes set their goals
Some achieve the goals they set
Set a goal yourself
By Ayla

The athletes are brave
They can do cool tricks on bikes
You should see them go
By Xavier

A GUIDE FOR PARENTS
HELPING YOUR CHILDREN WITH MATHEMATICS

Reprinted with the permission of Professor Doug Clarke, Director of Mathematics Teaching and Learning Centre, Melbourne Campus

The suggestions below have been prepared by staff at the Australian Catholic University as a guide for parents in helping their children in mathematics.

- **Building on success is important**. Create the impression that being successful in mathematics is desirable. Reward effort and try not to criticise errors.
- **People learn, not so much by being told things, as by working things out for themselves** and linking new ideas to ideas that they already have. You can help by asking children questions, letting them work out answers for themselves, and then discussing their answers with them.
- **Children need time to think and time to answer.** When asking your children questions or talking to them about mathematics give them time. Be patient. Wait for them to answer. Also, explain to older children that they need to give younger children time to answer questions, rather than always answering for them.
- **Encourage children to talk.** Talking about mathematics is an effective way of learning and the family is one of the best places to talk, especially when the mathematical situation arises naturally.
- **Use mathematical words when you describe things**. For example, instead of saying "the big red bucket," you might say "the 10 litre bucket". Instead of saying "the large packet of rice," you might say "the 2 kg packet of rice". In this way, children get to hear quantities being stated as an everyday way of describing things.
- **Buy children's books with mathematical themes.** Some examples are:
  Allen, P. *A Lion in the Night* Nelson publishers
  Allen, P. *Mr Archimedes' Bat* Collins publishers
  Anno, M. *Anno's Counting Book* The Bodley Head
  Anno, M. *Anno's Maths Games* Fukuinkan Shoten Publishers Inc
  Anno, M. *Anno's Mysterious Multiplying Jar* The Bodley Head
  Carle, E. *The Very Hungry Caterpillar* Collins Publishers
  Clement, R. *Counting on Frank* Harper Collins Publishers
  Hutchins, P. *Clocks and More Clocks* Puffin Books
  Hutchins, P. *The Doorbell Rang* Puffin Books
  Nesbit, E. & Lynch, P.J. *Melisande* Walker Books
  Read these with your children and ask them questions about the stories.
- **There is no hurry.** Children develop their mathematical skills gradually and there is no urgency about developing any particular skill. On the other hand, neither can all of the skills wait until the end of their schooling. It is necessary to work progressively on helping them to learn mathematics. In other words, start now, but there is no particular need to accelerate your child's development.
- **Help your child's teacher.** Your child's teacher is vitally interested in your child's mathematical development. Talk to the teacher about how your child is going in mathematics and find out whether there are any ways you can help your child. Supporting teachers if they recommend any homework or home-based activities is highly desirable.

Some suggested activities

The following are some activities that you can do with your children. Some are general and some relate to specific aspects of the mathematics curriculum.

Estimating

Estimating is an important activity and applies to all aspects of mathematics. Whenever possible, ask your children to guess quantities. Some examples of estimating tasks that you might ask the children to do are:

- estimate number of jellybeans in a jar
- estimate how many people are in a room
- estimate how many pieces of bread are in a loaf
- estimate the biggest house number in the street that you have just turned into
- estimate how long it will take you to walk to a particular point
- estimate how many steps there are from the bottom to the top when you're walking up some stairs

On some occasions, work together to find the actual amount, distance etc.

Remembering

It is helpful for children to practise remembering numbers and other information. Examples of the type of information which we commonly try to remember are:

- telephone numbers: when children are young you might ask them to repeat back to you two or three numbers in a row; as they get older they should be able to repeat that the longer strings, and even to remember some numbers such as their own phone number and those of their grandparents
- addresses: help the children to learn their own addresses and others such as their grandparents'
- car registration numbers

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- birthdays: children can learn the birth dates of relatives and friends
- time to special events (e.g. How long till Christmas?)

Length

We often compare objects and distances by length and height. Children first do this without using units, then using informal units (like paces). Then they learn about metres, centimetres and kilometres.

- Also: when you are measuring with sewing or building materials, ask the children to estimate where a particular mark would be
- Put up a height measure of the children marked in centimetres on which children can record their height at progressive intervals. Children like to see how much they have grown.

Weight

Children learn first to compare things by hand, and by using balances. Later they learn about kilograms, and grams. You can:

- talk to children about different ways of weighing things
- talk about containers in terms of how much they weigh
- compare the size and weight of items in the supermarket
- weigh ingredients when you are cooking (learning to cook is helpful in many ways).

Capacity

Children learn to compare containers by their capacities. Sometimes children think that a tall skinny glass holds more than a short fat one. Playing with containers and water helps. Children can use water or rice to compare the capacity of containers. They also learn about litres, then about millilitres. You can:

- talk about the size of the containers of items such as washing detergent bottles and medicine glasses
- describe objects in terms of their capacity such as the 375 mL bottle of Coke, or the 5 mL spoon

Time

It is important that children can read both analogue (clock face) and digital time. It is useful to get them to learn to do particular tasks, such as:

- setting VCRs, which not only require setting up a particular time, but the setting of a particular length of time
- asking the children, "What is today's date?"
- keeping track of family birthdays and knowing which ones are coming up soon
- examining use-by-dates on items and comparing the dates with today's date
- reading timetables: for example, ask, "Which train would we need to catch to get to the football by one o'clock?"
- asking time calculations like, "How long is it from now until… bedtime?" 'How long till your next birthday?"

Money

For obvious reasons, children can learn about money at home. This can include:

- calculating money amounts in different ways with coins and notes to present particular amounts – e.g. "Show me $2.50", "How much do I have in my hand?"
- keeping track of money – e.g. using a calculator and going around the supermarket to keep track of the cost of purchases
- calculating which of two different sized items is the better buy
- giving change, particularly change from $1 or $10, and asking how much change they would expect to get

Directions

Parents have a variety of opportunities to help children learn about directions. You might like to:

- describe how to do various household tasks – e.g. setting the table: give instructions like, "Put the fork on the left-hand side, the knife and soup spoon on the right-hand side and the soup spoon on the right-hand side of the knife."
- use north, south, east and west to give directions rather than simply pointing
- let them use a street directory when travelling in the car to locate your destination and then direct you
- let the children take some responsibility for interpreting maps, such as maps of the school, maps of the suburb or maps of the city

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Shape

Children can learn about shape names by hearing them used in everyday speech. You can also:

- use shape names to describe objects, such as the square table, or the rectangular vegetable garden
- get them to sort the cutlery drawer
- have them to help tidy items in the tool shed

Learning to count

Learning to count is important. Counting 1,2,3,4, … is the main way. We can also count using patterns:

2, 4, 6, 8…. 5, 10, 15, 20…

100, 99, 98, 97… 100, 90, 80, 70….

0.5, 1, 1.5, 2… a, b, c, d…

Monday, Tuesday, Wednesday,…

January, February, March,…

Nursery rhymes help. 'Five Little Ducks', '1, 2, 3, 4, 5, once I caught a fish alive', and '10 Green Bottles' are just a few examples of the nursery rhymes you can say together.

Number facts

Knowing number facts is very useful for the future mathematical studies of your children. You can help by taking an interest and by giving them practice. There are a number of important elements about learning tables and number facts.

First, is that all number facts come in families. If the children know, for example, that 5+2 = 7 is the same as 2+5 = 7, and relates to 7-2= 5 and 7-5= 2, they know a family of facts. The same is true for multiplication. If they know that 5x4 =20, they also know 4x5 = 20, 20÷5= 4 and 20÷4= 5.

Next, they need to learn general principles such as adding 1, adding 2, doubles, near doubles (5+6 is the same as 5+5+1), adding 10, adding 9 (by adding 10 and taking away 1). For multiplication, they can learn about doubling (x 2), followed by multiplication by 10, 5, 11, 3, 4 then the rest.

Number games

There are many games that incorporate mathematical skills that families can play. One card game commonly available now is called *Numero* which can be purchased in games shops and newsagents. These provide practice of mental arithmetic. There are also more traditional

games such as *Cribbage* and *Pontoon* which provide practice in addition.

When playing games that involve logical thinking, talk with the children about better moves, or plays which lead to winning. Think together about ways to avoid losing as well as ways to win. Verbalising strategies is important for logical thinking.
Other games include:

Car number plates
When your car pulls up behind the car in front of you, you might have a competition to see how many different answers children can make using the numbers from the car number plate. For example, if the numberplate is 152 the children might say 1x5+2 is 7, or 1 + 5+ 2 is 8, or (1+5) x 2 is 12 and so on.

Another idea is to add the digits like this: 157 becomes 1+5+7 which is 13, then 1+3 = 4 and to see which number plate will give a particular target number.

Guess the pattern
One player thinks of a rule (such as double and add 1). Other players can suggest a number (such as 5) and the first player tells them the number which results from the pattern (11). The players can keep testing numbers until they work out the rule.

Guess my number

One player thinks of a number, say between 1 and 100. The other player asks questions using only the words 'more' or 'less'. For example, a player might ask, 'Is the number more than 52?' The first player must answer either yes or no.

Race to 10

This game has two players. Starting at 0 they take turns and can add either 1 or 2 to the last number said. The player who says 10 is the winner. For example, suppose:

A says	B says
1	3
4	6
7	8
10 so A wins.	

Note that the game has a winning strategy. This game is flexible. You can play race to 21, counting by numbers from 1 to 3, or race to 50 using 1 to 6.

Community Noticeboard

CHEERIO NETBALL CLUB

NETBALL CLINIC

Join us for a fun and interactive session of skills and drills

DATE: Sunday 5 September 2021

VENUE: Netball SA Stadium, Mile End

TIME: 9.00am - 10.30am

AGE: 7 - 13 years old

COST: Free

To register or for more details
visit: cheerionetball.com
email: secretary@cheerionetball.com
phone: 0419 810 656

Psychology

Optimistic Kids Wilderness

School Holiday Program

Spend a weekend with your child in the Coorong National Park completely without technology.

Activities include:
- Kayaking alongside huge sand-dunes
- A bush-tucker walk
- A night-walk to see marine creatures
- Picnicking by the ocean

Learn:
- Why we are so drawn to technology
- Strategies to help get off the tech when you need to do other things
- Skills for becoming more involved in recreational and social activities
- How to re-enter the world with a plan to balance tech-life and real-life activities and relationships

Age group: 10-17 year olds and their parents/caregivers

Dates:
Saturday 9th to Sunday 10th October 2021

Location: Two-day trips are held in the Coorong National Park, launching from the end of Mundoo Channel Drive, Hindmarsh Island.

Cost: $398 per person. This includes four group psychology sessions, all meals, camping equipment, national park fees and kayak hire (private health and NDIS may apply).

Please contact fiona@okpsychology.com.au or call 8264 2311 for more information.

CANOE THE COORONG

Sustainability Snippet

Wipe out Waste

Tips for parents packing Nude Food lunches

•Let children make their own lunches. Consider packing lunches the night before and storing them in the fridge overnight to avoid the morning rush.

•Discuss with your child what they like to eat and how much. Bin audits in schools across SA show large quantities of unopened packaged foods (single-serve yogurts, cheese sticks, sandwiches, uneaten fruit and fruit boxes are being thrown away. This costs your family money as well as creating unnecessary waste.

•Cut up fruit and vegetables and pack them in reusable containers so that children can eat some and save the rest for later. (It's easier to eat a wedge or two of an apple and then reseal the container than to take a few bites out of a whole apple and save the rest). A rubber band around a sliced apple will prevent browning.

•Encourage your children to bring home uneaten food to eat later. Appreciate that play time is also important, so discuss with children how much they can reasonably eat in one day. Often children throw uneaten food away because they don't want to upset the person who packed the lunch. If you're not sure how much they can eat at school, start small, e.g. a piece of fruit and a sandwich, and build it up if they are asking for more.

•If your children have chips, savoury biscuits, or other snacks, try buying a larger bulk pack and have your children put the same quantity into a reusable labelled container that they bring home each day. It's also cheaper!

•Avoid buying drinks in packaging that cannot be resealed. Many children take just a few sips at snack time and discard the rest. Pack drinks in a re-usable container.