A big thank you to Wendy Hawkins (Alice 6D and Sophie 2Z) for organising the annual movie afternoon held at Roseville Cinema last Saturday.
The afternoon was an overwhelming success with the theatre totally booked out.
The movie “Inside Out” certainly had something for everyone with the youngest members of the audience being enthralled by the excellent animations while for those a little older the very pertinent issue of sadness being a realistic part of life was very aptly addressed. The audience was entertained by the storyline of the challenges faced by a family when moving from a country town to the city.
Coincidentally at the last meeting of the Gordon West P and C a very valuable discussion was held on how to build resilience and help children handle the emotional challenges that school and life in general may bring.
For all of the right intentions a lot of parents try to protect their children from such life challenges. It is however important to recognise children need to develop the skills to face and manage difficult situations as they arise.
The P and C plans to organise similar presentations to that of Interrelate to hopefully build resilience in our children to help them cope with a range of real life situations.
As part of our school’s Strategic Direction 2 we plan to introduce a Personal Capabilities program to also address these issues. At this point in time we are evaluating a number of plans available and will make a decision shortly with an anticipated timeline for introducing this program in Term 1 2016.
The movie “Inside Out” would be a valuable teaching tool as part of any such program.

Religious Education Implementation Procedures in Public Schools was updated on the 25 March 2015. This thirteen page document outlines the policy and procedures for implementing religious education in schools.
In summary Section 32 of the Education Act of 1990 requires that in every government school time is allowed for the religious education of children of any religious persuasion. Parents also have the right to choose not to have their children attend special religious education.
Early in Term 3 we will evaluate current Gordon West Religious Education Policies/Practices in relation to the recently updated procedures.

The Gordon West Half Yearly Reporting/Interview Process for the most part has been completed.
Miss Harper and Mrs Sheldon, chairpersons of the Report committee will be seeking your opinion about the Semester 1 report format.
Early in Term 4 a SurveyMonkey will provide parents an opportunity to inform the school as to how effective individual families have found our reporting/interview process. Please take the time to complete the survey. Feedback is essential so we don’t automatically assume that parents agree with what we are doing. All SurveyMonkey comments are totally anonymous unless parents choose to identify themselves. All survey results are discussed with the Gordon West P and C President or his nominated representative.

Included later in the Bulletin is a Gordon West School Reporting process overview that Miss Harper and Mrs Sheldon presented at the last meeting of the P&C. Please contact either Miss Harper or Mrs Sheldon should you wish to discuss any aspect of this report.

Once again thank you for your support over the past term. Gordon West continues to be a dynamic centre of learning where our wonderful teachers work together to provide excellent opportunities for our children, totally supported by a very active parent body in a happy, friendly environment.

School resumes for students on Tuesday 14 July 2015.
Teachers resume on Monday 13 July for a School Development Day.

J Huckerby
Principal
At the recent P and C meeting, Mrs Sheldon and Miss Harper who chair the school’s Reporting and Assessment committee presented to the parents the new report format. The school is always looking at ways to improve communication with parents and the school community and recognises the importance of providing meaningful, accurate information about student learning. The following information is a transcript summary of their presentation.

P and C – Assessing and Reporting to Parents 15 June 2015
GWPS’s aim is to best meet the needs of school and community in reporting on student outcomes. The nature of reporting and assessment is complex and there are many aspects including curriculum planning, programming, assessing and reporting.

Reporting information needs to draw on:

a) the formal (e.g. work samples written assessments, assignments, assessment rubrics) and
b) informal evidence (observed, anecdotal) that has been collected routinely and recorded systematically as part of teachers’ ongoing classroom assessment practice

Parents receive regular feedback through reporting process and parent/teacher interviews to discuss:

a) how their child is performing in relation to other students in the same year level,
b) their child’s social progress and
c) practical ways in which parents might support their child’s further learning

Reasons for the adopting of GWPS new reporting format
The annual DEC survey tool SchoolMap is used to collect information from parents regarding the quality of the school’s management practices including aspects such as assessment and reporting. Survey results indicated some parents were keen for the school to review the school report format and content. Similarly the labour intensive nature of reporting was becoming too onerous on GWPS teachers and the old reporting process was adversely effecting curriculum planning, programming and teaching and thus also student learning.

A meeting was arranged in late 2014 with P and C parent representative, Mr Murray, the Principal and members of the school executive to discuss community concerns. The main concerns parents indicated were they felt the written semester report comments appeared somewhat formulaic and generic.

Parents were keen to receive:

a. more personalised, individual comments on student progress including a student’s academic, social and emotional progress
b. clearer, constructive feedback of their child’s strengths and weaknesses
c. consistent achievement and effort scale descriptors (on the previous report the achievement scale descriptors were not the same scale descriptors used for effort)
d. written in clear, unambiguous language (parent friendly)

DEC policy standards relating to Curriculum planning, programming, assessing and reporting to parents K-12 policy
Under the policy, schools are required to:

• use a five-point achievement scale to describe achievement in relation to syllabus standards in all learning areas (incl. NSW Syllabus for the Australian Curriculum English K-10 and NSW Syllabus for the Australian Curriculum English K-10 outcomes and content)
• provide an overall grade based on the A-E scale or equivalent word descriptions
• report progress and achievement using a ‘point in time’ judgement (assessment of learning) of the student’s overall progress and achievement in relation to the relevant syllabus standards
• identify both areas of student strength and those for further development (assessment for learning)
Key Learning Area DEC policy information

English:
- The existing policy states that, for Years K-6, ‘in English and mathematics, reports will show achievement information for each broad syllabus strand.
- Objectives and outcomes from the new NSW English K-10 syllabus are the basis for making judgements on student achievement, progress and future learning.

Mathematics:
- Report to the three new strands of Number and Algebra, Measurement and Geometry and Statistics and Probability.
- Note: Working Mathematically is no longer a separate strand and is embedded in each of the three strands and as such should be reported on in the context of each strand.

Science and Technology:
- NSW Syllabus for the Australian Curriculum Science K-10 (incorporating Science and Technology K-6) outcomes and content which includes the process of investigation (Science) and the design process (Technology).
- NB. ICT is not a substitute for Science and Technology.

HSIE:
- GWPS is reporting using both the optional (new) NSW Syllabus for the Australian Curriculum History K-6 outcomes and content and NSW Human Society and its Environment Syllabus.

Reporting on literacy and numeracy in Kindergarten
It is mandatory to report initial assessment in literacy and numeracy in Kindergarten using the Best Start Kindergarten Assessment. This initial assessment was provided to parents in Term 1 2015.

GWPS has elected to continue reporting achievement using DEC syllabus document outcomes with support of the literacy and numeracy continuums.

The new look GWPS reports:
The structure of the GWPS modified report for Semester 1 2015 contains a number of new features including: Syllabus indicators selected and modified to ensure the language used was clear, unambiguous and easy for parents to understand. These were not intended to be a comprehensive list of all aspects of the DEC syllabus documents but rather a selection of the key concepts studied throughout the semester. A wide range of evidence sources were used to select the grade with teachers planning for and gathering evidence about student achievement throughout the semester. This evidence assisted teachers in making professional judgments about a student’s progress and achievement of syllabus outcomes.

Learning Goals were provided for English and Maths in point form and inform students, parents and subsequent teachers of a student’s areas for improvement. A predetermined number of learning goals were not set as some learning goals may be of greater complexity than others. These learning goals will be addressed throughout the following semester both at school and can be supported at home.

Other Key Learning Areas contained modified Syllabus indicators selected from Syllabus documents to demonstrate content studied in these subjects. The teacher who is responsible for instruction of these subjects provided assessment data.

General Comments are now a feature of both semester 1 and semester 2 reports and reflect a student’s social and emotional development. Teachers also commented on particular areas pertinent for each child.

Feedback and Review Process:
Teacher Review Process:
Following the completion of the Semester 1 reporting and parent teacher interview process, the school will conduct a review of the process. There will be further modifications after the Semester 2 reporting period.

Parent Review Process:
Parents will be asked to contribute their responses to the format and content of the new report in Term 3 and as part of the annual school review process.

DEC Review:
The DEC is currently also reviewing its curriculum planning and programming, assessing and reporting to parents K-12 requirements and is yet to hand down its interim report. This report will certainly also have implications for the school’s review process. GWPS will keep parents fully informed of these changes and their implications for GWPS.
Starting next term, the canteen will start selling Butter Chicken on Mondays for $4.

Cut-off times for all orders will be changing to 8am.

There will also be some price changes which will be updated in Flexischools.

Satu Piispa
Canteen Manager

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**Holiday Tennis Clinic**

A holiday tennis clinic will be conducted at Gordon West School during both weeks of the school holidays:

**Clinic 1** June 29th-July 1st (Mon-Wed)
- 9.30 - 12pm $80
- 9.30 - 2.30pm $140

**Clinic 2** July 6th - July 8th (Mon-Wed)
- 9.30 - 12pm $80
- 9.30 - 2.30pm $140

Enquiries and enrolments to Scott

0414 554 612
STUDENT NEWS

PREMIER'S READING CHALLENGE

Congratulations to the following students who have completed the Premier’s Reading Challenge

The Challenge will finish on Friday 21st August.

Janelle Chai KH
Geena Hwang KS
Baxter Montgomery KS
Oliver Brewerton 1W
Joshua Chai 2W
Selina Ma 2W
Ivy Montgomery 2D
Dhanya Vasanta 1W
Caitlyn Bilney 1F
Archie Gray 1P

Imogen Rankin 2W
Chloe Frontczak 3A
Jason Miao 3A
Samuel Brewerton 4M
Connor O’Byrne 6E
Thea Whittaker 6E
Tyson Neal 1W
Zach Neal 3T
Georgia Gray 3T

SPORTS RESULTS

Netball Results
12/6/15
Jnr 1 vs Lindfield East won 25-3
Jnr 2 vs Killara won 14-5
Jnr 3 vs BYE
Jnr 4 vs St Ives Park won 7-0
Snr 1 vs St Ives Nth won 35-6
Snr 2 vs BYE
Snr 3 vs Lindfield East won 13-11
Snr 4 vs Lindfield East won 20-3

Soccer Results
12/6/15
Div 1 vs West Pymble
Senior A won 8-0
Junior A1 lost 0-2
Junior A2 won 2-0
Div 2 vs St Ives
Senior B won 4-0
Junior B1 won 1-0
Junior B2 lost 0-1

19/6/15 Washed Out
Students from our school will soon be undertaking an education tour of the national capital. Students will be given the opportunity to participate in a variety of educational programs with a focus on Australia’s history, culture, heritage and democracy.

The Australian Government recognises the importance of all young Australians being able to visit the national capital as part of Civics and Citizenship education. To assist families in meeting the cost of the excursion the Australian Government is contributing funding of $20 per student under the Parliament and Civics Education Rebate program towards the costs. The rebate is paid directly to the school upon completion of the excursion.