



# GUILDFORD PUBLIC SCHOOL NEWS UPDATE



**Thursday, 24 February, 2011**

## **MESSAGE FROM THE PRINCIPAL**

Dear Parents,

This is the second newsletter for 2011. Since I spoke to you last we have had a steady increase in student enrolments which has resulted in us forming an additional class. We now have three Kindergarten classes and an extra year 1 class,

Due to constructing an extra class, it was necessary to shuffle a number of students across the stage so as to form the new class. This will result overall in smaller class sizes which is a good thing for student learning. All students appear to be very settled including those students who changed classes.

Our new permanent teacher Ms Melodie Bryceland has been appointed and will be commencing at Guildford in the near future. Mrs Edwards will continue taking class 1 Cooktown Orchid until her arrival hopefully next week.

### **Guildford Students Show They Care**

Last Thursday many students from Guildford Public School donated a coin to help the students from Queensland whose schools were destroyed by the terrible January floods. Hundreds of schools lost their resources including books and computer equipment, as the floods flowed across many rural areas and also the capital city of Brisbane.

Students K-6 placed a coin around a large map of Queensland. Altogether students raised \$434.15 which will be put together with all the other donated money raised from NSW schools on what was called **Maroon Day**. Please see the photos of our special gathering on the day.









4 Rose

## Composite Classes...Do You Have A Question?

Sometimes parents are concerned that their son or daughter has been placed in a Composite Class. Basically there are two reasons why composite classes will be formed instead of, or in addition to, parallel/straight classes:

- Administrative - the NSW Department of Education's state-wide school staffing formula is applied to a school's enrolment data, informing a school as to how many staff will be appointed to that school. Students in Years K-2 attract a higher "staffing allocation" than Years 3- 6 classes. This enables schools to **keep classes smaller** in the K-2 classes. According to the number of students in each Year group, classes will be formed to maintain the smaller class sizes whilst also meeting, not exceeding, the staffing allocation provided by the Department of Education.
- Educational - classes are formed on the basis of educational rationale which include social and academic needs of students, teaching styles which best suit each child and the types of programs available within a school for different learning needs.

You may like to read the following article on the topic which I sent home a couple of years ago. As some new parents have asked for information, I thought it timely to include it again in our newsletter:



1 Cooktown Orchid

An article about composite classes:

### **Composites - Stages not Ages**

*At the beginning of a new school year, many parents might suddenly find their child in a composite class. Naturally, questions arise: for the older group - will my child be held back? For the younger group - will my child be able to keep up?*

*Composite classes have been the source of much controversy over the years, with parents often believing that their offspring is being disadvantaged in some way by being in one. The key to understanding composites is realising that growth is determined in stages and not magically by ages.*

*Composite classes teach children who are at compatible stages - not ages. It doesn't mean your child is dumb or a genius, it just means that they are going through a stage either sooner or later than others.*

*It would be ludicrous to presume that all toddlers, once they reach the age of two, are toilet trained and talk in sentences - some will, some won't but they all will in the end. Stages of all sorts continue throughout childhood and into the teenage years - puberty catches up to everyone at some point.*

*Although a child might be chronologically older - their maturity, social needs, academic needs and behaviour may be akin to a Year 3/4 balance rather than a straight Year 4 or a Year 4/5. Alternatively, a child may be quite mature and requires the stimulation of a Year 4 or Year 4/5 group. They all get there, the path may be different but the destination is the same.*



*Children have always been in multi-aged classes anyway. The ages of kindergarten students range from four and nine months to six and six months, an 18 month difference! Some children start school barely toilet trained where others are quite mature and are already reading at an advanced level. Same class but different stages.*

*It makes sense then to group children who are going through the similar stage so they can relate, help and experience together. Even within the same class, children will be at different levels. Teachers recognise this and usually extend the work of those who learn more quickly and give more attention to those who are slower. The class then becomes outcome based rather than competition based - this method of teaching also applies to straight classes.*

*The good thing about composite classes is that it draws attention to individual needs and development and facilitates individualised learning.*

*Managing composite classes requires experienced teachers. Most teachers these days are well-versed and experienced in conducting programs in composite classes. They gain this knowledge through their understanding of syllabus stages of development (imbedded in teacher training) and through practical experience.*

*Older students are not held back in composite classes. Separate programs are used, in most curriculum areas, for the different groups of students according to their level of development. There will be some joint activities; such as in art and drama.*

*Composite classes can provide significant benefits to both the younger and older students in the class. Older students can benefit from helping younger students in co-operative learning situations. The younger students have the opportunity of enhanced learning experiences where they are ready for it.*

*The Department of Education says that overseas research has shown children in composite classes do no better or worse academically than their peers in straight grade class, but that, socially, their development is enhanced. They are more confident, can operate better as part of a group, are more assertive, become more independent learners and better problem-solvers. They also make friends outside of their standard age-groups.*

*Composite classes have always existed. Traditionally smaller schools have had to use composite classes to place all their students in classes - this is still relevant in many country schools.*

*Composite classes, also known as multi-age, multilevel, fluid or vertical groups, are here to stay. If you have a child in a composite class and are concerned, talk to the teacher and the principal. Ask why your child has been placed in a composite class and ask how you can help enhance your child's development within the class. Schools usually respond sympathetically in responding to parental concerns about composite classes and will make changes where students are not coping.*

*The greatest impact on student learning is the quality of the teacher not class composition.*



3/4 Eucalyptus



6 Correa

## 2011 Staff

Kindergarten Banksia	Mrs Janan Ali
Kindergarten Lilly Pilly	Miss Alisha Smith
K Daisy	Mrs Rhonda Hawli
1 Cooktown Orchid	Ms Melodie Bryceland
1 Flannel Flower	Mrs Debbie Ferguson
1/2 Persoonia	Mrs Claudia Panagos
2 Acacia	Miss Ayesha Ali Khan (Rel AP – ES1 & S1)
2 Kangaroo Paw	Mr Brad Kranenburg
3 Bluebell	Mrs Anita Byrnes (Rel AP – Stage 2)
3/4 Eucalyptus	Mrs Linda Este
4 Rose	Miss Linda Racanelli
4/5 Cassia	Mrs Christine McGrath
5 Wollemi Pine	Miss Patricia Walpole (AP)
6 Correa	Mr Nathan Crowther
6 Waratah	Miss Laura Blewitt
Librarian (Mon – Thurs)	Mr Rhys Norambuena
R/F/F & I.T	Mr Stephen Gadd
R/F/F	Mrs Salam Haidar
ESL	Mrs Sashi Lazras
ESL	Miss Maria DeMarco
Reading Recovery	Miss Janelle Lee
STLA	Mrs Dot Hemming (Mon-Thurs)
Community Language	Mrs Eman Soryal (Mon-Thurs)
Counsellor (Tues & Fri)	Mr Troy Toshack
School Administrative Manager	Ms Wendy Coaldrake
School Administrative Officer	Mrs Cindy Alterio
School Administrative Officer	Ms Deb Sheehy (Wed)
School Support Officer	Ms Debra Sheehy Mrs Michelle Lewis Mrs Linda Puckett
School Library Assistant (Tue)	Mrs Norma Cullen
General Assistant (Mon & Thur)	Mr Mark Ohrynowsky
Canteen	Ms Deb Tye
Teacher Mentor (Mon & Tues)	Ms Dimitra Giannacopoulos



K Banksia

## Parent Information Evenings

Thank you to the parents who have attended the Parent Information Session each evening this week. Tonight (Thursday) we will hold our fourth meeting this week primarily for Kindergarten parents.

Hope to see you there!

Join us for a coffee, tea and a bikkie, as we talk about routines and expectations for the year.

I must be honest in saying how very disappointed we are in the poor response to the parent evenings this week. Obviously there are always some parents who can't make this evening due to prior commitments. I absolutely understand and appreciate this. However, we hold these special information nights for only week, once each year. It is an opportunity to hear about your son or daughter's education for the coming year. On average, only about 20% of parents have attended. On some nights this has been as low as only 10%.

Our disappointment is not so much that we have given up our time for you, as teachers often work back or take work home, but lies in the fact that we know you have missed a valuable opportunity to learn about how we can work better together and ways that you can support your son or daughter at home with their learning.

Relevant Educational Research says clearly that student outcomes are enhanced when the school and the community work together.

If you have any ideas or thoughts on how we can improve or get more parents interested then please let me know.

Despite the poor response from parents, I would like to reiterate my thanks to all those who did attend and to all my teachers for caring, sharing and preparing the information sessions.



K Lilly Pilly

## **ANNUAL GENERAL SCHOOL CONTRIBUTION**

The fee set for 2011 is the same as in past years. Thankyou to those parents who have contributed as this goes towards school resources and improvements to the playground.

One Child	-	\$35.00 fee
Two Children	-	\$50.00 fee
Three Children or more	-	\$60.00 fee

Please send in payment in an envelope with the student's name and class on the envelope. Include the cut off slip at the bottom of the letter sent home 2 weeks ago.



1 Flannel Flower

Hope you like our display of Australian Flora as adopted by our classes this year. Have a great fortnight!

Mr P. Lawless  
Principal



2 Acacia

**SPECIAL STUDENTS  
SENT TO SHOW GOOD  
WORK TO THE PRINCIPAL  
THIS FORTNIGHT.**



**K Lilly Pilly**

**Sarina Georgis  
Hassan Farhat**

**2 Acacia**

**Charlie Asaad  
Bemnet Asrat  
Zac Skaf**

**2 Kangaroo Paw Meshwa Patel**

**4 Rose**

**Diab Elomran**

**4/5 Cassia Aidan Turner**

**5 Wollemi Pine**

**Alex Taviliniu  
Angela Nguyen**

**6 Correa**

**Tooa Rees  
Shehan Wijesurendra**

**6 Waratah**

**Edmond Tran**

**CONGRATULATIONS!**  
**KEEP UP THE GOOD WORK.**  
Mr Lawless  
**I HOPE TO SEE YOU NEXT WEEK!**

### **Recount – Maroon for a Day by 2 Acacia**

Last Thursday Guildford Public School wore maroon clothes for a special day. We wore maroon for a day to raise money for schools in Queensland.

Firstly our class looked at photos of the Queensland floods. Secondly, we went to our tables and wrote some sentences about the floods in Queensland. Next we got our gold coins and lined up to go to the courtyard for a special assembly. Then we sat on the silver seats and Mr Lawless spoke on the microphone about the big disaster. After that we put our gold coins on top of a map of Queensland. Finally we went back to our classroom and had fruit break.

We felt sad for the people who live in Queensland because their houses and schools were destroyed,

## University Competitions

Students in Years 3 to 6 have the opportunity to enter the University Competitions for English, Mathematics, Spelling, Science and Computer Skills.

Competition dates and costs are as follows:

Computer Skills	Tues 24 May	\$8.00
Science	Wed 8 June	\$8.00
Spelling	Tues 21 June	\$11.00
English	Tues 2 Aug	\$8.00
Mathematics	Tues 16 Aug	\$8.00

A note will be going home this week and must be returned with amount by Thursday 31 March.

Miss L Racanelli  
(Competition Co-ordinator)



### Choir News

Auditions for the school choir were held on Monday afternoon. This year we have 27 students in the choir.

Please note the date of the Our Spectacular performance at the Opera house: Thursday 28 July.

Unfortunately only 17 of these children will be able to participate in the Opera House performance. First preference will be given to students from Years 5 & 6 **but** attitude and behaviour will be considered before students are selected to have the honour of performing and representing Guildford school at the Opera House. Students will be advised by early Term 2 if they will be invited to participate in Our Spectacular at the Opera House.

All students in the choir will be able to participate in school-based performances and any visits made to local Nursing Homes. Our first performance will be as part of the Anzac Day Service.

D Hemming  
Choir Teacher



K Daisy

## Parents in Partnership



Thanks to those parents who have already assisted in Parents in Partnership for 2011. They have covered books for classrooms sharpened pencils, pencils, pencils. The teachers really appreciate your effort.

There will be a workshop on comprehension led by the literacy team on Thursday, 10 March. All parents are invited to participate.

If you have any suggestions for areas that you would like to know more about, please contact me (Mrs Hemming) and I will try to arrange a workshop on that topic.

I look forward to meeting as many parents as possible at future meetings. Remember that most Thursday mornings are spent making resources with time for a chat and a cup of tea or coffee. This is an ideal way to meet other members of the school community.

D Hemming

Parents in Partnership Co-ordinator.



2 Kangaroo Paw



1/2 Persoonia





3 Bluebell



4/5 Cassia

## ***DATES TO REMEMBER TERM 1 2011***

7/4/11	Easter Egg Parade
21/2/11 to 23/2/11	Parent Information Evenings Stage 1 to Stage 3
01/3/11	Zone Swimming Carnival



5 Wollemi Pine



6 Waratah

### **HEAD LICE**

Once again there has been a number of cases of Head Lice infestations reported in the school.

Departmental regulations recommends that children **are treated with medication from a chemist**

**until all the lice and eggs are dead.** **You may decide it necessary to keep your child at home until it is treated.** **Please advise us if you do,** although if head lice management is ongoing it is not necessary to keep your child at home.

It would be appreciated if all parents could check their child's/children's hair in natural sunlight at least once a week every week. It is the parent's responsibility to ensure that their child/children are constantly free of head lice so that other children are not being infected.

**Chemical solutions are available from the chemist; however no medication will remove the eggs.** **Parents are responsible for doing this.**

Ms Coaldrake. School Admin Manager







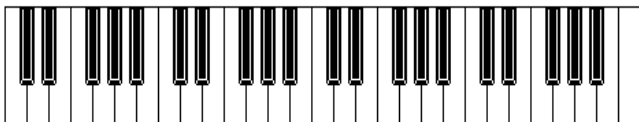
## Learn Music on Keyboard at Guildford Public School



- \* Music theory
- \* Instrument playing
- \* Ensemble practice
- \* Fun music games
- \* 45 mins lesson weekly, small group
- \* Music material included
- \* Instrument not required initially

### **Smart Kids Love Music!**

Call to enrol: **9411 3122** (VIP Music est. 1984)



## **PHYSICAL CULTURE CLUB**

Calling Girls 5 – 12 Years !!!  
Why not come and give physi a try ?  
First lesson free for new members !  
FUN, FITNESS AND FRIENDSHIP in  
Modern Dance with Top 40 Music !  
For more information contact :  
Sammy 0425 368602

