Principal’s Desk

Swimming Carnival
This time last week the school held its annual Swimming Carnival at Knox Grammar. The day ran extremely well with many children enjoying watching their name appear in lights on the big screen. Due to great organisation by our swim team, led by Julie Sharpe, we actually had enough time to have a lunch break. I would also like to congratulate the students on their excellent behaviour and also to the many students who “had a go”.

Late Arrivals
The beginning of the day is extremely important. It is at this time that the day's routines are outlined, important messages are delivered and students settle into class. Lately there have been students consistently arriving 10 to 15 minutes after the bell. This repeated partial absence will be picked up by our Home School Liaison Officer when she visits. It is important to encourage your children to be prepared for the morning before they go to bed. This results in quicker and happier mornings, which we all like.

Kerry Maxwell
Principal

Swimming Carnival Thank you!
A huge thank you to all the parent helpers that volunteered at this year’s School Swimming Carnival. Your assistance on the day contributed to the success of the day.

Julie Sharpe
Sports Coordinator

Calling all young budding scientists!
Does your child show a passion or curiosity for science? Well if so we have just the project for them.

The Young Scientist Awards encourages students from K-12 to undertake an open-ended scientific investigation in line with the skills outcomes specified by the NSW Board of Studies syllabuses and the new Australian Curriculum. The Young Scientist Awards is a project of the Science Teachers’ Association of New South Wales (STANSW). This year students from K-6 are invited to enter this competition by choosing an area of interest and conducting an original open-ended scientific investigation in a creative manner. Teacher support will be provided to assist the students with their investigation. Please see the attached flyer for more information.

If you are interested and would like more information, please refer your questions to: janine.wilson@det.nsw.edu.au

Janine Wilson
Assistant Principal

TERM 1, WEEK 5

Dates for your Diary
Monday 22 February
Tuesday 23 February
Gymnastics K-6
Stage 2 - Environmentors Workshop
P & C Extraordinary Meeting
Wednesday 24 February
Gymnastics K-6
Year 6 - Castle Hill High School Taster Day
School Banking
Thursday 25 February
Scripture Starts
Friday 26 February
PSSA Round 2
Garden Club
Monday 29 February
Tuesday 1 March
Gymnastics K-6
Wednesday 2 March
Gymnastics K-6
Gateways Science Workshop
Selected Year 1-3 Students
School Banking
Thursday 3 March
Gateways Science Workshop
Selected Year 4-6 Students
Friday 4 March
PSSA Round 3
Monday 7 March
Leadership Assembly
Cyber Safety Talk – Stage 3
Tuesday 8 March
Gymnastics K-6
Castle Hill PSSA Swimming Carnival
Wednesday 9 March
School Banking

PSSA SUMMER SPORT Round 2
Sport Location
Basketball Fred Caterson 2, Gilbert Road, Castle Hill
Touch Football Kellyville Park, Memorial Ave, Kellyville
Welcome back to a new year. I would also like to extend a warm welcome to our new families to the school. I trust all the students are now settled into their classes and the New Year.

Firstly I would like to introduce myself to those families who do not know me or haven’t met me. My role at Glenhaven Public School is the Learning and Support Teacher or (LAST for short) and I work 3 days a week on Mondays to Wednesdays.

No two days are ever the same in this role. I am here to support the students, teachers, parents and school community. I work closely with the class teachers and collaboratively to find programs that will best meet the needs of the students who have been referred to the Learning and Support Team, which I lead.

Some of my roles include and are not limited to:

- Team teaching with class teachers in the classrooms
- Liaising with the School Counsellor
- Liaising with outside agencies
- Parent correspondence, interviews meetings
- Running Learning Support Team meetings every week
- Assessing students
- Observing students
- Training parents in programs such as Multilit and Spelling Mastery
- In a few circumstances working with individual students or small groups on specific programs
- Coordinating the Teachers’ Aides or School Learning and Support Officers.

We have an exciting new program at Glenhaven this year which is being introduced to a few select students who were identified and assessed at the end of last year as suitable candidates for this program.

It is called Rip It Up Reading and was developed by a Professor Amanda Tocci who has extensively trialed this program in many educational settings. It is a phonics based program that takes into consideration the way students commit what they have learnt to memory and uses strategies to support this.

It has had significant positive feedback from the schools it has been run in.

This program will begin next week under myself and one of our experienced and trained Teachers Aides, Mrs Joanne Brimfield.

Some other programs that we have run previously in the school are:

**Multilit:** which stands for (Making Up For Lost Time in Literacy)

**Spelling Mastery:** an explicit Spelling program to explicitly teach the rules required to be better spellers

Once a week I run a games room in the hall. It is a quiet room where board games are played and students who are having that not so good day with their friends or can’t find their friends can come along, make new friends through playing a board game.

If you are interested in becoming involved in the school then the Multilit and Spelling Mastery Programs are the perfect way to begin!

All the training for the programs is provided and because they are very explicit, the words are all done for you, you just have to follow the script. No experience is necessary!

**Volunteers needed in Year 1 and 2 for Multilit.**

If you are interested or are an experienced volunteer with these programs and are willing to commit to the year again, can you please contact Jacinda Burns via the school email or give the school a call and I will return it as soon as possible.

I am looking forward to seeing some familiar faces again and meeting new families to the school.

Yours sincerely

*Jacinda Burns*

*Learning and Support Teacher*
The STANSW Young Scientist Awards is a major project of the Science Teachers’ Association of New South Wales (STANSW). Young Scientist offers students from Kindergarten to Year 12 worthwhile incentives to carry out scientific investigations. Interested students are invited to carry out their own Scientific Research Project (SRP). The idea is that they find a topic of interest, set up and conduct a scientific experiment at home under the guidance of a mentor (teacher) from school. This project is an extra curricula activity. By being involved in this project the students will gain valuable knowledge and skills in problem solving and in conducting fair tests. The projects are due to the school on Monday 8th August, 2016 for marking.

Scientific investigations involve:
1. Developing questions
2. Hypothesising
3. Devising fair tests
4. Testing
5. Collecting and recording
6. Analysing
7. Drawing conclusions

The projects are due to the school on Monday 8th August, 2016 for marking.

The research project that your child undertakes will take approximately several weeks/months to complete. Below is a sample timeline you could follow.

**Sample timeline**

Week 1   Choose your topic. Think about an aim. Discuss it with your teacher.
Week 2   Carry out library research, make phone calls, write letters.
Week 3   Design experiment(s), discuss them with your teacher. Allow time for repetition.
Week 4   Organise the equipment you require, refine your experiment, and discuss the details with your teacher and the school laboratory assistants.
Week 5   Identify the dependent and independent variables. Set controls. Select the method you will use to collect results. Carry out the experiments. Analyse the results. Calculate sources of error such as sample size & selection, measurements or poor control of variables. Discuss these with your teacher.
Week 6   Write a draft report and obtain feedback from your teacher, parents and friends.
Week 7   Edit the draft report.
Week 8   Submit your completed project.

**What is Young Scientist?**

The Young Scientist Awards encourages students from K-12 to undertake scientific investigation. The first level of judging of the Young Scientist Awards scheme occurs in schools. All entrants receive Certificates of Participation. Entries are then submitted by schools for state judging where trained volunteers assess them for awards that include cash prizes for the Young Scientist of the Year.

In the section for Years K-6, there will be major awards and cash prizes for:
- the best six investigations in Years K-2
- the best twelve investigations in Years 3-6

A scientific investigation can be presented in a number of ways. It could be a written scientific report. Your investigation could include a model or it could be a multimedia presentation. How you present your project depends on the method you choose to communicate your findings.

To find out more information you can visit their website: [http://www.stansw.asn.au/ys/](http://www.stansw.asn.au/ys/)

If you think that this is something that your child would be interested in could you please return the interest form below. A starter pack will be given to those students who are serious about starting. If you have any questions regarding this project please email me directly.

**Janine Wilson** (Science Project Co-ordinator)
janine.wilson@det.nsw.edu.au

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**Science Research Project Interest Form**

| Students Name: _________________________ | Class: _________________________ |
| Parent Name: ___________________________ | Contact: Mob: ____________________ | Home: ____________________ |
| Email: _________________________________ |
Seven Steps To Writing Success

Our staff have recently been trained and are currently implementing a new and exciting writing program called Seven Steps to Writing Success. It assists children to learn a successful, exciting, planned way to write with a focus on brainstorming and discussing with peers. We have just commenced using it in class and it is already making a positive difference.

What ARE the Seven Steps?

Step 1: Plan for Success
A joke, a movie, a TV sitcom, a book a great story—what they all have in common? They all follow the same ‘story graph’. Start with a bang, slowly build up the tension and end on a real high point.

Step 2: Sizzling Starts
Start where the action is. Not at the beginning of the day where nothing is happening. Begin when the volcano starts oozing lava or as you walk in the door to the big disco competition.

Step 3: Tightening Tension
You must believe the hero (male or female) will fail. The tornado is too strong, the villain is too evil, the black forces of depression are too overwhelming. Yet, through strength, talent and determination, somehow our hero wins.

Step 4: Dynamic Dialogue
Think of dialogue as a mini play in the story. Let your character walk, talk or even stalk – that’s how we get to know them.

Step 5: Show Don’t Tell
If I tell you I am generous, do you believe me?? No way. But if I buy all 20 raffle tickets to help cancer research, are you more convinced? Actions really do speak louder than words.

Step 6: Ban the Boring Bits
Everyone gets up, gets dressed, travels to school…it’s not exactly exciting. So why write about it? Ban all mention of the ‘boring B’ words—beds, breakfast and bus trips. Think like the movies, the heroes never travel, they just arrive.

Step 7: Exciting Endings
Would you tell a joke without knowing the punch line? If you want to build to a big climax you have to know where you are heading.

How easy are the Seven Steps techniques?

Try our quiz on ‘The Bear Story’.

Step 2: Sizzling Starts
Which story start is more interesting?

a) I woke up that morning, got dressed and ate breakfast.
b) The lock on the bear’s cage looked old, and the bear looked cross.

Step 4: Which is the better dialogue?

a) The teacher told us to stand back from the cage as the bear was growling loudly, but Jeremy didn’t listen.
b) ‘Stand back,’ said the teacher, but Jeremy didn’t listen. Suddenly the bear growled loudly. ‘Jeremy!’ cried the teacher, ‘get away from the bear. NOW!’

Step 5: Which sentence ‘tells’ and which ‘shows’?

a) I was really scared.
b) My heart was thudding loudly in my chest and brain. See, simple isn’t it? (Hint, answers are all (b)!)
When writing, children always want to start their stories at the beginning of the day, or the start of the week or even the first day of the school holidays which is really boring.

**Before:**
I leapt out of bed that morning and hurried to get dressed because today Dad was taking us to the zoo. I was really excited because they have this big monkey enclosure there and I was mad about monkeys. I also needed to get some really good photos for my Science project.

**After:**
'Here,' I told my sister, 'hold my rucksack. I'm just going to get a bit closer to the monkey's cage. 'A bit closer meant over the fence, past the sign that said 'No Entry' and right up to the wire. 'You're monkey mad,' said my sister. Well, maybe I was. But I was also desperate for an 'A' in my latest Science project.

Janine Wilson  
Assistant Principal