Principal’s Message

Student Learning
Teachers speak with students every day about ‘learning’. Teachers plan for students to develop skills, knowledge and values in a progression, so student know-how is continuously developed. Parents too are developing their child’s cognitive, social, emotional, physical, moral and spiritual self through their family’s interactions with each other. Prominent educational researcher, John Hattie, provides clear evidence of what contributes most to a child’s development at home, their well-being, achievement and future success. Below in order are the top 5 influences on your child at home. An effect size above 0.4 has a positive impact.
1. Home environment (0.57 effect size)
2. Socio-economic status (0.57 effect size)
3. Parental involvement (0.51 effect size)
4. Home visiting (0.29 effect size)
5. Family structure (0.17 effect size)
6. Television (-0.18 effect size)

Resourcing Parents website
Below is a link to the Families NSW website with loads of ideas and events which parents can access. I encourage parents and carers to be proactive in learning alongside your children, even though at times it can be exhausting.
http://resourcingparents.nsw.gov.au

Melbourne Declaration on Educational Goals for Young Australians
The National Education Agreement as signed by Education Ministers from all Australian states and territories is based the agenda of the Melbourne Declaration on Educational Goals for Young Australians with two overarching goals for schooling in Australia:
Goal 1 Australian schooling promotes equity and excellence
Goal 2 All young Australians become successful learners, confident and creative individuals, and active and informed citizens

Parents and Citizens Association meeting
The next P&C meeting is scheduled for Thursday 10 September from 9.10am in the school hall. I encourage parents and carers to attend to hear about school programs and initiatives and engage in conversation with P&C and school leaders. Parents are requested to leave their small children in the Child-care which will be available from 9am – 10am for children 0-5 years old.

Mathematics workshop
Earlier this week, K-6 students were highly engaged in Mathematics workshops led by IAG employee, Mrs Anu Subramaniam. Mrs Subramaniam was relieved of her normal job for the day, to facilitate Mathematics workshops for GPS students. Examples of students’ learning are posted in this newsletter and will be posted to a school blog in the coming weeks. I challenge parents to ask their child to teach them some number tricks they learned.

SPARK
The SPARK program supports newly-arrived children some of whom are from a refugee background. Volunteers work one on one with children to provide language, homework, communication and other support. Funded by St Vincent de Paul Society. Government funding has been withdrawn. It may be essential for our school to fund SPARK in 2016 to provide further support for newly-arrived children.

PSSA
Last Friday our Junior boys league-tag, senior boys league-tag, junior girls league-tag and junior girls netball teams competed in the Zone semi-finals. Congratulations to all students for accomplishing a spot in the semi-finals. The Junior girls league-tag and senior boys league-tag won their games and will compete in the finals this Friday. Good luck to both teams and coaches.

Library
Book Week 2015: “Books Light Up Our World” competition will be judged this week by a committee of ten teachers, good luck students!
Due to student allergies, any birthday cake brought to the classroom must be accompanied with a list of ingredients. The teacher can then ascertain if the cake is safe for all children to eat. Thank you for your understanding.

A great idea would be cupcakes, or a donut cake, as this is safer, and no knife is needed, (these will also need a list of ingredients).

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

**Week 6 Term 3**

<table>
<thead>
<tr>
<th>Class</th>
<th>Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH</td>
<td>Mohammed Taleb, Ahmed Alameddine</td>
</tr>
<tr>
<td>1M</td>
<td>Nermen El Kassab, Tristan Estephan</td>
</tr>
<tr>
<td>2A</td>
<td>Austin Pan, Manzoor Tamaki</td>
</tr>
<tr>
<td>2/3C</td>
<td>Zaynab Sediqi, Adam Zraika, Faraz Hussain, Ane Fifta</td>
</tr>
<tr>
<td>3/4</td>
<td>Ranim Saleem, Anjie Kerdi</td>
</tr>
<tr>
<td>5/6L</td>
<td>Joumana Ayouch, Isra Khany</td>
</tr>
</tbody>
</table>

**Week 7 Term 3**

<table>
<thead>
<tr>
<th>Class</th>
<th>Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1CH</td>
<td>Rahilla Moosawi, Irem Basokur</td>
</tr>
<tr>
<td>5/6C</td>
<td>Abbas Mekadai</td>
</tr>
<tr>
<td>5/6T</td>
<td>Sarah Tarabiya</td>
</tr>
</tbody>
</table>

CONGRATULATIONS!

KEEP UP THE GOOD WORK.

Mr Christopher Haberecht (Principal)

I HOPE TO SEE YOU SOON!

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**Silver - Term 3 Week 8**

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasneem Zakout</td>
<td>KD</td>
</tr>
<tr>
<td>Grace Chahroura</td>
<td>KH</td>
</tr>
<tr>
<td>Zahara Egzhar</td>
<td>1B</td>
</tr>
</tbody>
</table>

**2nd Silver - Term 3 Week 8**

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amani El Ramlwai</td>
<td>KB</td>
</tr>
<tr>
<td>Shubham Sheth</td>
<td>1/2R</td>
</tr>
<tr>
<td>Lorima Sakuru</td>
<td>2A</td>
</tr>
</tbody>
</table>

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**TERM 3 DATES TO REMEMBER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 September</td>
<td>Choir going to Granville South HS</td>
</tr>
<tr>
<td>14 September</td>
<td>Our Spectacular Sydney Opera House</td>
</tr>
<tr>
<td>17 September</td>
<td>Parent Workshop Fruit &amp; Veg Sense Workshop</td>
</tr>
<tr>
<td>18 September</td>
<td>Last Day of school for Term 3</td>
</tr>
<tr>
<td><strong>Tuesday 6 OCTOBER</strong></td>
<td>Students return to school TERM 4</td>
</tr>
<tr>
<td><strong>Wednesday 7 OCTOBER</strong></td>
<td>Calmsley Hill Farm EXCUSION Bus leaving 8:45am sharp</td>
</tr>
<tr>
<td>8 October</td>
<td>School Photo Day</td>
</tr>
</tbody>
</table>

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Please refer to www.guildford-p.school@det.nsw.edu.au for more exciting news about our students, and dates of up and coming events.
On Wednesday 19 August, Guildford Public School sent 43 finely tuned athletes to represent our school proudly at the 2015 Auburn Zone Athletics Carnival. They certainly did us proud on both the track and in the field events. Well done to all our students that competed on the day, but special mention must go to these students:

Brodan Wallace who came 1st in Junior Shot Put with a massive 7.6m throw.

Jayden Christmas-Estephan who also won the senior Shot Put with an 8.3m hurl.

Ibrahim Al-Halabi nearly cleared the sand pit with his giant 3.61m jump in the junior long jump, which won him 1st place.

An honourable mention must go to Mahdi Mansoor, who was crowned Junior Boys Auburn Zone Age Champion for 2015. Well done Mahdi! An incredible achievement.

The Regional Athletics carnival will be held Wednesday Week 9, at Blacktown International Sports Park. Congratulations to the 6 Guildford Public School students that will be representing our Zone:


REMINDER

Skoolbag App
Communication is key between school and home. The new Schoolbag App is easily downloaded for your Apple or Android devises. Just search for ‘Guildford Public School’ and you are one step closer to being regularly updated with notifications about school events and newsletter publications.

Chris Haberecht
Principal
Guildford Public School

"Leadership is an elusive concept, hard to describe and impossible to prescribe. It is more evident in its absence, so that when leadership is needed, its lack is sorely felt."

PATRICK DODSON - indigenous Australian leader
REMINDER

The Cancer Council will be attending our school on Thursday 17 September to run a workshop on how to make easy, time saving, healthy meals. Parents who attend will receive a free recipe book. You can place your registration at the front office by returning the slip with the note that went home earlier this week, by 14 September. Please do not register for the workshop by calling the front office or going online. There are spare notes in the front office foyer.

We hope to see you there for this very exciting workshop!

Mrs S Haidar

PLEDGE AGAINST RACISM

Premier’s Spelling Bee- Stage Finals

Can you spell banquet, extravagant, bureau?

The Spelling Bee was another successful initiative with two students from each class in Stage 2 and Stage 3 participating in a very formal setting, demonstrating, once again, their ability to spell some quite difficult words. Congratulations to our class champions and to our Stage winners, in particular.

Alexandra Floyd and Alan Wen, together with Brent Macaraeg and Shanil Wijesurendra will represent our school in the Regional Spelling Bee at Georges Hall Public School on Tuesday 8th of September.

GOOD LUCK SPELLING BEEES

Mrs Tanak

UWS Milperra 2015
Parent Excursion
BOOK PARADE
Base Number Multiplication

Base Numbers: 10, 100, 1000, and more

**Steps:**
1. Base number 10 @ (friends of 10)
2. $3 	imes 1 = 3$ answer 63

**Pattern:** $:: \div 100 \div \times$ always Times $x$

More Examples:
- $97 \div 3 = 95$
- $98 \div 2 = 49$
- $03 \times 02 = 06$ answer 9, 506

1000 as the Base Number:
- $997 \div 03 = 997 \div 1 = 996$
- $999 \div 01 = 000 \div 001 = 003$

If the numbers are bigger than the Base Number:
- 10, turn it to plus
  - $12 + 02 = 14 + 04 = 16 \times 02 = 32 \times 04 = 328$
  - answer = 168

by Rayna Sadiqi
5/16/1
General Multiplication

How to Multiply 2 Digit Numbers in less than a minute.

Example:

\[
\begin{array}{c}
\text{22} \\
\times \text{31} \\
\hline
\text{682}
\end{array}
\]

Steps:

1. \[2 \times 3 = 6\] Multiply 2x3.

2. \[\frac{22}{31} \times \text{22} = \frac{22}{31} \times 68\]
   \[= (2 \times 12) + (2 \times 3)\]
   \[= 2 \times 6\]
   \[= 8\]

3. \[\frac{22}{31} \times \text{22} \rightarrow \text{Multiply 2x1}\]

Note: If the answer for step 2 was more than one digit, you will have to put the number in the tens place under the answer of step 1.

Ex: 23

\[
\begin{array}{c}
\text{32} \\
\times \text{63} \\
\hline
\text{186} \\
\text{636} \\
\hline
\text{736}
\end{array}
\]

After you've done this, do step 3 and then add them.

Final answer = 736
Debating Success!

The debating team had their last debate on Thursday the 20th August, 2015 and it was a success! The debate topic was ‘Children need more playtime’. Our team were affirmative where they convinced the audience on why children need more playtime. The team had a team line of ‘More playtime makes for a better lifetime’ and strongly debated on their arguments. Our team defeated Guildford West Public School.

A big thank you to the 2015 debating team. Your enthusiasm, collaboration, critical ‘on the spot thinking’ is to be commended. They will be putting a showcase of a debate in term 4. We will let you know when this will be happening.

Mrs Tanak and Miss Ali Khan

Here is some thoughts from the team.....

Tiresa-

“Being on the debating team has given me a wonderful opportunity to help me build more confidence and new friendship throughout the journey. It is a great way to learn many valuable skills that could be used in everyday life especially in public speaking. We have learnt so much and have gained a lot of knowledge about debating! Since I tried for debating I won lots of fights with my siblings! 😊😊

Tara-

“I loved my debating experience this year. Even though it has been really busy this year, I still had the opportunity to participate in debating. I participated in three debates which I enjoyed a lot. I became more confident in debating since there is always an audience watching us speak. I had a great time in debating, especially with my friends. I also thank Miss Ali Khan and Mrs Tanak for guiding me into becoming a confident person when presenting a speech.”
Shanil-
“\[I\text{ very much enjoy debating. If you don’t know what debating is, it is a fun yet competitive task in which a team of 4 go against another team and try to persuade the audience to agree with their case. I enjoy debating because it is very fun to compete against the other team, it also gives a lot of suspense when the adjudicator gives his/her verdict. This year’s debating team were Alexandra, Sarina, Pallavi, Selena, Tiresa, Nadine, Tara and myself. I recommend that you should try out for debating because it is a great way to promote yourself as a public speaker and it will help you get over stage fright. 😊\]

Sarina-
This year debating has affected me in a wonderful way because I have learnt so much and it is a great experience. My first debate was filled with fun memories that will stick with me forever. It is really a good experience. I have learnt how to rebut and positively argue. I would consider trying out next year. I couldn’t have done this without my peers that are in the debating team and the two amazing teachers that stuck with us Wednesday lunch times and Friday after recess. The teachers are truly amazing and helped us out the whole time. Debating rocks!

Alexandra-
“This year I have learnt a lot in debating such as rebuttals and arguments and many many more fun tips for life. For my first debate when I was speaking we won. My teammates and I could not have done this without Mrs Tanak and Miss Ali Khan the wonderful debating teachers. I am going to try out again next year. I also hope that the wonderful teachers I have this year are out coaches next year.

You should definitely try out for debating next year because it is a good experience and you would learn how to express yourself and you would learn a whole lot of new things. Debating rules!

Pallavi-
“This year debating was really fun and it was such a good experience which helped me more in speeches as I was in debating last year too. What I have become better at is cooperating with other students. We lost two debates but won 2 debates. One of the debates was a forfeit. Thank you very much to Mrs Tanak and Miss Ali Khan and the other debaters.

Selena-
“If you are good at arguing then you should definitely join debating at Guildford Public School. It is a great way to skip algebra and you could build up confidence. I have had a great time during debating and I’ve enjoyed the time of my life with my friends.”
Contacting the Police

000 Police
- Emergency calls only where life or property is in immediate danger.
- An offender is being held for a criminal offence and you require a quick response.
- Serious Offences such as violent customers, armed hold up, bag snatch or a break and enter where the offender is still on the premises.

131 444 Police Assistance Line - (PAL - 24 hours)
- A crime is not in progress.
- Victims are not traumatised
- To report an offence which does not require an immediate police presence, E.g. Break Enter and Steal, malicious damage i.e. graffiti, minor motor vehicle accidents and stealing offences where no offender has been identified.

9897 4899 Holroyd Local Area Command
Merrylands Police Station
- To report an offence where an offender has left the scene, however can be identified.
- DNA/Fingerprint evidence is available
- To report suspicious activity
- To contact a police officer who works at the station.

1800 333 000 Crime Stoppers (Toll Free)
Monday-Friday 7am to 11pm, Weekends 8am to 8pm.
- If you have information about a crime or criminal behaviour.
- If you do not speak English, say “interpreter” and tell the operator your language. You will be connected to a telephone operator.
- You do not have to give your name but we need your information.
- If your information leads to an arrest, you could receive a reward of up to $1000.00.
Responsibilities of members

TEACHERS AND OTHER SCHOOL STAFF

Know your rights and responsibilities
- Reflect on your own opinions and views on Australian identity.
- Be aware of your rights and responsibilities in relation to racial discrimination.

Challenge racism whenever it occurs
- Teach students what racist behaviour is and set clear expectations in terms of non-racist behaviour.
- Challenge racist attitudes conveyed in the community, media and in popular culture.
- When you see racist behaviour deal with it immediately wherever and whenever it occurs.
- Teach students about their rights and responsibilities in relation to racial discrimination.
- Encourage students to report racist behaviour.

Be a positive role model
- Model inclusive, positive, non-racist behaviour in the classroom, playground and staff room.
- Be consistent and fair in applying school policies and procedures.
- Foster sensitivity to other people’s practices and beliefs.
- Share information about your own cultural background.

Assess your own attitudes, behaviour and training needs
- Identify your own training needs in relation to education to counter racism, cultural understanding and inclusive teaching practice.
- Be open to staff development opportunities which aim to increase cross-cultural understanding.
- Obtain factual information about racism and its effects.
- Consider debates on topical issues such as Reconciliation and immigration and form your own opinions based on the facts.
- Evaluate your own teaching practice and teaching and learning materials for bias and sensitivity.

Recognise and value cultural diversity
- Establish classroom practices that reflect and value the perspectives of culturally and linguistically diverse communities.
- Find out about the cultural and language backgrounds of the students in your school.
- Treat students as individuals — don’t make assumptions based on stereotypes of particular groups.
- Learn to pronounce students’ names correctly.
- Encourage students to express their own cultural identity and maintain their home language.
- Allow students to use their first language.
- Discuss the importance of Reconciliation and cultural diversity.

Create an inclusive learning environment
- Seek out, use and share learning resources which include the perspectives of culturally and linguistically diverse communities.
- Incorporate material which challenges racist attitudes and facilitates cultural understanding into teaching and learning activities where appropriate.
- Make sure students from all backgrounds feel confident to participate in class.
- Seek language support for students who need it.
- Encourage positive interaction between students of different backgrounds.
- Make sure assessment tasks do not discriminate against some groups of students.
- Ensure verbal instructions are easily understood by all students.
- Recognise Aboriginal English as an acceptable variation of Australian English.
- Refer to all students and groups living in Australia as Australians.

Encourage the involvement of parents and community members from all backgrounds
- Encourage parents and caregivers from all communities to participate in school activities.
- Make use of translators, interpreters and language support staff.
- Seek feedback from parents and caregivers in relation to the effectiveness of classroom activities and their child’s progress.
of the school community

STUDENTS

Know your rights and responsibilities

- Be aware of your own rights and responsibilities in relation to racial discrimination.
- Think about your own behaviour to make sure that you don't discriminate against others.

Take a firm stand against racism

- Don't accept racist opinions, challenge them.
- Refuse to participate in racist behaviour.
- If you hear other students telling a racist joke, point out to them that it might hurt other people's feelings.
- Tell teachers if you see students bullying others or calling them racial names.
- Report to teachers any racist material you find.

Learn about other cultures and share what you know

- Find out about other cultures and languages.
- Be proud of your own culture and home language.
- Learn about the cultures of others in your school and share information about your own culture.
- Try to include students from different backgrounds in classroom and playground activities.
- Share with your family and friends what you know about cultural diversity and racism.
- Join in activities that celebrate cultural diversity and Reconciliation.

Form your own opinions

- Think about what you read, see on television and hear on the radio about different groups of people - is it fair?
- Make up your own mind about issues such as Reconciliation and immigration and base your opinion on the facts.
- Challenge stereotypes about different groups of people.

PARENTS, CAREGIVERS AND COMMUNITY

Know your rights and responsibilities

- Reflect on your own attitudes and behaviour towards people from different backgrounds.
- Ask for information in a language you understand.
- Ensure you have information about school policies, curriculum and school activities.

Be a positive role model

- Take a firm stand against racism.
- Model inclusive, positive behaviour.
- Be open to other people's beliefs and practices.
- Try to include people from different backgrounds in your circle of friends.
- Ensure your child knows their rights and responsibilities in relation to non-racist behaviour.
- Encourage your child to challenge racist behaviour and attitudes.
- Encourage your child to be interested in other cultures and languages.
- Encourage your child to be proud of their own background and heritage and to value those of others.
- Encourage your child to use their first language.
- Encourage your child to participate in school activities.

Get involved in school activities

- Be willing to participate in school activities.
- Become involved in school meetings, planning and decision-making processes.
- Join in activities designed to counter racism and celebrate cultural diversity.