

Principal's Report | – 2

This week in the Principal's Report the following topics are covered:

- * National Walk to School Day
- * Anzac Day Appeal
- * Attitudes to School Survey
- * Important Dates - Student Free Days
- * Education Week
- * Breakfast Club

BREAKFAST CLUB

8:15am-8:45am

Children must arrive before 8:30am in order to be served breakfast in time.

There are some Grab 'n Go items and fruit if students arrive after 8:30am

Please email Christine if your child has any food allergies

christine.kennedy@education.vic.gov.au

Thank you

HELP Volunteer family needed in Term 2 on Saturdays to look after school chickens!

Thank you to the Jeal family for looking after our chickens each Saturday, this term.



If you are able to take on this important job each Saturday in Term 2 - please call **Pascale on 0417 148 764**.
Thank-you!

Diary Dates

Friday 12th May - STUDENT FREE DAY
- Prof. Practice Day

Monday 15th May - STUDENT FREE DAY
- Berry Street Staff PD

9th MPSSA Cross Country - (Y3-6)
Thurs 18th May

EBPS Education Week - 22nd –27th May

Whole School Visit - Indigenous Performance "Didjeribone" -
Thurs 8th June

Jump Rope for Heart Day - Tues
13th June

Mid Year Reports sent home - Wed
14th Jun

Tabloid Sports—Whole School—Mon
19th June 1:30-3:30pm

Parent Teacher Interviews 1:30pm -
Mon 19th June



East Bentleigh Primary School

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East Bentleigh 3165
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4th May 2023

Term 2 / Week 2, Issue 1

SCHOOL VISION:

East Bentleigh Primary School provides a rich, inviting, child-focused environment ensuring that all students feel safe and stimulated. Our students are able to achieve their full academic, creative and social potential, equipped for the challenges of lifelong learning. Students develop into healthy and confident individuals, actively contributing to the world in which they live.

At East Bentleigh Primary School we are committed to child safety.

Acting Principal's Report - Susan Jackson

Hello everyone,

I hope that this newsletter finds you all well. Term 2 is a shorter term, with only 9 weeks. We have many activities planned that you will see on the School Term Calendar - located on our website under this newsletter.

This year, unfortunately we will not be holding our annual Mother's Day stall at school. In past years we have had a group of parents who have organised the Mother's Day stall but this did not eventuate this year. We will be discussing these events at School Council next Monday night. Teaching staff have been asked to make cards and some special child-friendly craft with their classes for mums, grandparents and special friends.

National Walk Safely to School Day

May 19 will mark National Walk Safely to School Day, an event when all Primary School children will be encouraged to walk and commute safely to school.

Championed by the Pedestrian Council of Australia, this community event seeks to encourage children to lead a healthier, more active lifestyle by simply including a walk in their day. Furthermore, it aims to raise awareness of the health, road safety transport and environmental benefits that regular walking can provide for the long-term well-being of our children.



ANZAC Day Appeal – 2023

The President and Committee of the Bentleigh RSL / Cheltenham RSL appreciated the **\$334.80 donation** we made to the ANZAC Day Appeal.

The money raised provides welfare support to ex-servicemen and women in necessitous circumstances, to assist in providing for:

War veterans & dependents, care of the aged, family welfare and community/aged care visiting. Thank-you to all families who supported this appeal.

Attitudes to School Survey- Years 4, 5 and 6

The Department's annual "Attitudes to School Survey" will take place between Monday 4th May and Friday 9th June, 2023. Students in Years Four to Six will participate in this on-line survey. The survey intends to provide an overall picture of how students view their school and learning, as well as their health and well-being. Parents of children in these year levels will receive a letter via Compass with further details.

Continued next page.....



East Bentleigh Primary School acknowledges Traditional Owners of Country throughout Australia and recognises the continuing connection to lands, waters and communities. We pay our respect to Aboriginal and Torres Strait Islander cultures and to Elders both past and present.

Acting Principal's Report - Susan Jackson

IMPORTANT DATES for TERM 2

Student Free Professional Practice Day

As part of the new EBA negotiations, the Department has allowed schools to conduct teacher 'professional practice' days on a common day, to be determined by the school and their needs. At EBPS we will conduct our PPD (Professional Practice Day) on Friday 12th May. Students are not required to attend on this day. Teachers will be working on Assessment and Data Analysis.

Curriculum Day – Berry Street Educational Model

On Monday 15th May we will be having a Curriculum Day where we will complete our Berry Street Educational Model training – Domain 4 - Engagement. We have already used Curriculum Days last year and early this year to complete the following Domains: Body, Relationships and Stamina. The BSEM training has been very beneficial and has given staff over 100 different strategies to support all student with their schooling at East Bentleigh P.S.

Education Week

Education Week will be celebrated at East Bentleigh P.S. from Monday 22nd May – Saturday 27th May (including Open Morning - see below)

2024 Prep Information Night

We will be holding this very important event in our annual calendar during Education Week in the BER. Our Prep teachers and school leadership will hold this on **Wednesday 24th May at 7.00pm**. Invitations have been sent to our local pre-schools and to those who have attended one of our school tours this year. If you know of anyone who has a child ready to start school in 2023, it would be great if you could let them know.

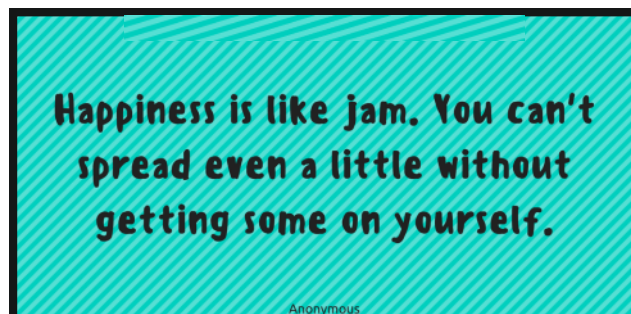
2023 Open Morning and Bentleigh Farmer's Market

On Saturday 27th May, we will be holding an Open Morning to coincide with our monthly BFM. Market hours remain unchanged - **8.00am till 12.30pm**. Classrooms will be open from **10am-12 noon**. Teachers will be available in their classrooms during these hours. We are looking forward to welcoming visitors to our school on that day.

Breakfast Club

Breakfast Club is up and running again this term. **Just a reminder breakfast club is there for students to come and have breakfast and a chat.** If you require care for your child before school, Camp Australia is available from 7am every morning and also available afterschool from 3:30pm to 6pm.

*** Thought for this week ***



Until next time - Sue Jackson, Acting Principal



Literacy @ East Bentleigh PS

The 3/4 Mainstream classes have been hard at work creating their very own narrative story book. As part of their English curriculum, students were tasked with incorporating similes, proper tense usage, and conjunctions into their stories. Additionally, their stories had to revolve around the concept of metamorphosis, showcasing the transformation from an egg into either an adult frog or butterfly.

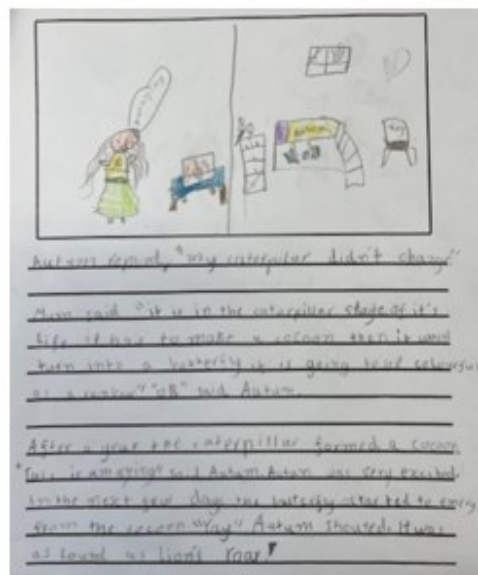
Throughout the project, students used their imagination to develop captivating stories that engaged readers and showcased their mastery of key writing concepts. By incorporating similes, students were able to paint vivid pictures in their readers' minds, while proper tense usage ensured that their stories were grammatically correct and easy to understand.

Furthermore, by incorporating the concept of metamorphosis, students were able to explore the theme of transformation, allowing them to develop characters that underwent significant changes throughout their stories. Whether following the journey of a caterpillar becoming a butterfly or a tadpole becoming a frog, students were able to use their writing skills to bring their stories to life.

Overall, the 3/4 Mainstream classes should be commended for their exceptional storybooks. Every student was able to plan, develop, and edit their very own story.



Maddy, Yuval, and Kara's finished storybooks (3/4P)



Kora S (3/4P)

Maths in Class 2A

Transformation of 2D Shapes

The children are learning to understand what happens to a shape when it is reflected, translated or rotated. They learned that flip, slide and turn are words to describe how shapes can be changed, or transformed and created some beautiful drawings to show shapes being flipped horizontally and vertically.



Wellbeing at EBPS

Wellbeing in Class 5L

We have been reviewing some topics from Respectful Relationships.

Our last session was around, 'What is violence?' We decided we didn't really like the word 'violence', so we changed it to 'intentional harm'. So violence is when you intentionally harm someone or something else.

We brainstormed lots of ways this happens...

Physical harm – kicking, hitting, spitting, pushing

Emotional harm – put downs, humiliation, teasing, making fun of someone

Social harm - leaving someone else, spreading rumours, gossiping

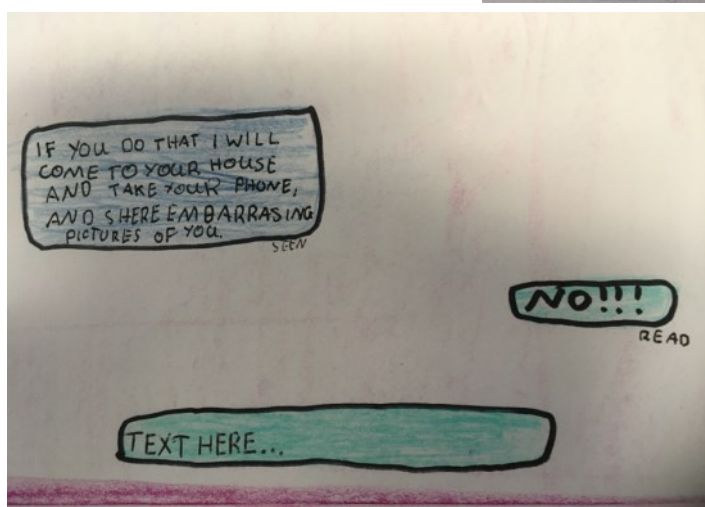
On-line harm – bullying on-line or by texting

We discussed who is affected by an act of intentional harm and realised it's not just the person being hurt.

The person causing the intentional harm is affected, as are witnesses or people who get to hear about it.

We played a statues game about how we might feel if someone intentionally hurt us and we also talked about how acts of friendship and kindness can support someone who is experiencing intentional harm.

Checking in on them. Asking if they want to play with you. Taking them to an adult.



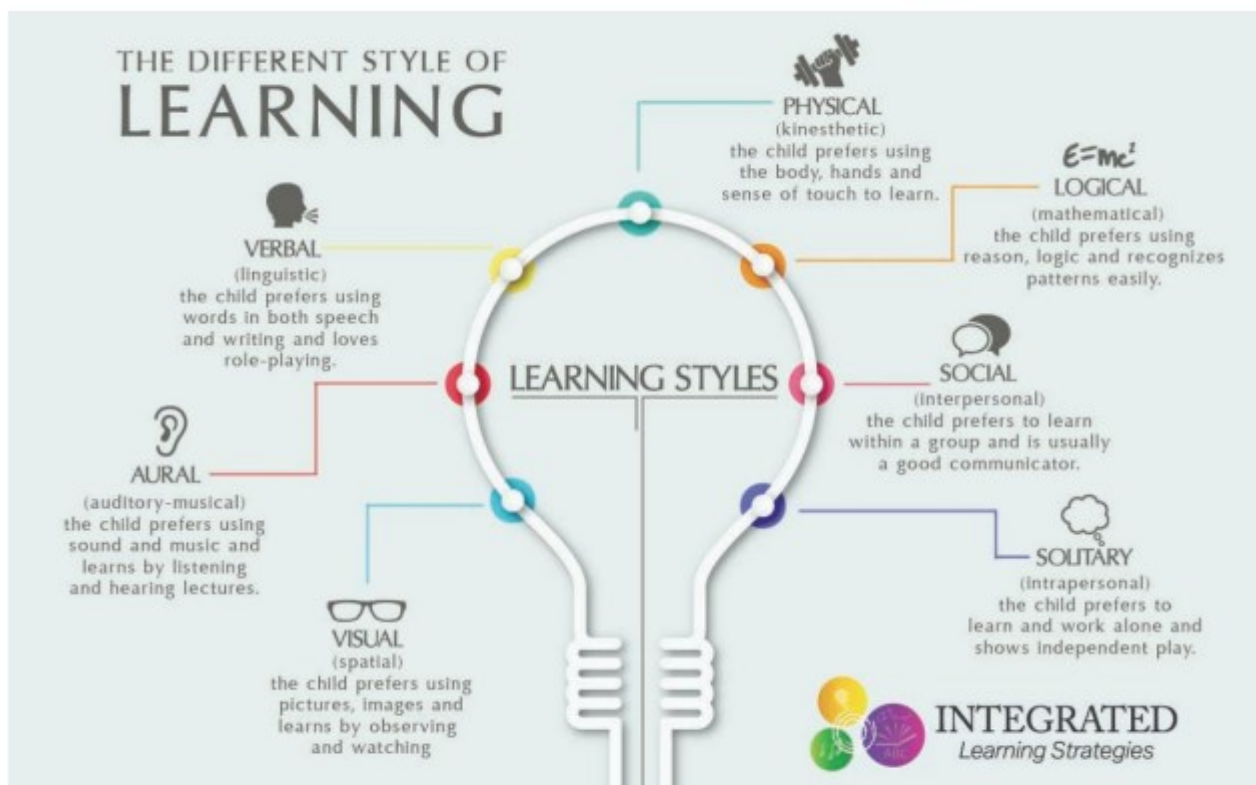
Learning Diversity @ East Bentleigh PS

Children's Learning Styles

Children learn, process, and retain information in a variety of ways. For some, there is a clear preference for one particular style of learning. For others, learning is accessed via a range of learning styles. As educators, we want to foster children's strengths but also provide appropriate challenge to allow them to grow. We achieve this by offering a variety of experiences to help children develop new strengths and interests that will broaden their understanding of the world.

Understanding how a child learns can improve how we teach them. As adults, we can help children better understand their strengths and individual differences, while supporting challenges. You can seek out real-world experiences that extend your child's learning. For example, if your child is interested in fish and aquatic life, visit an aquarium. Your child will retain more information and develop a broader understanding of the world if information is meaningful and presented in a way that meets his or her individual learning style.

Have a look at the learning styles below. How do you learn best?! 😊



INSIGHTS

by Michael Grose – No. 1 parenting educator



An attitude of gratitude

Cultivating gratefulness in our children enhances family life and will reap long-term emotional rewards for them throughout their lives, writes Karen Fontaine

Article contributed by Karen Fontaine

In the materialistic age in which our children are growing up, it's common for them to expect plasma TVs, overseas holidays and marshmallow-strewn barbecues as givens.

But rising levels of affluence seem to have had an inverse effect on our kids' levels of gratefulness. For example – when was the last time any child you know wrote a thank-you note for a gift, or said (without prompting) a heart-felt 'thank you' for dropping them at the train station when it was raining?

As adults age, our feelings of gratitude – for health, for family, for good food and even something as simple as a sunny day – generally tend to increase. Gratitude allows us to celebrate the present. It magnifies positive emotions.

But for kids, whose sense of entitlement can be epic, the power of gratitude is not only in magnifying the positive but in also blocking the toxic and negative emotions such as envy, resentment and regret.

"We know that grateful kids are happier (and) more satisfied with their lives," says Jeffrey Froh, an assistant professor of psychology at Hofstra University near New York who focuses on the topic.

"They report better relationships with friends and family, better academic achievements, less materialism, less envy and less depression, along with a desire to connect to their community and to want to give back."

The good news is, it is possible to teach gratitude. One of Froh's studies found that early adolescents who simply counted their blessings in a journal every day for a fortnight were more appreciative than those who didn't, as well as more optimistic and more satisfied with their lives.

Froh and his co-authors also found that schoolchildren exposed to a specific "gratitude curriculum" reported more appreciation and happiness than those who didn't get the lessons, even up to five months later. They were also much more likely to act on their feelings, writing 80 per cent more thank-you notes for a school event than the control group.

Froh acknowledges that gratitude comes more naturally to some kids than others, although he's not suggesting there's a "gratitude gene".

"But I do think environment can play a major role," he said. "I always point out to my kids, James, six, and Julianne, two and a half, instances when they could – and should! – be grateful. The other day, James said to me, 'Daddy, today was such a great day. We went to the beach in the morning, then we went to a park in the afternoon, then we went to the beach again at night, and for dinner you made my favorite chocolate chip waffles. I'm the luckiest boy in the world'. For a five-year-old to understand how 'lucky' – that is, grateful – they are is something very special. Had my wife and I not encouraged gratitude in him, I wonder if he would have drawn the same conclusion. Maybe, maybe not. But I'd like to think we played some role."

At our dinner table, everyone takes turn in answering the question 'What made you happy today?'. The responses, from 'having a wrestle with Dad' to 'the picnic lunch we had in the backyard', are great ways that our three children – aged 12, five and three – inadvertently verbalise their appreciation of something simple.

And so, with our eldest on the cusp of turning into a teenager – an age when gratefulness generally comes as naturally as a rambling conversation style – I ask Froh: is it expecting too much for teens to show gratitude at a time when they are expressing a fundamental desire to individuate from their family? Is pushing parents away, and exhibiting total ignorance of all you've done for them, all behaviours that conjure independence?

"I know people say this, but I disagree," he says. "Yes, teens want independence. But who said they can't acknowledge, let's say, how much their efforts played into getting them into their dream school while simultaneously acknowledging the efforts of the many others who helped get them there? Sure, it's a balancing act. But it can be done."



Jeffrey Froh shares his top five tips on how parents can help cultivate in children an attitude of gratitude.

1. "Learn to limit kid's commercial consumption and commercial activity and to maintain experiential activities that engage them in topics that they are curious about or interested in."
2. "Encourage children and teens to write simple yet effective thank you notes or letters that acknowledge the efforts of teachers and coaches in their lives. Or adults could also remind teens to text 'thank you's' to friends who have been there for them, stood up for them, or helped them in important ways. This strategy shows how we can promote gratitude as a life skill in teens, too."
3. "Some general but necessary habits that adults can practice and which are especially helpful early on (say with children as young as three) is to model gratitude and thankfulness regularly as well as encouraging and reinforcing such behaviours in children."
4. "Help kids to process benefits with 'grateful lenses'. That is, help them understand the importance of intent, cost, and benefit when someone does something kind for them. For example, our eight-year-old cousin, Olivia, helped James with his homework. To help increase his gratitude for this, I said, 'How nice was it that Olivia went out of her to help you with your homework (intent)? She even gave up going on the trampoline to do so, and we know how much she loves that (cost)! And because she did, you were able to finish your homework before it got dark so you had more time to play outside (benefit)'."
5. "Tune into your child's interests and strengths. Nurturing this in them will give them even more to be grateful for."

Karen Fontaine is a Sydney-based journalist.

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Michael Grose Presentations

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