

John Purchase Public School

Advance Together: Strive for Excellence



9875 3100



9875 3762



johnpurch-p.school@det.nsw.edu.au
www.johnpurch-p.schools.nsw.gov.au



THE CALENDAR

For future dates please refer to the "calendar" tab located on the school website
www.johnpurch-p.schools.nsw.gov.au

| | | | | |
|---|--|---|---|--|
| <p><u>MON 17 JUNE</u> 7pm P & C meeting Band School 2B & 2N Woolworths</p> | <p><u>TUES 18 JUNE</u> Band School Knockout Netball 9.30am Oakhill Drive PS</p> | <p><u>THURS 20 JUNE</u> Back up Athletics Field</p> | <p><u>FRI 21 JUNE</u> Sydney North cross country</p> | <p><u>MON 24 JUNE</u> Stage 2 excursion</p> |
| <p><u>TUES 25 JUNE</u> Stage 2 Excursion</p> | <p><u>WED 26 JUNE</u> Stage 2 Excursion</p> | <p><u>THURS 27 JUNE</u> Parent Portal opens for access to reports 2.05pm Assembly Concert Band performance</p> | <p><u>TUES 2 JULY</u> Bronze award morning tea in the annexe.</p> | <p><u>THURS 3 JULY</u> Bronze medallion morning tea – Mrs Black's office</p> |

FROM THE PRINCIPAL

Feedback Used to 'Feedforward'

Research has shown that providing effective feedback can be one of the most powerful influences on student progress. During this semester we have been learning about how to give feedback to students in a way that maximises their learning. Some of the main take-aways from our learning include:

1. Being clear on what it is we want students to learn and ensuring the feedback is focused on helping them move from where they are now to where we want their learning to be.
2. Focusing feedback on just a few things at a time, so the student can focus on these without feeling overwhelmed.
3. Give feedback that is clear and specific. It should tell the student what they did well and should continue doing and what they can improve to move to the next step.
4. Believe in the student and show them we believe they can achieve the learning goal.

5. Ensure the student understands the feedback so they can activate the guidance given. Allow time for students to act on the feedback to improve their work. Ensure the feedback involves more thinking for the student than the teacher –i.e. not telling the student the answer but giving them the minimal amount of guidance for them to get to the answer and then monitoring their progress towards this. This will be differentiated for each student. For example, some students may need to be reminded of a strategy, others may need to look at examples and yet others may need something retaught.
6. Be alert to how students use the feedback and what they achieve as a result of the feedback. Use this information to guide future actions and lessons. This serves as feedback for us.

Of course, students not only learn from teacher feedback. They can also learn from one another's feedback and by giving their peers' feedback. This requires the students to look carefully at the learning intention and to reflect on what has been done well and what can be done to improve the work. This is a strategy that is used across the school. It builds collaborative environments and facilitates student self-regulation.



Teachers share various feedback strategies they use

Of course, students not only learn from teacher feedback. They can also learn from one another's feedback and by giving their peers' feedback. This requires the students to look carefully at the learning intention and to reflect on what has been done well and what can be done to improve the work. This is a strategy that is used across the school. It builds collaborative environments and facilitates student self-regulation.

How is Feedback Moving Learning Forward in Kindy?

In the KF classroom, the children were learning how to represent numbers in different ways. During the lesson I was so fortunate to be involved in, the children were specifically focusing on the meaning of the number 12 and were representing the number in different ways.

The students recorded different ways of showing 12 on their mini whiteboards, such as is in numbers, using the word, tally marks, dominoes, number lines and so on.

When students became stuck, Miss Feeney sometimes referred them to a number wall at the back of the classroom to get some ideas, while for some students she used careful questioning.

After a class discussion about how to give feedback to one another using helpful words, the students then provided feedback to a partner. This was a snippet from a conversation between Ziyu and Thomas:

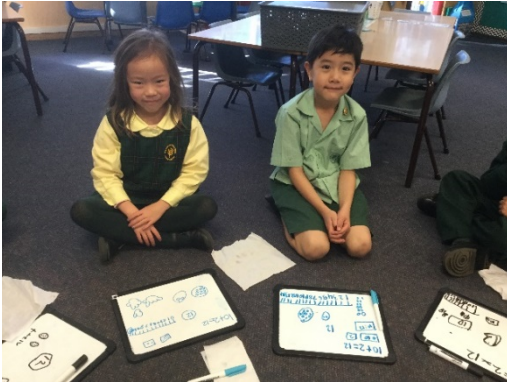
Ziyu: I like the way you used dice. Next time you can add your fingers.

You can look at the maths wall to add more interesting ways.

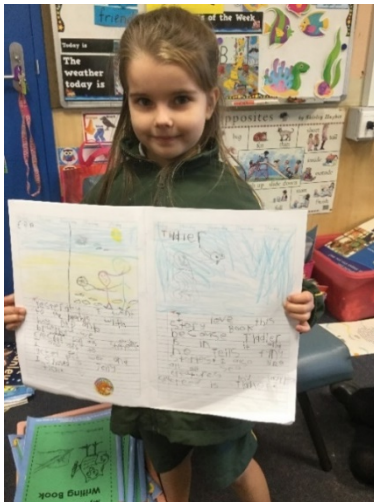


Thomas: *I like the number line you used. It could be better if you added blocks.*

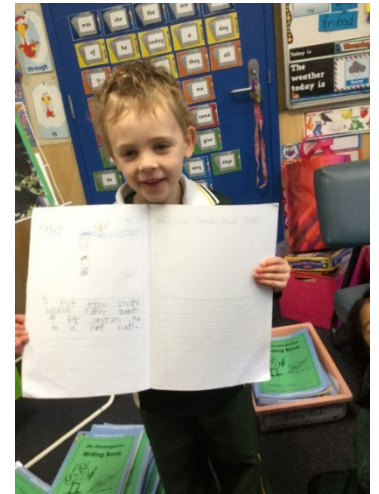
Ziyu and Tomas then responded to the feedback by adding the recommendations to their whiteboards.



At the end of the lesson, the children sat in a circle and placed their whiteboards on the ground in front of them. They got up and walked around the circle, looking for an idea that they really liked from someone else's board. When they sat down again, Miss Feeney asked children to tell her something they liked from someone peers' board.



In KH Mrs Hooper takes great care in providing individualised feedback to each child. The children are given goals to work on, and these change throughout the year, as the children continually develop their skills. For example, a major focus has been using capital letters, fullstops and finger spaces in writing. While these skills continue to be reinforced, the goal for many of the children is now to provide reasons for their opinions in their writing.



Mrs Hooper scaffolds the children's learning in a number of ways. For example, by asking them to use the word 'because.' She provides immediate feedback according to the goals they are working on. While much of the feedback is provided orally with Mrs Hooper chatting to the children about their work, the written component of feedback in kindy may involve a checklist for children to tick. This promotes self-regulation as the children can look at their own work in terms of the goal and can clearly see what they are each trying to improve and how successful they have been.



In the KI classroom, Miss Ishaac has a special stamp that gives students feedback on their writing. They can clearly see what they have been working on, what they have improved and what they will work on next.

| | | |
|--|-------|---|
| Date: | | |
| <input type="checkbox"/> Capital letters | ABC | <input type="checkbox"/> Teacher assisted <input type="checkbox"/> Independent |
| <input type="checkbox"/> Full stops | . | |
| <input type="checkbox"/> Finger spaces | | |
| <input type="checkbox"/> Sight words | cat | |
| <input type="checkbox"/> Sound out | b-a-t | |

What a joy it was to spend time in the kindy rooms to see how feedback is being used to move children's learning forward. Congratulations to all kindy teachers and children.















Mrs Leonie Black
Principal

Too sick for school?



Generally if your child feels unwell, keep them home from school and consult your doctor. This chart and the information it contains is not intended to take the place of a consultation with your doctor.

| | | |
|---|--|---|
| Bronchitis | Symptoms are coughing, a runny nose, sore throat and mild fever. The cough is often dry at first, becoming moist after a couple of days. There may be a slight wheeze and shortness of breath. A higher fever (typically above 39°C) may indicate pneumonia. |  ... until they are feeling better. Antibiotics may be needed. |
| Chickenpox (Varicella) | Slight fever, runny nose, and a rash that begins as raised pink spots that blister and scab. |  ... for 5 days from the onset of the rash and the blisters have dried. |
| Conjunctivitis | The eye feels 'scratchy', is red and may water. Lids may stick together on waking. |  ... while there is discharge from the eye unless a doctor has diagnosed a non-infectious cause. |
| Diarrhoea (no organism identified) | Two or more consecutive bowel motions that are looser and more frequent than normal and possibly stomach cramps. |  ... for at least 24 hours after diarrhoea stops. |
| Fever | A temperature of 38.5°C or more in older infants and children. |  ... until temperature is normal. |
| Gastroenteritis | A combination of frequent loose or watery stools (diarrhoea), vomiting, fever, stomach cramps, headaches. |  ... for at least 24 hours after diarrhoea and/or vomiting stops. |
| German measles (Rubella) | Often mild or no symptoms: mild fever, runny nose, swollen nodes, pink blotchy rash that lasts a short time. |  ... for at least 4 days after the rash appears. |
| Glandular Fever (Mononucleosis, EBV infection) | Symptoms include fever, headache, sore throat, tiredness, swollen nodes. |  ... unless they're feeling unwell. |
| Hand, Foot and Mouth Disease (HFMD) | Generally a mild illness caused by a virus, perhaps with a fever, blisters around the mouth, on the hands and feet, and perhaps the nappy area in babies. |  ... until all blisters have dried. |
| Hayfever (Allergic rhinitis) caused by allergy to pollen (from grasses, flowers and trees), dust mites, animal fur or hair, mould spores, cigarette smoke | Sneezing, a blocked or runny nose (rhinitis), itchy eyes, nose and throat, headaches. |  ... unless they feel unwell or are taking a medication which makes them sleepy. |
| Head lice or nits* (Pediculosis) | Itchy scalp, white specks stuck near the base of the hairs; lice may be found on the scalp. |  ... while continuing to treat head lice each night. Tell the school. |

| | | |
|--|---|---|
| Hepatitis A | Often none in young children; sudden onset of fever, loss of appetite, nausea, vomiting, jaundice (yellowing of skin and eyes), dark urine, pale stools. |  ... for 2 weeks after first symptoms (or 1 week after onset of jaundice). Contact your doctor before returning to school. |
| Hepatitis B | Often no symptoms in young children. When they do occur, they can include fever, loss of appetite, nausea, vomiting, jaundice (yellowing of skin and eyes), dark urine. |  ... if they have symptoms. Contact your doctor before returning to school.  ... if they have a chronic infection (not the first outbreak) and no symptoms. |
| Impetigo (School sores) | Small red spots change into blisters that fill up with pus and become crusted; usually on the face, hands or scalp. |  ... until antibiotic treatment starts. Sores should be covered with watertight dressings. |
| Influenza | Sudden onset fever, runny nose, sore throat, cough, muscle aches and headaches. |  ... until well. |
| Measles | Fever, tiredness, runny nose, cough and sore red eyes for a few days followed by a red blotchy rash that starts on the face and spreads down the body and lasts 4 to 7 days. |  ... for at least 4 days after the rash appears. |
| Meningococcal Disease | Sudden onset of fever and a combination of headache, neck, stiffness, nausea, vomiting, drowsiness or rash. | Seek medical attention immediately. Patient will need hospital treatment. Close contacts receive antibiotics. |
| Molluscum Contagiosum | Multiple small lumps (2-5mm) on the skin that are smooth, firm and round, with dimples in the middle. In children, occur mostly on the face, trunk, upper arms and legs. Symptoms can last 6 months to 2 years. |  |
| Mumps | Fever, swollen and tender glands around the jaw. |  ... for 9 days after onset of swelling. |
| Ringworm* (tinea corporis) | Small scaly patch on the skin surrounded by a pink ring. |  ... for 24 hours after fungal treatment has begun. |
| Runny nose or common cold | |  ... unless there are other symptoms such as fever, sore throat, cough, rash or headache. Check with school. |
| Scabies* | Itchy skin, worse at night. Worse around wrists, armpits, buttocks, groin and between fingers and toes. |  ... until 24 hours after treatment has begun. |
| Shigella | Diarrhoea (which may contain blood, mucus and pus), fever, stomach cramps, nausea and vomiting. |  ... until there has not been a loose bowel motion for 24 hours. Antibiotics may be needed. |
| Slapped Cheek Syndrome (Parvovirus B19 infection, fifth disease, erythema infectiosum) | Mild fever, red cheeks, itchy lace-like rash, and possibly cough, sore throat or runny nose. |  ... as it is most infectious before the rash appears. |
| Whooping Cough (Pertussis) | Starts with a running nose, followed by persistent cough that comes in bouts. Bouts maybe followed by vomiting and a whooping sound as the child gasps for air. |  ... until the first 5 days of an antibiotic course has been completed. Unimmunised siblings may need to stay home too until treated with an antibiotic. |
| Worms (Threadworms, pinworms) | The main sign of threadworms is an itchy bottom. Sometimes children feel 'out of sorts' and do not want to eat much. They may also have trouble sleeping, due to itching at night. |  ... and tell the school as other parents will need to know to check their kids. |

*It is important that the rest of the family is checked for head lice, scabies and ringworm



parenting * ideas

insights

6 tips for parenting anxious kids

by Dr Jodi Richardson



EMOTIONAL INTELLIGENCE



If you're the parent of an anxious child you're most certainly not alone. The number of children experiencing an anxiety disorder is currently estimated at 117 million worldwide. Here in Australia, there's an average of 2 anxious kids in every classroom; and they're the ones with a diagnosis. Many more anxious kids are yet to have their anxiety identified and understood.

As much as we'd like to, we can't rid our kids of their anxiety, but we can help them to manage it in ways that enable them move it from centre stage and get on with living a vibrant, rich and meaningful life.

Here are 6 tips to support you to parent your anxious child:

1. Explain anxiety

Anxious kids can struggle to explain how they feel and can worry that no-one will understand what they're going through. That's why explaining anxiety is an important step in supporting an anxious child. The knowledge that anxiety is well understood, that other kids experience it and that it's manageable brings them immediate relief.

Teach your anxious child that the part of their brain that protects them from danger is always on high alert. Called the amygdala, it's meant to protect them from genuine danger but for anxious kids, it can be almost constantly activated.

Explain that when they feel anxious, their amygdala sends signals to their body to fight or flee from the threat, whether it's real or imagined.

Next, talk about the body changes such as increased heart rate, rapid breathing and an upset stomach that power them up to fight or flee. They might even feel dizzy, hot, sweaty and panicked. Anxiety affects thinking and behaviour too.

2. Respond with empathy

In the midst of an anxious moment it's natural to want to reassure anxious kids they've got nothing to worry about. Reassurance works in the short term but it soon wears off and they come back for more, which becomes an unhelpful pattern.

Instead, respond with empathy and validation. Use ahhh statements such as:

- "Ahhh, I see you're feeling really anxious right now, I know how hard this is for you"

parenting*ideas

- “Ahhh, I know you’re feeling really worried right now, it’s not much fun feeling like that is it?”

Anxious kids need to know you understand what they’re going through.

3. Show the amygdala they’re safe

Once the amygdala senses danger, the cascade of events that follow can’t be stopped. The body and brain will respond as if the danger is immediate. The best way to help an anxious child calm their anxious brain is to teach them to *show* their amygdala they’re safe. Deep and intentional breathing helps an anxious child to calm their amygdala and will begin to reduce their anxious symptoms. Practise intentional breathing regularly between anxious times before applying this technique in the midst of an anxious moment.

4. Practise mindfulness -the antidote to worrying

Anxiety is distress now about a possible future event, which is why worrying is common for anxious kids. When an anxious child’s mind fast-forwards to an upcoming event or expectation, their amygdala can respond as if the ‘threat’ to their safety is immediate. The antidote to worrying is mindfulness. Put simply, mindfulness is paying attention to what’s happening in the present moment. It may take time to learn, but is a powerful anxiety management strategy once it’s mastered.

5. Practice defusing sticky thoughts

Anxious thoughts can get stuck, refusing to budge no matter how much attention is paid to them. Defusion is a strategy that helps anxious kids look *at* their thoughts rather than *from* them.

Imagine your anxious child is worried about an upcoming test. They’re thinking “I’m going to fail the test”. The thought makes them feel awful. Defusion helps kids (all of us) to look *at their* thoughts by reminding them that the words in their heads are indeed just words, not reality.

Your anxious child can defuse his unhelpful thoughts by putting a statement in front of the thought such as: “I notice I’m having the thought that I’m going to fail the test.” Alternatively, he can say the thought in a character voice like Darth Vader or Peppa Pig, or sing it to the tune of happy birthday or a nursery rhyme. Defusion puts distance between anxious kids and their thoughts and is a wonderful skill to learn.

6. Get the fundamentals right

Ample sleep, good nutrition and exercise are essential for anxious kids. Support your child to adhere to their optimal bedtime so they wake naturally around the time of their alarm, reduce their sugar intake to support their gut health and to exercise regularly for optimal mental health.

These are some of the many strategies that you can share with your child to support them to recognise and manage their anxiety so they can live life in full colour.



Dr Jodi Richardson

Jodi is a happiness and wellbeing speaker and writer, and is mum to two primary school aged kids who light her up. For more great ideas on flourishing mental health for the whole family, subscribe to her newsletter at drjodirichardson.com.au and say hello on [facebook.com/DrJodiRichardson](https://www.facebook.com/DrJodiRichardson). Enquiries to jodi@drjodirichardson.com.au

FROM THE DEPUTY PRINCIPAL

Term 2 Week 8 2019 (no newsletter in Week 7)

From the Deputy Principal

Student Reports

Parents are advised that we anticipate student reports will be available from the Parent Portal next Thursday 27 June (Week 9).

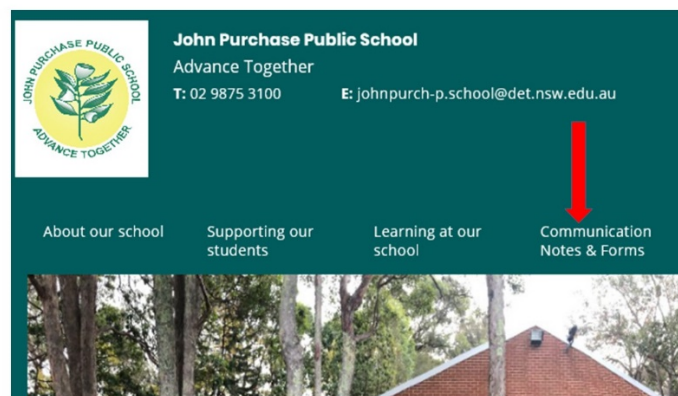
Parent Portal for Student Reports

In order to assist parents, the **Parent Portal for Student Reports** may now be accessed directly from the John Purchase Public School website.

Unless you have registered correctly, parents will not be able to access their child's school report at the end of the semester. As advised, from this year, reports will only be available via this online platform. Parents may then choose to print copies of reports, after downloading files, at their own discretion.

If you have not yet registered on the parent portal, please go to our school website at <https://johnpurch-p.schools.nsw.gov.au/> and then follow the navigation steps pictured below:

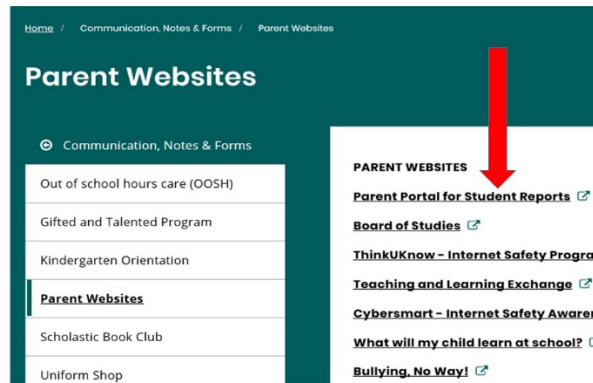
Step 1 – Access 'Communication Notes and Forms' from the JPPS website



Step 2 – Access 'Parent Websites' from the JPPS website



Step 3 – Access 'Parent Portal for School Reports' from the JPPS website



Step 4 – Access 'Get registered' to set up your private account and password



During the registration process, parents will receive an email from the 'Impromation' software company. Please ensure that you **check your 'spam' inbox**, to ensure this return email is not misplaced in junk mail.

Leave

Please be advised that I will be on leave from tomorrow afternoon until Monday 5 August. Mrs Cole will be relieving as deputy principal during this time.

Our School Expectations



This week's expectation is **Respect: Speak to others in a polite and positive way.** Congratulations to the students who have demonstrated our school expectations of **RESPECT, RESPONSIBILITY** or who have tried to **ASPIRE**. The latest awardees are published below:

Purchase Pride Badge (10 Purchase Prides)

Please note that these badges will be presented at the **Week 9** Monday morning assembly **next week**. Congratulations to:

Nathan (2B), Advay R (3/4W), Arianna (2C), Youta (2D), Ethan T (3/4W), Lilianne D (4N), Nicholas (3S), Addison M (3L), Chloe D (3B), Allen L (2N), Alejandra L (KI), Patrick S (4N), Madeline G (3B), Onelly D (3L), Luke B (KF), Rebecca (5M), Elyse L (4/5B), Ziyu F (KF), Julian (1S), Andy W (KF), Lilly S (4LT)

Bronze Awards (10 Class Awards)

Please note that these awards are presented once per term. Bronze Awardees and their parents, will receive an invitation to the **Principal's Morning Tea**, to be held **at recess in the annexe on Tuesday 2nd July**. Invitations are being sent home this week.

Congratulations to:

Zenith D (6G), Aasi N (1S), Leon E (1M), Sean G (2D), Yashwanth G (6L), Joanna L (2B), Akhil A (3/4W), Trishitaa K (5K), Annabelle Z (3/4W), Alannah Mc (1M)

Silver Awards (20 Class Awards)

Please note that this award will be presented at the **Week 9** Thursday afternoon assembly **next week**. Congratulations to:

Lucy R (3L), Zofia T (3/4W), Vinuka F (3B), Minuki F (4/5B)

Gold Awards (30 Class Awards)

Please note that this award will be presented at the **Week 9** Thursday afternoon assembly **next week**. Congratulations to:

Meera S (6L)

Bronze Medallion Award (40 Class Awards)

The following Bronze Medallion Recipients are invited to a morning tea with Mrs Black and other recipients, in her office at recess on **Wednesday 3 July**. Invitations are being sent home to the following students this week. Congratulations to:

Audrey W (6W), Mia 95J, Bronte C (6G), Lucy M (6W), Vincent S (5/6JG), Lyssa B (6L)

Mrs Adela King

Deputy Principal

FROM THE TEACHERS**ICAS****About**

The International Competitions and Assessments for Schools (ICAS) is an independent, quality skills-based assessment program which rewards and recognises achievement. ICAS gives you broad insights into your child's performance across English, Mathematics and Science. ICAS (sometimes referred to as the UNSW assessments) has been developed by Educational Assessment Australia (EAA) since 1981. This year the ICAS exams will be conducted online.

Students in Years 3, 4, 5 and 6 may sit these tests at John Purchase PS. Note that these tests are held before school hours, at 7:45am on the dates below. If your child is sick or late on the day, there are no make-up test dates offered.

| | |
|--------------------|----------------------------|
| Science | Thursday 5 September 2019 |
| English | Tuesday 17 September 2019 |
| Mathematics | Thursday 19 September 2019 |

To learn more about ICAS go to www.eaa.unsw.edu.au/icas/about

Registration and Payment of Fees

To enrol your child in ICAS, please complete the registration form below and return it.

Please note that this year John Purchase Public School will not be accepting any payments for ICAS.

All payments are to be made directly to UNSW Global using the online parent payment system. Instructions on how to make the payment and enrol your child are outlined on the below permission slip.

PLEASE NOTE NO LATE ENTRIES WILL BE ACCEPTED.

Should you have any queries about the examinations please contact Mrs Danielle Ward.

PERMISSION FORM 2019
International Competitions and Assessments for Schools (ICAS)

I give my child, _____, permission to participate in the following 2019 International Competitions and Assessments for Schools (ICAS):

This form must be returned to Mrs Ward by Thursday 22nd August 2019.

Please select the subjects you would like your child to enter:

| Subject/Paper | School Year | Sitting Date | Entry Fee |
|---------------|-------------|----------------------------|-----------|
| Science | 3-6 | Thursday 5 September 2019 | \$14.50 |
| English | 3-6 | Tuesday 17 September 2019 | \$14.50 |
| Mathematics | 3-6 | Thursday 19 September 2019 | \$14.50 |

Child's Name: _____

Class: _____

Signature of parent/guardian: _____

Date: _____

Payment method

1. Visit unsw.global/parentpay
2. Enter JPPS school code: 751c7e7566
3. Enrol your child's details.
4. Select the tests you wish to enrol your child in.
5. Add them to the cart and proceed to the checkout page.

SPORTS REPORT

Stage 3 PSSA – week 7 vs Thornleigh West Public School
Soccer

A's – JPPS 0 defeated by TWPS 3
B's – JPPS 3 defeated TWPS 0

Netball

A's – JPPS 19 defeated TWPS 5
B's – JPPS 9 defeated TWPS 5

Please note: There will be no Stage 3 PSSA game or training this week.

Athletics Carnival

Last week's track athletics carnival was a huge success. Thank you to all the parents that were able to come and support their children on the day. The field events will be held this Thursday as it was postponed from the original date.

Athletics Carnival Ribbons Presentation –

The ribbons for the athletics carnival will be given out to students who placed 1st, 2nd, 3rd or 4th in each track and field event. Please note that for the 100m and 200m events, only students who placed 1st, 2nd, 3rd or 4th in the FINALS race will receive a ribbon. These ribbons will be presented at Thursdays week 9 assembly.

Knockout

Netball - Good luck to our Stage 3 Knockout netball team who will play Oakhill Drive in Round 2 of the competition. The team will be accompanied by Mrs Winston. Good Luck Girls!

Tennis – Good luck to our mighty Stage 3 knockout Tennis team who are participating in round 5 of the competition against Gosford Public School. The team will be accompanied by Miss Green.

Miss McDonald – Sports Coordinator

Learning to Lead - Sports Leadership Day

On Tuesday 28th May, I had the pleasure of accompanying our sixteen enthusiastic sports leaders to Pennant Hills High School, to participate in the Learning to Lead (L2L) - Sports Leadership Program, that is run in conjunction with the Premier's Sporting Challenge. The aims of the program are to build the leadership and coaching skills of students from Years 5-8. It was coordinated by Year 9 and 10 students from Pennant Hills High School, who had received intensive training on coaching younger students in a variety of sports.



Miss Mu
PSC coordinator



On Tuesday my fellow house captains and I went to Pennant Hills High School to learn leadership skills. We played sports games like soccer, AFL, cricket and netball. We also learnt leadership skills like teamwork and sportsmanship and it was heaps of fun!!!

Ben 6L

The day to the sport leadership day was great from the moment I stepped into the Pennant Hills High School. We started the day off from one of the instructor's teaching us some leadership qualities such as respect and good sportsmanship. After that, we all dispersed into school groups and started to learn a lot of new sports skills in soccer, netball and cricket. Overall the day was amazing.

Akith 5/6JG



I am Akeesha, the Vice House Captain of Arinya and I am here to tell you about the amazing day that was Sports Leaders' Day. It was held at Pennant Hills High School and as soon as we entered the school grounds, I knew that it was going to be a great day. Our first session was initiative games and this was by far my favourite session of the day. We were up against West Pennant Hills Public School. We were all working together to achieve our goals. After this, we had soccer and AFL. It was pretty obvious that I was not the best at them but there were lots of skills and lessons to take away and I gave them a go and had a great time.

During lunch, we rested, played games of our choice and enjoyed each other's company. The year nine and ten mentors were awesome and taught us many different things. I hope that this has inspired some of you to consider taking up a leadership role in the future. It is an experience that I won't forget.



Akeesha 5/6JG

PREMIERS DEBATING UPDATE

Our Premiers Debating Team versed North Rocks Public School in Round 1 of the competition. The topic was that 'Homework should be banned' and John Purchase were the Negative Team. Akith, Akeesha, Kavya (5/6JG) and Lucy (6W), are all to be congratulated on their impressive debating skills. Although unsuccessful in winning the debate, the team took away some positive feedback to work on.

Round 2 was held at JPPS on Thursday, 13th June against Baulkham Hills North Public School. The topic for this debate was that 'All school work should be completed on computers'. Once again, John Purchase were the negative team. Akeesha, Akith, Nurah (5/6JG) and Lucy (6W), all had some fantastic points, however, Baulkham Hills North were declared the winners. Thank you to Kavya (5/6JG) for being the Chairperson for this debate.

Mrs Winston
Classroom Teacher

Multicultural Perspectives Public Speaking Competition

Last Tuesday, four John Purchase P.S. students delivered speeches at the final of the Multicultural Perspectives Public Speaking competition. The competition aims to increase knowledge of other cultures, promote tolerance, and enhance awareness. The JPPS students were up against competitors from seven other schools in the Hills District, and competition was tight!

The four students – Celeste D. (3/4W), Iksha T. (3/4W), David T. (4/5B), and Kavya P. (5/6JG) gave sophisticated, interesting, and thoughtful speeches on topics ranging from racism and bullying in schools to human rights movements in Australia. They spoke with clarity and conviction, and were truly magnificent! In addition to their prepared speeches, the students were required to prepare an impromptu speech in just 5 minutes! Needless to say, the participants rose to the challenge and addressed the topics- "We learn from our mistakes" (Stage 2) and "Out of control" (Stage 3) in a most impressive way.

We congratulate these students on their wonderful achievements and for doing JPPS proud!

Achievements in STEM

Two weeks ago, Joseph S. of 5/6JG represented John Purchase P.S. at the Microbiology in Schools program. Joseph has been pursuing his passion for microbes and has had the opportunity to work with industry experts to enhance his understanding.

Here is a brief overview of the experience from Joseph:



On Wednesday, 5 June 2019 I went to the inaugural Future Project Expo at The Kings School. I was involved in an exhibit showing the research work I have been part of, experimenting with 'Xanthomonas campestris'. This is a bacteria that creates Xantham Gum which is used as a food thickener and in gluten-free baked products. The project's goal is to study the slime produced by Xanthomonas campestris to determine the best way to produce the maximum amount of slime from this bacteria. I have enjoyed discovering new ways to look at microbes and how we can all appreciate their work in our everyday life.

We congratulate Joseph on this wonderful research and for pursuing his passion!

Lost Property

With the weather being so variable in temperature, the days beginning cold and then warming up to sunshine, the children take off their jumpers and forget about them. This means our stash of lost property is really quite large. In the 1M/1A wet area, all the items in the tub have some type of identifiable mark on them. Separate to this, is another pile of clothing with no names or identifiable markings. Below is a list of sizes and types of clothing we have in this pile. If you think it might belong to your child, please claim it before the end of term. All items not claimed will be taken to the uniform shop for sale.

| Clothing Item | Size |
|--|-------------|
| Summer Dress | 8 |
| Jumper | 6 |
| Target jacket | 7-8 |
| Jumper | 7-8 |
| Fleecy jacket | 5-6 |
| Jacket | 12 |
| 2 x Jackets | 8 |
| Jacket | 5 |
| 3 x jackets | 12 |
| Target jacket | 10 |
| Jacket | 3-4 |
| Jacket | 4 |
| Bag with green socks and girl white and pink love heart underpants | |

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 24th October, parents are invited to see students' artworks from 4.30 pm to 5.30 pm in the annex. Special guest speaker - Dr Sandy Nicoll (Academic) Newcastle University.

STEAM TEAM Committee:

Miss Nelson, Mrs Macdonald, Mrs Martinez & Mrs Barr



Help us collect Woolworths stickers!

Over the past few years, we have received thousands of dollars' worth of resources from the Woolworths Earn and Learn promotion.

It's easy! Just shop at Woolworths from 1st May to 25th June and you will receive 1 Earn & Learn Sticker for every \$10 you spend. Place the stickers on a Woolworths Earn & Learn Sticker Sheet or drop into the John Purchase Collection Box at Woolworths. You could also bring your stickers to school and place into the collection box in the library.

Ask your friends, neighbours and relatives to collect stickers for us too!

Watch our tally grow on the point's chart that will be placed outside the library as we collect the stickers.

What will we buy with our points this year? The more points we receive the more resources we can order for our students!

Thank you for your support,
Mrs Collier





*John Purchase Public School
Parents' & Citizens' Association*

"Participate and Communicate"

AGM Roles - an appeal to JPPS community

We need to identify 1 position that was not filled at the AGM on 11th March

This role is:

- Working With Children Officer

The Working With Children Officer

The JPPS P&C is committed to providing a safe environment and to promoting and protecting the health, safety, and wellbeing of our children. The role of the JPPS Working With Children Officer is to verify that all employees and volunteers who have face-to-face contact with children possess a valid WWCC clearance. In addition, your role is to report any reliable and reasonable concern that a child might be mistreated to the Department of Family and Community Services.

There are two positions, one male, one female. A volunteer has been nominated and voted in for the Male role, so we are seeking one of the JPPS mums to volunteer. Please ask at the office for a nomination form

FROM THE OFFICE

If you are making a payment using the parent portal, please key in the full name of the school, ie. **John Purchase Public School** and not J.P.P.S.

Several payments have been credited into the wrong school and we want to avoid this.

Thank you

FROM THE COMMUNITY

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



Cherrybrook Ball

SATURDAY 29th JUNE

FEATURING THE CTHS BIG BAND

7 - 11pm CHERRYBROOK TECHNOLOGY HIGH SCHOOL MPC 3 COURSE DINNER B.Y.O. ALCOHOL
COST: \$80 PER HEAD 18+ ONLY DRESS CODE: FORMAL TICKETS: <http://cths.nsw.edu.au>

The poster features a blue background with a bokeh effect and a silhouette of a couple dancing. The text is in white and yellow.



HOLIDAY SWIM PROGRAM

Join our swimvac program – children participate in a swimming lesson every day for a week of the school holidays.

This program is great for beginners and those children wishing to build on their skills.

For more information or to book into the program call Carlile Swimming Cherrybrook on 9980 7822



The advertisement features a blue background with a white wavy line at the bottom. It includes a photo of a child swimming and a cartoon starfish.



Code something awesome these school holidays.

School Holiday Camps Now On Sale @ Cherrybrook



BRAND NEW COURSES FOR JULY

Learn digital creator skills:

- Minecraft Engineers: Rollercoaster Rockstars
- Roblox: Racecars
- Minecraft Youtuber Star
- Minecraft Modding: Superheroes



Minecraft • Roblox • Youtube Over 2,800 kids ❤️ our programs

Visit our website to find out dates and register:

CodeSpace Camps



www.codespace.education (02) 8806 3750

TUNE IN HGS 201.9



Hornsby Gang Show: 120 local Scouts and Guides on stage in a musical variety show!

Barker College, Leslie Theatre: 91 Pacific Hwy, Hornsby

Tickets: Adult \$25, Child (under 16years) \$15, Concession \$20, Family (2 adult & 2 children) \$70 Plus booking fee

SHOW DATES 2019

| | | | |
|----|------|-----------|-----------|
| 5 | July | Friday | 8pm |
| 6 | July | Saturday | 2pm & 8pm |
| 7 | July | Sunday | 3pm |
| 10 | July | Wednesday | 8pm |
| 12 | July | Friday | 8pm |
| 13 | July | Saturday | 2pm & 8pm |



BOOKINGS: WWW.GANGSHOW.COM

JULY SCHOOL HOLIDAY EVENTS



MR BAMBOOZLE'S CRAZY FUN MAGICAL GAME SHOW

Trained actor, comedian, storyteller and magician Michael Patterson (aka Mr Bamboozle) has taken the magic show and the game show and blended them into an hour-long romp of fun, challenges and baffling magic. The show explores themes around thinking vs imagination.

Berowra Library
Thursday 11 July, 2.30pm-3.30pm
Ages 6-12

Hornsby Library
Tuesday 16 July, 10.30am-11.30am
Ages 6-12

Pennant Hills Library
Tuesday 16 July, 2.30pm-3.30pm
Ages 6-12

Cost: \$10.00 per child.
Children 7 and under must be accompanied by an adult.
Bookings essential.
Book online at library@hornsby.nsw.gov.au

DRAWING MANGA WITH MATT LIN

Learn how to draw Manga characters like a pro with artist, Matt Lin. Step by step, Matt will demonstrate how to build your characters from the ground up. Whether you are a beginner or a more advanced drawer, Matt will provide you with loads of tips to take it to the next level.

Hornsby Library
Wednesday 10 July, 2.30pm-3.30pm
Ages 12-17

Cost: \$10.00 per person.
Bookings essential. Book online at hornsby.nsw.gov.au

POKÉMON DRAWING WORKSHOP WITH MATT LIN

Children will learn to draw Pokémon characters under the guidance of brilliant artist, Matt Lin. With lots of awesome tips and plenty of fun, this workshop will leave you inspired.

Hornsby Library
Thursday 18 July, 10.30am-11.30am

Pennant Hills Library
Thursday 18 July, 2.30pm-3.30pm

All ages 7 and above. Cost: \$10.00 per child.
Bookings essential. Book online at hornsby.nsw.gov.au
Children 7 and under must be accompanied by an adult.

ESCAPE ROOM

Race against the clock to solve the mystery of the Zombie Outbreak, Librarian Crime Ring, Alien Investigation, Pirate's Treasure or Scientific Discovery and follow the clues to open the chest which holds the key to your escape, but hurry, the clock is ticking!

Hornsby Library
Monday 15 July, 10.30am-11.30am

Pennant Hills Library
Monday 15 July, 2.30pm-3.30pm

Ages: 9-12. Cost: \$15 per child
Bookings essential. Book online at library@hornsby.nsw.gov.au

HOLIDAY STORYTIME

Join us for stories, songs, craft and refreshments.

Pennant Hills Library
Wednesday 10 July, 10am-11am

Hornsby Library
Thursday 11 July, 10am-11am

Berowra Library
Friday 12 July, 10.30am-11.30am

All ages. Children 7 and under must be accompanied by an adult.
Cost: \$2 per child for children 18 months and over. Payment at the door.
Free for adults accompanying children.
No bookings required.



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CODING FOR KIDS

TERM 3, 2019

Y1 - Y7 STUDENTS, Hornsby Library

LEARN TO CODE AND BUILD YOUR OWN ONLINE PROJECTS WITH CODE4FUN

Year 1 to Year 7 students are welcome to join STEM focused programs - students develop critical thinking and problem solving skills by learning to code.

- Hornsby Library Meeting Room
- Every Tuesday, 23 July - 24 Sep (10 weeks) **Beginners Course Level 3**
Y1 - Y6 students 4:00 pm - 5:00 pm
- Every Tuesday, 23 July - 24 Sep (10 weeks) **Advanced Course: Intro to Java Level 3**
Y3 - Y7 students 5:10 am - 6:10 pm
- Laptops are provided
- \$220 per student per term

ENROL NOW: www.code4fun.com.au/hornsby
If you have any questions email us at info@code4fun.com.au or call 0452 525 453.
Check out our website at www.code4fun.com.au for more details about our school.



CHILDREN'S SCIENCE PROGRAMS

TERM 3, 2019
A series of interactive science programs presented by the Children's Discovery Museum. Children will develop ideas and skills that will inspire further scientific exploration, discovery and learning.

THE JUNIOR SCIENCE CLUB

A four week program aimed for 6 to 8 years young scientists presented by the Children's Discovery Museum. Participants will be able to learn and explore themes from different branches of science through numerous practical experiments.

- SESSION 1: **Dinosaurs and Fossils**
Monday 2 September, 4.30pm-5.30pm
- SESSION 2: **Air All Around Us**
Monday 9 September, 4.30pm-5.30pm
- SESSION 3: **Balancing the Improbable**
Monday 16 September, 4.30pm-5.30pm
- SESSION 4: **Magic Magnets**
Monday 23 September, 4.30pm-5.30pm

Location: Hornsby Library
28-44 George Street, Hornsby
Ages: Strictly 6-8 years.
Children 7 and under must be accompanied by an adult.
Cost: \$60 for the 4 week program.
Limit: 25 children.
Book online at hornsby.nsw.gov.au/library or at any Hornsby Shire Library branch.



For more information about your local library visit hornsby.nsw.gov.au/library



GIVE YOUR CHILD A CRUCIAL HEADSTART



MAKING PUBLIC SPEAKING FUN!



COURAGE THROUGH PUBLIC SPEAKING GRADE 3 & 4

- Some things covered:
- How to be courageous on stage
 - How to feel confident even when feeling nervous

6TH - 7TH JULY



RESILIENCE THROUGH PUBLIC SPEAKING GRADE 5 & 6

- Some things covered:
- How to build their resilience for high school
 - How to use their voice and posture effectively

20TH - 21ST JULY

WHY THIS WORKSHOP?

- Teaching valuable leadership skills through public speaking
- Ongoing support
- Run by professional speakers
- FUN! FUN! FUN!
- Learning through games and activities
- 9:30am - 3pm two day workshop



ACADEMY OF SPEAKERS

Normanhurst High School

LIMITED SPOTS BOOK AT:

academyofspeakers.com



NORTHSIDE AND HILLS DISTRICT COMBINED TERM 2, 2019 FINALE

- 4/5/19 - Crestwood Public School
- 11/5/19 - Samuel Gilbert Public School
- 25/5/19 - The Hills Grammar School
- 1/6/19 - James Ruse Agricultural High
- 15/6/19 - Castle Hill High School
- 22/6/19 - Cherrybrook Technology High

Start anytime between 9:30am and 11am

Beginners, regulars and super stars welcome.

Entry: \$10-\$15.
Free introductory coaching

The series continues in term 3. Make the SOS your winter sport!



BOLD HORIZONS
WWW.BOLDHORIZONS.COM.AU

Register on the day at the venue. See www.boldhorizons.com.au or Facebook for details.



Free entry for CTHS and JPFS students on 22 June



WOULD YOU LIKE TO HELP START A JOHN PURCHASE PUBLIC SCHOOL ORGANIC VEGGIE BOX CO-OP ON THURSDAYS

**PACKING OF FRUIT & VEG BOXES 2.30PM THURSDAYS
PICKUP BOXES BEFORE 6PM.**



**FUNDING
HEALTHY
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CLASSES**

APPROX.
**40%
LESS THAN
RETAIL BY
WORKING AS A
COMMUNITY**



* **THE CHEAPEST** WAY TO BUY **ORGANIC** IS TO WORK AS A **COMMUNITY.**

* **GOING ORGANIC** IS THE BEST WAY TO REMOVE **PESTICIDES** FROM YOUR **FAMILY'S** DIET.

**OPEN
TO PARENTS,
TEACHERS &
THE LOCAL
COMMUNITY.**

SIGNUP & INFO

WWW.MYORGANICSCHOOL.COM/JOHNPURCHASE

WHAT'S IN JOHN PURCHASE PUBLIC SCHOOL'S WEEKLY ORGANIC FRUIT & VEG BOX?

FAMILY FAVOURITE STAPLES

YOU'LL FIND A GOOD MIX OF STAPLES EACH WEEK: E.G LETTUCE, CARROTS, BROCCOLI, POTATOES, APPLES, ETC.

SEASONAL PRODUCE

THE CONTENTS OF THE BOX CHANGES EVERY WEEK. IT DEPENDS ON WHAT IS IN SEASON AND WHAT IS OF THE VERY BEST QUALITY. THESE 2 FACTORS USUALLY COINCIDE. SEASONALITY EQUALS ABUNDANCE OF HARVESTED PRODUCE, THINK CITRUS & CAULIFLOWER IN WINTER, MANGOES IN SUMMER.



EXAMPLES OF BOX CONTENTS FROM 2019



HOW DOES IT WORK?

IT'S SIMPLE, THE SCHOOL'S LOCAL COMMUNITY GETS TOGETHER TO DIVVY THE BULK ORGANIC PRODUCE INTO FAMILY BOXES ONCE A WEEK AFTER SCHOOL.

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