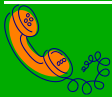


# John Purchase Public School

**Advance Together: Strive for Excellence**



9875 3100



9875 3762



[johnpurch-p.school@det.nsw.edu.au](mailto:johnpurch-p.school@det.nsw.edu.au)  
[www.johnpurch-p.schools.nsw.gov.au](http://www.johnpurch-p.schools.nsw.gov.au)



## THE CALENDAR

**The October P & C meeting is scheduled for Monday 21<sup>st</sup> October 2019 at 7pm in the staffroom.**

<b><u>WED 16 OCT</u></b> Sydney North Athletics	<b><u>THURS 17 OCT</u></b> 2.05pm Assembly Stage 3 item	<b><u>FRI 18 OCT</u></b> Group photos	<b><u>MON 21 OCT</u></b> P & C Meeting	<b><u>TUES 22 OCT</u></b> Kindy Orientation
<b><u>WED 23 OCT</u></b> Band instrument Try outs	<b><u>THURS 24 OCT</u></b> Steam Team Presentations	<b><u>FRI 25 OCT</u></b> P & C Breakfast for staff	<b><u>TUES 29 OCT</u></b> Kindy Orientation	<b><u>WED 30 OCT</u></b> Yr5 Narrabeen
<b><u>THURS 31/OCT</u></b> Yr5 Narrabeen 2.05 pm Assembly	<b><u>FRI 1 NOV</u></b> Yr 5 Narrabeen	<b><u>WED 6 NOV</u></b> Stage 1 excursion	<b><u>THURS 7 NOV</u></b> Stage 1 excursion	<b><u>MON 11 NOV</u></b> Remembrance Day P & C meeting 7pm Yr 2 start swim school
<b><u>TUES 12 NOV</u></b> Kindy orientation	<b><u>THURS 14 NOV</u></b> Kindy farm excursion 1.50pm leadership speech assembly	<b><u>SUN 17 NOV</u></b> Band Concert	<b><u>MON 18 NOV</u></b> High Performance Class testing begins	<b><u>TUES 19 NOV</u></b> Kindy 2020 Info night
<b><u>THURS 28 NOV</u></b> 2.05 PM Assembly	<b><u>TUES 3 DEC</u></b> Bronze Award morning tea Scripture Xmas Service Yr6 Transition to CTHS 9-11am	<b><u>WED 4 DEC</u></b> Bronze Medallion Morning tea	<b><u>FRI 6 DEC</u></b> Yr 6 mini fete	<b><u>MON 9 DEC</u></b> P & C Meeting

For future dates please refer to the "calendar" tab located on the school website  
[www.johnpurch-p.schools.nsw.gov.au](http://www.johnpurch-p.schools.nsw.gov.au)

## FROM THE PRINCIPAL

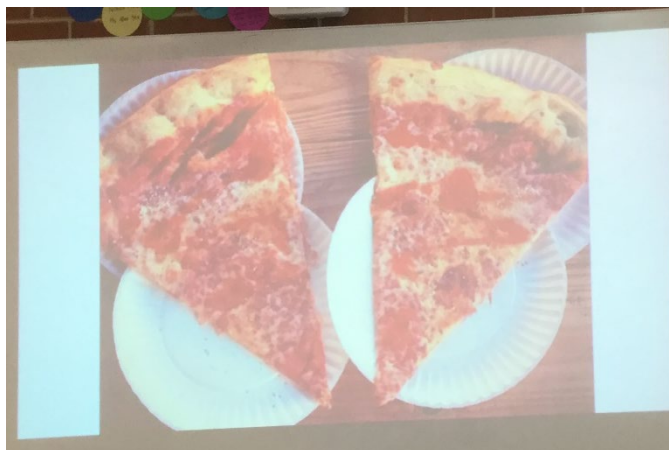
### LET'S TAKE A LOOK IN THE YEAR 1 CLASSROOMS!

#### What were the students in 1A learning?

When I popped in to the 1A classroom I saw the children looking closely at an image of pizza. They were using the picture to work out what they were going to be learning in their maths lesson that day.

Some children thought the picture could teach them about fractions since the picture was cut in half. Another thought it could relate to dividing as they had been learning about sharing during the week and they could share the pizza.

*The pizza is on top of the plates so it could be about weight,* thought another.



*It's about addition as there are two of them. They added another one.*

Yet another child thought the lesson could involve learning about shapes because the pizza pieces were triangles and the plates were circles.

The notion of area was then raised when a child suggested comparing the size and then the areas.

While this introductory part of the lesson only took a few minutes, it was a wonderful way of sparking the students' curiosity and fostering their reasoning skills. Throughout this lesson component, Miss Fiorino was using catch and pass questions to extend their thinking and to relate their responses to various maths concepts. Questions such as: What else? What do you see? If it wasn't fractions what else could it be? How does that relate to maths?



Miss Fiorino showed another picture and the students discussed this in relation to the concept of area. They began to talk about comparing different areas. She asked the students, *How can we compare of the area of the tiles in the picture?*

The students took a closer look at the white squares and they discussed ways they could count the squares. They soon realised that a quick way was to count 5 down the side and they could count up by 5's – 5, 10, 15...

## Area

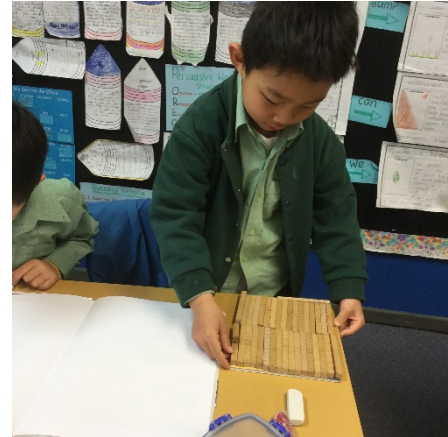
**WALT:** Use informal measurement to find the area of an object  
**Why is this important?**

**How?** We are going to use the mystery items on our desk as our measuring tools to measure the area of our WRAP books.

**Rules:**

1. We need to use identical items to measure our WRAP books....why?
2. We need to place our identical items on top of our WRAP book in arrays.....why?
3. Our measuring tools can not overlap or have gaps....why?

The



WALT (We are learning to...) for the lesson was displayed and discussed and the students thought about why the learning was important.

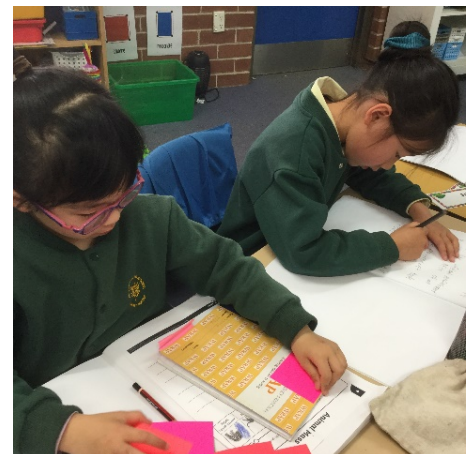
Miss Fiorino asked them, *Why is it important to be able to measure areas without tools or rulers?*

Students were able to respond, *If you don't have a measure, you get another thing to do it. We won't always have a ruler.*

*Also, we can see if the area is big enough with our eyes (estimation).*

Students also discussed the need to use arrays so they could count them easily and that they couldn't leave spaces or overlap the objects because this would give them the wrong amount.

The teacher demonstrated finding the area using sticky notes and then children went back to their tables to independently estimate and find the area of their books using various items.







### What were the students in 1M learning?

The students in 1M were learning to think critically about text. Miss Moore displayed part of an image which had been taken from a book they would be reading and analysing, while the students thought about what the image may be. The students enthusiastically shared their thoughts while Miss Moore questioned them further, using catch and pass questions, to help students articulate their reasons for their responses.

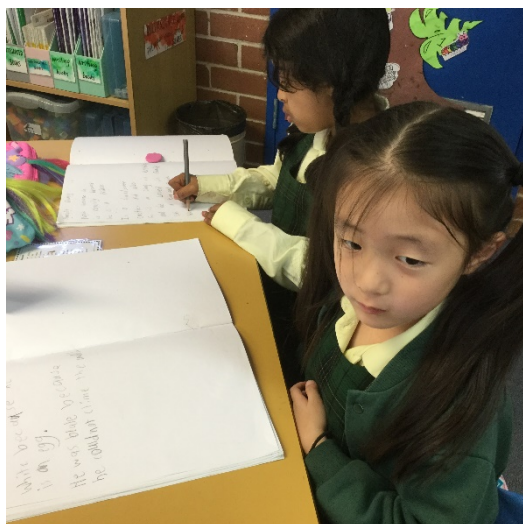
The second part was revealed, while students had thinking time to think about whether the first thoughts had changed. They shared their thoughts with a partner before the class came back together to discuss the setting and to make connections to other stories they know.



When the third section of the picture was revealed, students had another opportunity to change their prediction based on the new part of the picture and were able to provide evidence from the picture and their background knowledge to justify their ideas.

This method called *Slow Reveal* allows for a rich discussion to unfold as more parts of an image are revealed.

Once the full image was revealed, the children could see it related to the nursery rhyme of Humpty Dumpty. They discussed how authors sometimes change traditional stories such as in a book they had read previously called, *The True Story of the 3 Little Pigs*, and that stories can be told by a different viewpoint or perspective.

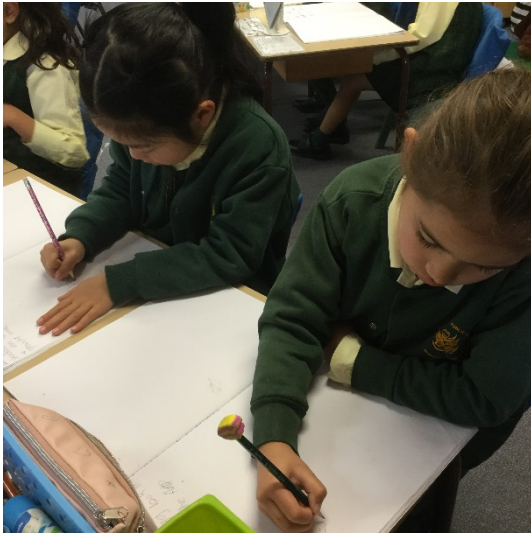


The children were asked to predict, to make connections and to justify ideas during the reading. What has happened? Why did he crack? Why do you think the bird came out? What clues in the picture tell us? What do eggs have in them? Why didn't the bird come out when he fell off the wall? How did he learn to fly?

As they turned to the final page which contained no words, the students discussed the power of illustrations to add meaning to a text.

The students then thought about the big ideas they had about the text overall and how they could represent their big ideas and key concepts using colour, symbols and images.

This involved students in making connections about the text and thinking metaphorically about the text. Again, Miss Moore continued to ask probing questions to help the children articulate the reasons for their choices.



The children, very capably, articulated their thinking:

- *I chose blue because you feel blue when you are sad. He was sad because he wanted to climb up and fly.*
- *Orange because the bird was orange and orange makes me feel happy. He was happy because he climbed the wall again.*

### What were the students in 1S Learning?

1S were learning to write imaginative text and their specific target for that lesson was to be super confident planners. They were going to write a plan for their imaginative writing to help them include all the necessary information and to help them stay on track when they went to write their stories.



They began by looking at an image and talking to their partner about what they could see and what could happen. As the children shared their ideas, Miss Scholz, asked probing questions, to elicit further information. The children were very enthusiastic about sharing their ideas:

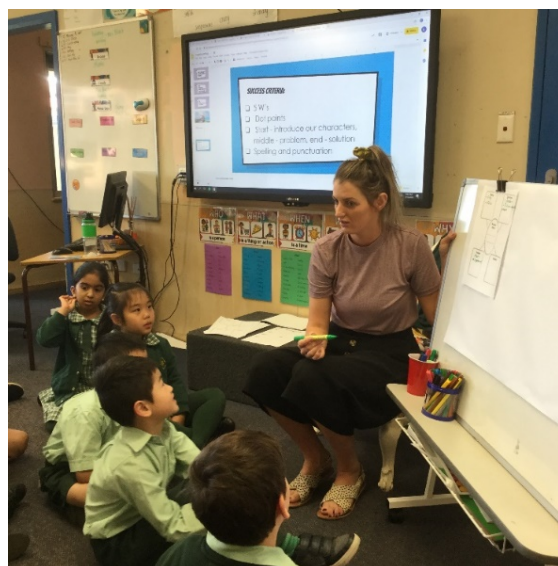
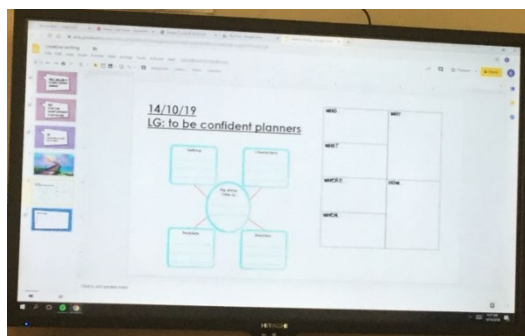
- the staircase is leading to a colourful magical land
- The stairs go to another beach,
- there's a Lego land above the clouds,
- The staircase leads back down on the other side to take you home.
-





Miss Scholz valued and named the thinking the children were doing, such as making connections and brought them back together to share their ideas.

A scaffold was provided to help the students include the necessary components in their plans. This scaffold was used to elicit ideas and to demonstrate how a plan is written



all

Miss Scholz then led a discussion to remind the students of what to include in an imaginary text. The children and teacher followed this up by collaboratively developing the success criteria, so that the children were clear about what to include and what was expected. The success criteria included:

- Using your holiday experiences.
- Including the 6Ws - who, what, when, why, where, how
- Using dot points in planning
- Including a beginning, middle (problem) and end (solution)
- Using correct spelling and punctuation.

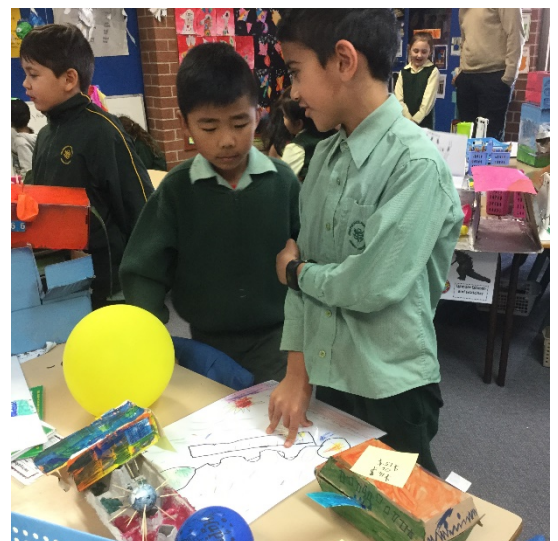
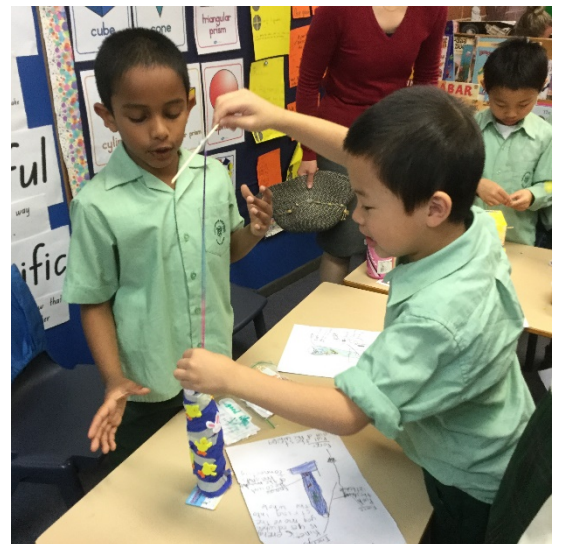
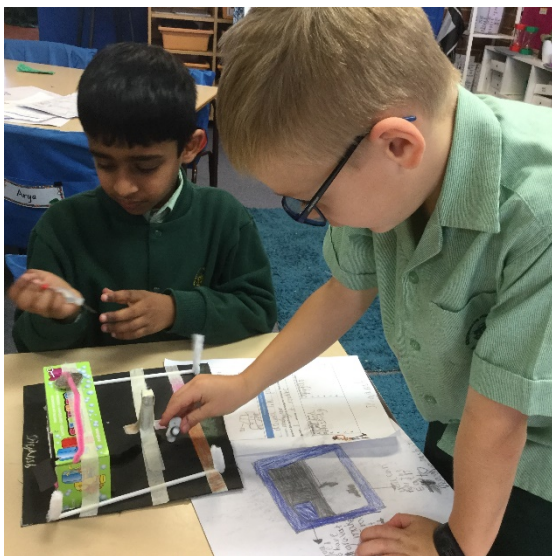
When the children returned to their tables, they enthusiastically began their plans, knowing what was expected to achieve success. It was a pleasure to start the term in such a positive and enthusiastic environment.





### Stage One Toy Expo

Congratulations to our Stage One students, who proudly presented the toys they had made to showcase their learning about the scientific concepts of force and energy. It was lovely to see mums, dads, grandparents and visitors celebrating the children's work.



### Stage 3 Students Celebrate Mathematical Achievements

What is the area of the entire footpath, in square metres?

Hint: What is the area of the part of the footpath that is between the two car spaces?

---

What is  $19 \times 1 + 19 \times 2 + 19 \times 3 + 19 \times 4$ ?

Hint: Think of  $19 \times 1$  as being 19 squares in a row.

---

Lana has two  $20\text{cm} \times 20\text{cm}$  squares of cellophane: a blue one, and a yellow one.

She uses them to cover a  $25\text{cm} \times 20\text{cm}$  window pane, as shown in the diagram.

Where the two squares overlap, the colour looks green.

What is the perimeter of the green rectangle, in centimetres?

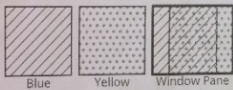
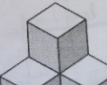
Hint: You could draw the window, and then mark all of the information on the diagram.

---

Four  $1\text{cm} \times 1\text{cm} \times 1\text{cm}$  cubes are glued together, face to face.

The whole object is then dipped into a bucket of red paint, so that every face is covered.

What is the total area, in square centimetres, of all of

Congratulations to our Stage 3 students for their perseverance and improvement in mathematical problem solving. In the final week of last term the Stage 3 students celebrated the achievements they had made in the Mathematical Olympiad.

The students I spoke to were able to articulate their mathematical thinking and the processes used to solve a range of complex problems. Great work!



### Parenting

In the *Parenting Ideas* article below, Michael Grose suggests some key strategies we can use to model to children how to manage emotions.

### Congratulations Mr Kerrigan

We congratulate Mr Kerrigan on gaining a 12 month secondment to teach in the country as part of the *Rural Experience Placement* program. Mr Kerrigan is a highly valued and respected teacher at our school. He is such a thoughtful teacher with high expectations for all students, and is a thoughtful colleague and employee.

Mr Kerrigan has always wanted to give back to communities and people in a less fortunate position and is commended for following a dream he has had for a number of years. We will certainly miss his smiling and positive presence next year.

### Early Arrival

This is a reminder that supervision before school begins at 8.25am. While there are some activities such as band and dance which occur in the mornings prior to 8.25am, siblings of those attending the extra-curricular instruction should not be arriving prior to 8.25am, as supervision is not provided at this time.

Mrs Leonie Black  
Principal



parenting\*ideas

# insights

## 7 healthy ways to manage emotions

by Michael Grose



EMOTIONAL INTELLIGENCE



What training did you get from your parents in managing emotions? If you are like me, you didn't get much really constructive help in recognising or regulating feelings. "Don't worry! It will all turn out right!" was about the extent of the emotional management in my house. I guess that's why many people automatically default to ineffective ways to manage difficult emotions as adults.

**Ineffective ways such as:**

1. Avoidance: "I'm okay, really!"
2. Denial: "Nothing wrong with me!"
3. Wishful thinking: "She'll be right!"
4. Worry: "What if...."
5. Self-denigration: "What do you expect? I'm a loser!"
6. Blaming others: "She makes me feel so mad!"
7. Acting out (also abusing alcohol and other drugs): "Come here you! I'll show you ...."

And they pass those same ineffective methods on to their children. Anxiety (a legitimate feeling), anger(also legitimate) and apathy (not a recommended state) are now at epidemic proportions among children and young people, even though we live in affluent times.

**Here are 7 healthy ways to manage your emotions that you can pass on to your children:****1. Breathe deeply**

The trick here is to take deep breaths, rather than shallow breaths. The easiest way to breathe deeply is to sit up straight (or stand up straight) count to 3 quietly while breathing through your nose, and count to 5 while breathing out. Breathe slowly and deeply. You may even feel a little 'heady', which indicates deep (and low) breathing.



## parenting\*ideas

### 2. Use a positive reappraisal

Sometimes known as positive reframing, positive reappraisal is a simple technique you can use to help you look at a situation or event in a different light. Emotions are caused not by an event, but by the way we look at an event. A wedding speech to one person is a chance to strut your stuff (so they feel excited), while someone else may see it at as a nightmare (so they feel anxious). Change the way you view something and you'll be able to manage your emotional response. "This is a challenge, not a problem" is a catch-all reappraisal. The more specific the reappraisal the more effective it will be.

### 3. Exercise

Exercise releases endorphins; nature's feel-good chemical, which will move your mood to a better state. The paradox is that we often don't feel like exercising, when we really need it. Let's face it, when you come home from work tired and stressed, exercise is the last thing on your mind. BUT going for a run, walking the dog or even a playing agame outside with the kids is the very thing you need to feel better.

### 4. Meditate to stop those thoughts

If you struggle to close down the thoughts that race through your brain, then meditation will offer you the relief you need. Living with a brain that never seems to close down, or at least never stops ruminating and examining all sorts of scenarios can be exhausting robbing you of huge amounts of emotional energy. Alcohol is one solution, but not necessarily healthy. Parentingideas recommends meditation as a life skill that will help you balance to your emotional state.

### 5. Find spirituality or something bigger than you

It's no coincidence that most sustainable cultures have an aspect of spirituality present- that is, there is something or someone bigger than us present. As Western cultures have become more prosperous the place of religion specifically, and spirituality in general, has diminished. We are the poorer for it as we've become insular as individuals. If religion whether organised or unorganised is not your bag, then find a cause that inspires you and makes you feel significant through your contribution. Adding meaning to your life will help you make sense of difficult feelings, and importantly, keep the blue moments in perspective.

### 6. Change your goal

Sometimes our emotional state is giving us a message- that is, we are not on the right path. There are times when we set ourselves targets or aspire to goals that are unrealistic and unattainable. The result of our honest efforts is that we continuously feel overwhelmed, swamped and stressed.

### 7. Get support from others

Asking for help takes many forms. It may be simply having someone at work you can offload your worries to when needed through to joining a specific support group (such as a parent group of children on the spectrum) so that you can share your experiences and get validation for the frustration, stress or anxiousness you may be experiencing.

Check out how many of these healthy emotional management techniques you currently practice. My guess is that you do many of these intuitively, but you weren't aware that they are emotional management techniques.



**Michael Grose**

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 12 books for parents including *Spoonfed Generation* and the best-selling *Why First Borns Rule the World and Last Borns Want to Change It*. His latest release *Anxious Kids*, was co-authored with Dr Jodi Richardson.



## FROM THE DEPUTY PRINCIPAL

### **Group Photograph Day is this Friday 18th October - 8:20am start**

Parents are advised that group photographs will be taken at school this Friday 18th October. Members of the Concert and Training Bands are kindly requested to be at school early, prepared for an 8:20am photograph.

Teachers will inform students about the specific teams and representatives involved in the photography session, early in the week. All students involved in group photos, need to be photographed in full summer school uniform, except for the following groups:

Sporting Teams – JPPS full sports uniform

Concert Band: white polo shirt, black pants, black shoes and socks + instrument

Training Band: yellow polo shirt, black pants, black shoes and socks + instrument

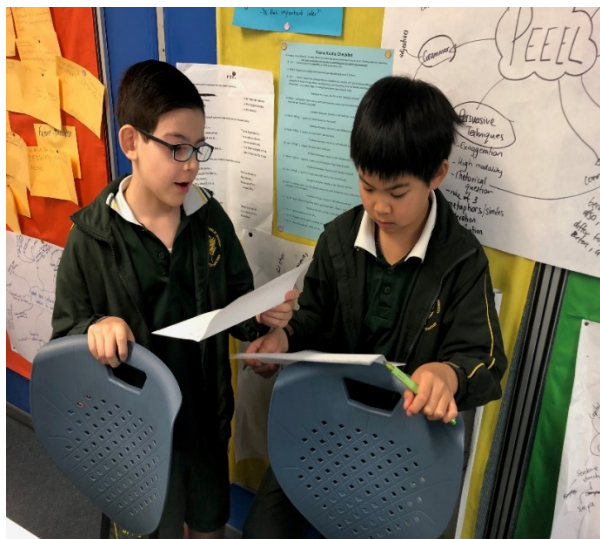
Dance Troupes – Dance costumes

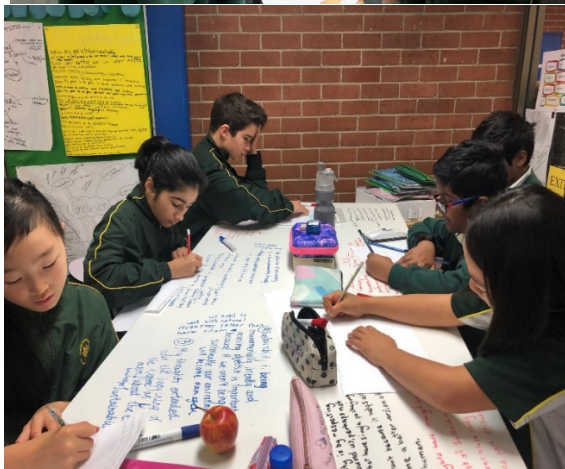
### **Student Leaders 2020 Election Process**

Parents of Year 5 students will be receiving an email this week, outlining the process for nomination and election of the 2020 School Leaders. Today, I met with all of Year 5 to discuss the selection criteria and Student Leader Code of Conduct. All students have been reminded to engage respectfully in the entire process, which will culminate in the presentation of speeches at assembly, followed by the secret ballot vote on the afternoon of Thursday 14th November. Parents are cordially invited to attend on this day, to hear candidates' speeches at the earlier time of 1:45pm.

### **5J Classroom Visit**

I had the pleasure of visiting 5J in the last week of Term 3, as students were using their knowledge about sustainability, to re-define the concept and reflect on each others' understandings. Each student was required to record his or her own ideas about sustainability and why it is important. By engaging in meaningful conversations with peers, individuals were questioned regarding how their thinking may have changed or had been extended, since the first lessons at the beginning of term. 5J participated effectively in an adaptation of the 'Rumours' Protocol, which required partner collaboration, listening, speaking, exchange of thoughts and finally, reflection. Thank you Miss McDonald and 5J!





### **'Make A Wish' Fundraiser**

Students and staff enjoyed participating in our mufti day for the Make a Wish Foundation, held last term. Overall, we raised \$621.90 Congratulations JPPS!



### **Assembly this Thursday – Stage 3 Performance**

Parents are reminded that there will be an assembly this Thursday afternoon, commencing at 2:05pm under the COLA. Stage 3 students will be presenting an item.



**‘High Potential and Gifted’ (HPG) classes at JPPS in 2020**

The NSW Department of Education recognises that high potential and gifted students require support to optimise their growth and achievement. Professor François Gagné suggests that potential exists along a continuum, where, given optimal conditions, high potential can lead to high performance and achievement. Gagné outlines that students may exhibit potential in one or more domains including intellectual, creative, social-emotional, and physical.

At John Purchase Public School, we offer a rich and varied educational program, combining academic, cultural and social opportunities, designed to assist each student fully develop his or her skills, in a happy and supportive classroom environment. We believe that high potential and gifted students benefit from:

- an opportunity to learn with their like-ability peers;
- an opportunity to experience a rigorous and challenging curriculum;
- experiencing high cognitive tasks and
- being supported in their special interests and talents.
- 

All John Purchase Public School staff are committed to providing an outstanding education. Learning programs are based on NSW syllabuses. However, the content of our special programs within the High Potential and Gifted classes are further differentiated to the needs of these students.

High potential and gifted students do benefit from participating in learning that is rigorous and incorporates extension and enrichment activities. These activities allow students to extend basic concepts and to connect their personal interests within a differentiated curriculum.

In 2020, we plan to provide High Potential and Gifted classes at our school. The quantity and structure of the classes will be dependent on student numbers in Stages 2 and 3, as well as staff available next year.

If your child will be entering Years 3, 4, 5 or 6 in 2020 and you would like him or her to be considered for a HPG class placement, he/she must participate in the assessment program at our school, commencing over the two weeks from Monday 18 November 2019.

Application forms were emailed to all parents, with children in Year 2 to Year 5, last term. Forms are also available from the school office. All candidates who have submitted their applications by the due date, will be tested over two weeks, commencing 18/11/19.

Please complete the application form and return it to the school office by **3pm Tuesday 5 November, 2019. No late applications will be accepted.** Students currently enrolled in 3/4W, 4/5B or 5/6JG, do not need to re-apply.

**Our School Expectations**

**This week's expectation is:  
Responsibility: Wear your hat**

**Congratulations** to the students who have demonstrated our school expectations of **RESPECT**, **RESPONSIBILITY** or who have tried to **ASPIRE**.

### Purchase Pride Badge (10 Purchase Prides)



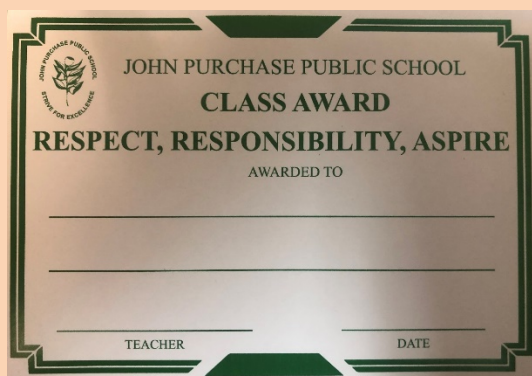
When students receive ten Purchase Pride awards (pictured above), these should be left in Mrs King's 'award shelf' in the administration corridor. The ten awards need to be bundled together and **clearly labelled** with the student's name and current class.

Purchase Pride cards have a tear off strip. This strip may be removed by the recipient and placed in the appropriate stage box outside Mrs King's office, to go in the lucky dip draw for a canteen voucher. This draw is usually held at the Monday morning assembly.

Students will be presented with their Purchase Pride badge at the **Week 2 Monday morning assembly next week. Congratulations to the following recipients:**

**Srinika K 2D, Lachlan 2B, Chenyi 3M, Neel 4LT, Coby KI, Sienna 1A, Ayaan 3B, Sophie 3L, Billy H 4-O, Chloe M 4N, Lila P 4N, Tara 2D, Sachkeerat KI, Ashley 2D, Valli 4LT**

### What do I do with my Class Awards?



When a student has received ten green/white class awards (pictured above), they should be handed in to Mrs King's 'award shelf' in the administration corridor. The ten class awards need to be bundled together and **clearly labelled** with the student's name, current class and award level reached:

**10 Class Awards = Bronze 20 = Silver 30 = Gold 40 = Bronze Medallion 50 = Silver Medallion 60 = Gold Medallion 75 = Platinum Medallion and Principal for the Day!**

A clear, snap lock bag is ideal for this purpose!

With the exception of Bronze Awards (which are published at the end of the term and presented at a Principal's morning tea for students and parents), all awards received by 9am on Friday mornings, are 'stamped' and published in the next school newsletter, which is usually on the following Monday. At this time, I indicate when these awards will be presented at the Thursday afternoon whole school assembly.

Students need to be responsible for their own awards, as replacements are not issued.



**Bronze Award (10 Class Awards)**

Please note that these awards are presented once per term. Bronze Awardees and their parents will be invited to attend the Principal's Morning Tea, which is held in Week 10 each term. Bronze Awards are presented at the morning tea. Recipients' names will be published closer to the end of the term.

**Silver Award (20 Class Awards)**

Please note that these awards will be presented at the **Week 1** Thursday afternoon assembly this week. Congratulations to:

**Sophie C 3L, Sanaya D 4LT**

**Gold Award (30 Class Awards)**

Please note that these awards will be presented at the **Week 1** Thursday afternoon assembly this week. Congratulations to:

**Amanda L 5M, Chelsea A 4N, Emily C 5/6JG**

**Silver Medallion (50 Class Awards)**

Please note that this award will be presented at the **Week 1** Thursday afternoon assembly this week. Congratulations to:

**Harley G 5J**

**Year 7 2021 Selective High School Applications**

Parents who are considering Year 7 entry for selective high schools in 2021, are advised that the application process has now opened. Parents must apply online. Applications close on 11<sup>th</sup> November this year. The direct link to the application form is now live at:

<https://hpsuplacement.org.au/register> Further information can be found at:  
<https://education.nsw.gov.au/public-schools/selective-high-schools-and-opportunity-classes/year-7/application-process>

**Kindergarten 2020 Orientation Program**

Do you know any local families with preschool aged children about to commence school? Please let them know that we are currently preparing a wonderful orientation program for students commencing Kindergarten in 2020. We strongly encourage attendance at all 3 orientation sessions to best prepare for a positive start to school next year. Please share these session dates and times with families in our school area:

Kindergarten 2020 Orientation Session 1 – Tuesday 22 October 9:15am – 10:30am

Kindergarten 2020 Orientation Session 2 – Tuesday 29 October 9:15am – 10:30am

Kindergarten 2020 Orientation Session 3 – Tuesday 12 November 9:15am – 10:30am

Please call the school on 9875 3100, if you require further information regarding Kindergarten enrolments.

*Mrs Adela King*  
Deputy Principal

**FROM THE TEACHERS****TERM 4 TALENT SHOWCASE & AUDITIONS 2019**

Calling all students from **Year 1 to Year 6!** Start rehearsing! The search is on again for acts to perform in our annual Talent Showcase. Acts can include singing, dance, instrumental, poetry, martial arts, jokes or skits. The aim of this event is to highlight student talent, with a focus on participant enjoyment and audience entertainment, in a fixed timeframe.

**Requirements for entrants:**

- All **dance** items must be no longer than **2 minutes**.
- Music must be on a USB device and cut to the length of the performance. (No phone music please.)
- All other items must be no longer than **3 minutes**.
- Costumes and music are to be provided by the entrants.
- A piano, music stand and microphone are available for students to use in the hall.

**Students wishing to audition for the Talent Showcase must have completed the following:**

- Signed parent/carer permission note
- Audition entries must be received in the Talent Showcase Entry Box, located in the school office, by **Friday 1st November 2019**. **No late entries will be accepted.**

**Term 4 Timeframe and Selections:** Auditions will take place during lunch times in Weeks 4, 5, 6 and 7. Entrants will be notified of their audition time in writing and all information will be placed on the Student Noticeboard outside 4/5B classroom. All acts will be judged by members of the teaching staff. Acts will be judged primarily on **entertainment value**, and will need to be well-rehearsed. Entrants who pass the auditions, will be in the Talent Showcase that will take place on **Monday 16 December**, in the school hall. These students will be required to perform for the K-6 student audience three times on this day. The **Parent Viewing Showcase** will be held on **Tuesday 17 December** in the school hall at 9:10am.

**Special Conditions:** Students may enter only once (unless their entire class has nominated an item, which sometimes occurs). As there are usually many entrants, we do need to enforce this restriction, in order to allow as many people to perform, as possible. We appreciate all the effort that students put into the auditions, however, there are limited places. Judging criteria will largely be based upon audience engagement. The judges' decisions are final, and no correspondence will be entered into. For further information, please contact Mrs Mugridge.



# Voluntary Community Reading Project



**Brought to you by the Reading Committee**

Do you like to read?

We are looking for Stage 3 students who'd like to share their reading talent with elderly residents at

**The Lady of Grace Nursing home located at, 454 Old Northern Road, Dural.**

This would involve students acting as volunteers reading to elderly residents in the company of their parents.

This initiative will help your child develop confidence when reading in front of different audiences, and to see themselves as active citizens in social partnership within our community.

**To the WORLD,  
you may be  
ONE PERSON,  
but to  
ONE PERSON  
you may be  
the WORLD.**

**When:** Tuesday 12<sup>th</sup> November – 3:45pm until 4:15pm

If you and your child would like to be involved in this event, please complete the expression of interest below and return it to:

**Mrs Martinez by Tuesday 5<sup>th</sup> November**

.....  
.....

My child and I would love to participate in the **Voluntary Community Reading Project**

**Child's Name** ..... **Class**

.....

**Parent or Carer's Name** ..... **Phone**

.....



### Talk with your children about bystanders

Bullying involves more than the students who are bullied and those who bully others.

Bullying often continues because people who are involved do not talk about it and seek help. This includes people who observe bullying – the bystanders. A bystander is someone who sees the bullying or knows that it is happening to someone else.

Bystanders might be afraid that they will be bullied next, and this may influence their decision about what they will do if they see bullying happening. There are different types of bystanders and in this model, they are described as:

**Contributors** – This group offer support to the person bullying, either by helping the person to bully the other person or by encouraging the person bullying. This group might gather to watch the incident (sometimes from concern for the person being bullied, sometimes to see what will happen, and sometimes for enjoyment).

**Supporters** – This group dislikes the bullying, is concerned for the person being bullied and actively tries to help the person being bullied.

### What can bystanders do?

If students see another student being bullied they should:

- Ask a teacher or support person for help
- Let the person doing the bullying know that what they are doing is bullying
- Refuse to join in with the bullying and walk away
- Support the student who is being bullied
- Support their friends and protect them from bullying (children who are alone are more likely to be the target of bullying, so encourage your children to be aware of children who are left out or on their own at school).

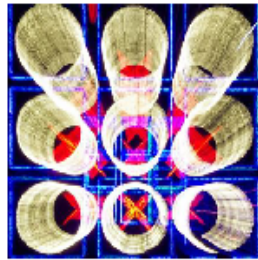
*Leonie Cole*

Learning and Support Teacher



STEAM Team - Moving Art -2019

This year STEAM TEAM is exploring ways to combine art  
and science in response to  
Vivid and artworks at  
Sydney Contemporary Art Gallery of NSW.



Taken from: Vivid 2012 - Flickr - Creative Commons - Public Domain

Students will be developing their projects from the  
beginning of Term 2 to Term 4 at JPPS.

On Thursday 2<sup>th</sup> October, parents are invited to see  
students' artworks from 4.30 pm to 5.30 pm in the annex.

STEAM TEAM Committee:

Miss Nelson, Mrs McDonald & Mrs Martinez



Dear Parents and Carers,  
The JPPS staff have a knitting basket in the staff room that allows us to practise relaxation techniques during recess and lunch. We have all been contributing to create a blanket for charity.

If you have any spare wool and would like to donate it, please bring it to the front office.

We are using 8mm acrylic wool, but are open to using any wool you wish to gift!  
From the JPPS Staff.

## FROM THE UNIFORM SHOP

### FROM THE UNIFORM SHOP

Welcome back to Term 4!

Just a reminder that summer uniform is to be worn in Term 4. We now have two new summer items available for girls to wear as an alternative to our tunic. An embroidered short sleeve blouse and a skirt are now in stock.

As of Monday 21<sup>st</sup> October 2019, there will be a small price increase on some items. The new prices will be on the school website next Monday.

It has been six years since the uniform shop increased any prices. Over this time supplier costs have steadily risen, necessitating a price increase for us.

The P&C runs the store as a service to the school community and proceeds of the store are returned to the school as P&C donations. Most recently the P&C has purchased data projectors and air conditioning for the school, as well as installing an artificial grass area in the infants playground. We really appreciate your understanding for both the price increase, and the benefit to the school of having the uniform shop service.

Thank you.

**SARAH NICHOLS**

Uniform Shop Manager | John Purchase Public School

[jpps.uniform@gmail.com.au](mailto:jpps.uniform@gmail.com.au) | 0412 987 027



## JPPS Band Program 2020

The JPPS Band are looking for new members for 2020. There are currently two bands -Training band for those with little or no musical experience, and Concert Band for those who have either completed one year of Training Band or have had some previous band experience outside of JPPS. The Band Program is open to students from Year 3 to Year 6.

Last term, current band members spoke at Friday morning assemblies, sharing their experiences and encouraging others to join. This term in week 2 (Wednesday 23<sup>rd</sup> October), students in Year 2 and interested students in Year 3/4/5 will have the opportunity at school to try out various wind/brass/percussion instruments. We will send home a note informing you of your child's preferences. The following week the Band Committee will hold their annual Band Information Evening for parents. Enrolments for the Band Programme 2020 will open in Term 4, Week 3.

The JPPS Band Community will be holding the annual Band End of Year Concert on **Sunday 17th November**. Please join us for a relaxed afternoon of music, from both of the bands and students performing solos. Afternoon tea will be available. This is a fantastic opportunity for your child to see the bands in action and experience the joy of music first hand.

For further information, or if you have any questions, please get in touch with the JPPS Band Committee at [jppsbandcommittee@gmail.com](mailto:jppsbandcommittee@gmail.com)

### **Band Information Evening**

Term 4 - Week 3

Wednesday, 30<sup>th</sup> October

6.00pm – 6.30pm: Instrument trial session

6.30pm – 7.30pm: Information session

Hall Annexe

### **End of Year Concert**

Sunday, 17<sup>th</sup> November

2.00pm – 5.00pm


JPPS COLA



## FROM THE COMMUNITY

Please note our school publishes events for the convenience of families but does not endorse any activity, person, product

**PARENTING RESILIENT CHILDREN**  
Speaker - Valerie Ling, Clinical Psychologist




**Sunday  
3rd November  
2:30pm**  
**John Purchase Public  
School Hall**  
RSVP: 0401 356 997 or  
events@cherrybrookpc  
.org.au

Resilience is the ability to 'bounce back' from tough times and parents play a key role in this aspect of their child's development.

Our speaker, Valerie Ling, is a clinical psychologist and director of the Centre for Effective Living. She is also a Christian and is active in her local church. Valerie will discuss strategies for families to develop children's resilience.

•Creche available for children under 12.



CHERRYBROOK  
PRESBYTERIAN  
CHURCH