

BULLETIN



East Bentleigh
Primary School

www.eastbentleighps.vic.edu.au

Phone 9570 3525

Email: east.bentleigh.ps@edumail.vic.gov.au

Term 3 / Week 8 : 3rd Sept 2020

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.

Hello everyone,

What a lovely warm beginning to Spring we have had this year. Did you know that last Tuesday, September 1st was Wattle Day?

I have loved watching the emerging blossom buds appear in our gardens. A hint of blue sky and warm sunshine has helped to lift my spirits in the last week. Hope these two wonderful gifts that Mother Nature shares with us each year are helping you too.

This week's bulletin will be largely about how we can look forward with optimism.

As we come closer to the end of Term 3, whilst I know we are looking forward to returning to onsite learning we are yet to have any clear direction about what Term 4 will look like in our schools from DET. Like everyone, I am eagerly anticipating the promised Premier's announcement on Sunday.



Family resilience during COVID-19 (Free Webinar)

On Tuesday 15 September, the Department of Education and Training is repeating the free webinar for parents and carers by renowned child psychologist Dr Michael Carr-Gregg, on building family resilience during coronavirus (COVID-19). Parents and carers play a vital role in helping children feel safe through uncertain times.

Dr Carr-Gregg's webinar is aptly named **Managing the Coronacoaster – Tips for building resilient families in the coronavirus era.**

In this webinar, Dr Carr-Gregg provides tools and strategies for parents and carers to help manage the lock-down and remote learning. Topics include:

- * your supportive role
- * setting the emotional tone
- * focusing on what you can control
- * how to deal with disappointment
- * further resources and where to get help.

Dr Carr-Gregg's presentation will run for 45 minutes. This will be followed by a 15-minute question-and-answer session in which parents and carers can ask Dr Carr-Gregg questions.

Webinar details

When: Tuesday 15 September

Time: 7:30pm

Duration: 45-minute presentation followed by 15-minute questions and answers session

Format: online via Webex

Cost: free

How to register

Please use this link for your families to register: ['Managing the Coronacoaster – Tips for building resilient families'](#)

Professional Practice Day - Next Thursday 10th September our classroom teachers will be participating in their Professional Practice Day for Term 3. They will not be available to support your child on this day. Specialist activities will continue to be provided.

Coronavirus - Coronavirus (COVID-19) information can be found on the Department of Education website, which will continue to be updated: <https://www.education.vic.gov.au/about/department/Pages/coronavirus.aspx>

Bulletin - continued

Father's Day

To those parents who may have lost their fathers since last Fathers' Day and to those who hold their fathers deep in their hearts as I do, I think of you at this time. I'd also like to acknowledge the role of fathers providing such positive role modelling to children. Conversely I'd also like to acknowledge and respect that, where dads may not be in the home, there are mums, relatives, care-givers and guardians who give so much of themselves. I hope that all our families have a special day on Sunday, and for those who cannot be together physically with their grandfathers - I hope you can make contact via phone, facetime or zoom.



Enrolments 2021

All scheduled tours have been cancelled. A virtual tour developed by our 2019 senior students is available on our website. Enrolment forms and information may be found on our website. Applications for 2021 are being accepted by e-mail or post. We are planning Prep Orientation differently to previous years, when we have been able to invite children and parents on-site. Information will be emailed directly to families who are enrolled to commence 2021, once we have finalised our transition programs.

How to Foster a Growth Mindset in our Children

Thanks to Kate Raynor for this article. This week, building on our commitment to Growth Mindset, we have a wonderful quote from Michael Jordan that digs into the heart of the relationship between success and failure: *I've missed more than 9,000 shots in my career. I've lost almost 300 games.*

Twenty-six times I've been trusted to take the game-winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed.

This is a great perspective to share with our children when they are finding their particular learning journey tough going. One of the buzz words around children's mental health in lock down is **resilience**.

Here are a few strategies from the site *psycom* to help promote this essential quality in our children:

Promote Healthy Risk-Taking

This means encourage your child to do something that pushes them outside of their comfort zone, but results in very little harm if they are unsuccessful. When children avoid risk, they internalize the message that they aren't strong enough to handle challenges. When children embrace risks, they learn to push themselves.

Resist the Urge to Fix It and Ask Questions Instead

When children come to parents and teachers to solve their problems, the natural response is to lecture or explain. A better strategy is to ask questions. By bouncing the problem back to the child with questions, the parent or teacher helps the child think through the issue and come up with their own solutions.

Teach Problem-Solving Skills

The goal is not to promote rugged self-reliance. We all need help sometimes, and it's important for children to know they have help. By brainstorming solutions *with* children, parents engage in the process of solving problems. Encourage children to come up with a list of ideas and weigh the pros and cons of each one.

Label Emotions

When stress kicks in, emotions run hot. Teach your children that all feelings are important and that labelling their feelings can help them make sense of what they're experiencing. Tell them it's okay to feel anxious, sad, or jealous and reassure them that bad feelings pass, just like the weather changes and clouds float away.

Demonstrate Coping Skills

Deep breathing exercises help children relax and calm themselves when they experience stress or frustration. This enables them to remain calm and process the situation clearly. Share other strategies that work for you when you are stressed.

Embrace Mistakes - Theirs and Yours

Failure avoiders lack resilience. In fact, failure avoiders tend to be highly anxious children. When parents focus on end results, children get caught up in the pass/fail cycle. They either succeed or they don't. This causes risk avoidance. Embracing mistakes (your own included) helps promote a growth mindset and gives children the message that mistakes help them learn. It can be helpful to talk about a mistake you made and how you recovered from it.

Promote the Bright Side - Every Experience Has One

Optimism and resiliency go hand in hand. Some children may appear more naturally optimistic than others, but optimism can be nurtured. If you have a mini pessimist on your hands, acknowledge the feelings that lead to pessimistic thinking and teach your child to reframe her thoughts to find the positive. Good luck!

We are all works in progress and it is a lifelong journey. This week we have work samples to share from across the school. How creative and resourceful our students are. Enjoy. Take Care everyone.

Until next time.....Maria Shearn - Principal 😊

Class 4T - Wellbeing Bingo

Students created a growth mindset bingo game with all 'New' things/activities they will try out this week. They cross off the things they have done each day and the first to have bingo will be celebrated this week!



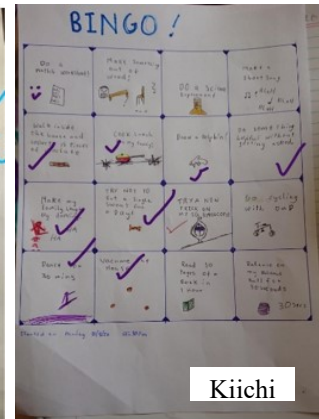
Lucas



Ella



Leela



Kiichi

Prep A - examples of 'Deep Blue' classwork



Arlo - sea snail counting



Rex - Rainbow fish



Grace - Rainbow fish

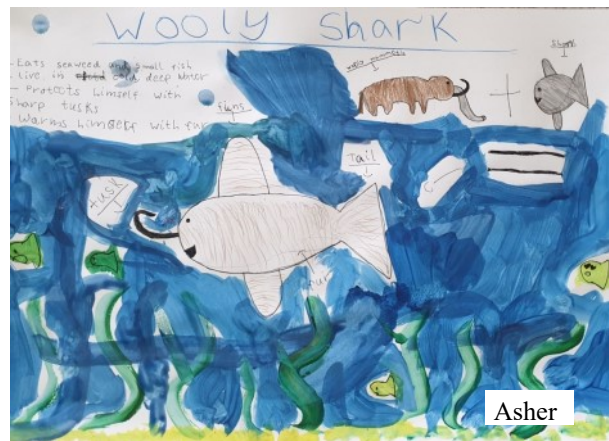
Class 1D - Form Drawing Spiralled Squares and Triangles



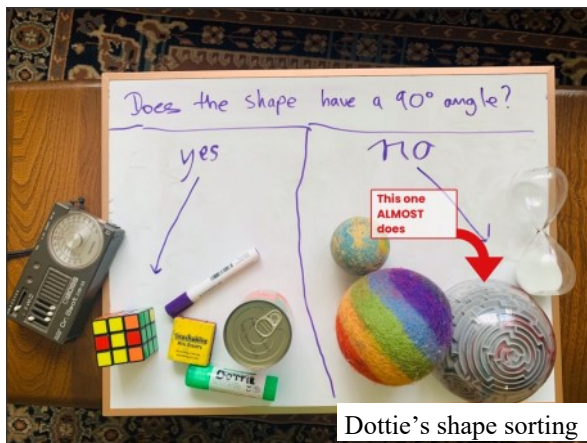
Classwork examples - 2S & 2L



Annabelle's bird tally and bar graph



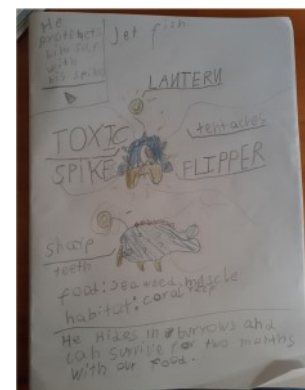
Asher



Dottie's shape sorting



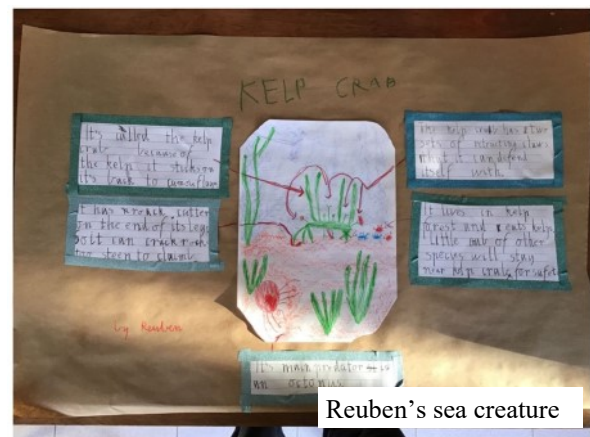
Isaac's origami turtle



Isaac's Jet fish



Nefeli - The Kingdom Under the Sea



Reuben's sea creature



Siena - salt dough turtle

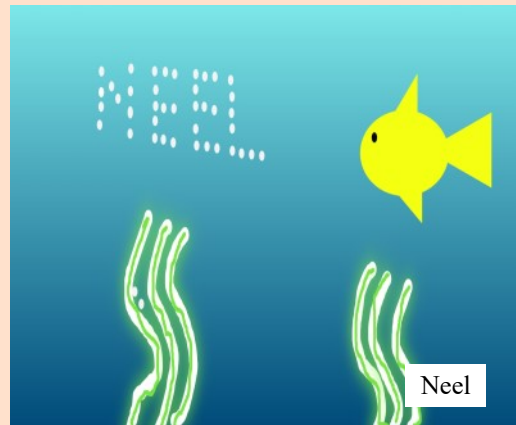


Zenkyle - data collecting

Classwork 'Deep Blue' examples - 56R



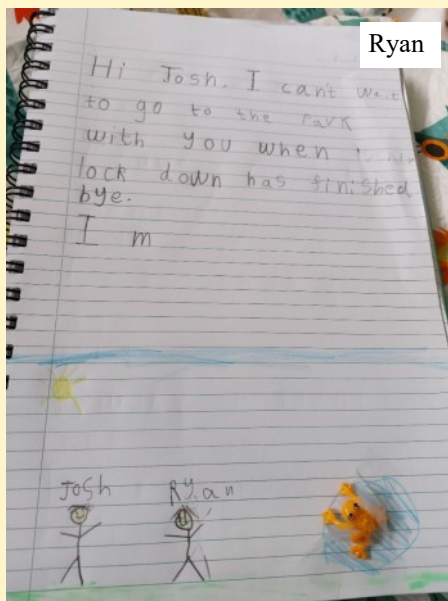
Charlotte



Neel

1M Classwork examples - Pen Pals

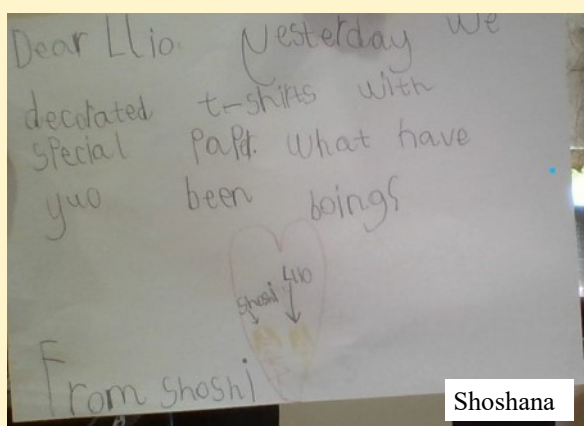
1M has started pen pals! Some great letters have been written so far, I am so proud to see the fantastic writing that has been done and it is such a great way to stay connected. Who doesn't love receiving a letter! We will continue this until school goes back.



Ryan



Tamsin



Shoshana



Marley

Examples of classwork - Class 6A



Balthasar – Autobiography

My name is Balthasar and I was born on the 28 March 2008 at the Royal Women's Hospital in Carlton, Melbourne, Australia. My parents are Renee and Paul. My parents brought me home from the hospital to our house in St Kilda. We lived by the beach and the St Kilda Botanical Gardens. I have a lot of fond early memories there but when I was around the age of 9 my parents were too argumentative towards each other so they had to split up. And so, I moved down to East Bentleigh where I made my great friends and was closer to school.

Shortly after, my dad moved all the way down to Lakes Entrance which is almost 4 hours away! Every school holidays I went down there and we went biking, kayaking, swimming, bushwalking and just had general good times. However, I nearly died two times!

Once when my kayak capsized, and we nearly drowned and another time when the bush fires last summer threatened to light our house on fire! I was happy to get back home safely to East Bentleigh where life is calm!

At home I have a cat named Fuji and he is really cuddly and calm. I used to have a dog called Shasta, and she was the most beautiful kindest most patient dog I have ever seen, but sadly one day she died of cancer. After she died, we fostered a crazy cat called Luna and she was very looney! Then we adopted Fuji.

I have a half sister who is 20 years older than I am! She grew up in Italy and then came to Australia to live with us when I was about 6. She is a great sister and her old boyfriend gave me two really cool skateboards. I like the boards' but I am not really into skating.

I like bike riding and Jiu Jitsu. My dad and I used to go for long bike rides down the beach road from St Kilda to Black Rock and we stopped and played at the beach. Now we ride near Kookarook Park and in a secret trail in between Dingley Bypass and the neighbourhood around. I have been doing Jiu Jitsu for about 4 years and I have two silver medals and bronze medal from competitions.

In addition to sports, I play piano. I have been playing for a few years and my favourite songs to play are In the Hall of the Mountain King by Edvard Grieg and also the Jurassic Park Theme. I also play cello at school. I have a cello, a drum kit, a piano, a keyboard, a ukulele, a guitar and an harmonica! I have played all of my instruments at once before! I have also composed two songs, but I am not always creative.

Sometimes I am more intellectual. I enjoy reading, maths (algebra), biology, astrophysics, quantum mechanics and coding. I have read a lot of books. I used to only read graphic novels but lately I have been reading a lot longer books like the Skulduggery Pleasant Series (I have read 9 of them), the Otilie Colter Series and the My Side of the Mountain Trilogy.

I really enjoy maths and logic because my brain enjoys a good challenge. I like biology because I am curious about how every living being works and functions. Also, I like being in nature and studying its details.

I used to want to be an astronaut and I was so determined to be one but then one day my mum told me about space sickness and on the spot I decided I no longer wanted to be an astronaut, but I am still interested in the ways that stars form, comets fly, planets rotate and the questions of the universe. Before COVID I used to go to monthly astrophysics lectures at Swinburne University.

I enjoy quantum mechanics because it studies the tiniest parts of how things work and explores the strange realm of subatomic particles. So I love the biggest and the smallest physics! I have been coding for years and I am well ahead of my class at it. I even made a website about quantum mechanics called Quantum Noodles.

I have named most of my soft toys after scientists. I have a dog name Hubble, a giraffe name Galileo, a bunny named Tesla, a bilby named Albert, and fish named Buckminster. My other favourite toys are Otto the octopus and Soft Lovey the turtle. I have had Soft Lovely since I was really little so that is why she has such a silly name.

I don't just have soft toys to play with, I have other games that I enjoy, like chess, backgammon, checkers, Uno, solitaire, Catan, Pandemic, Forbidden Island, Yahtzee, Unstable Unicorns, Apples to Apples and Lego. I play with Lego a lot with my friend Logan. We have been really great friends for a while now, but the story of how I met him is really coincidental.

One day I went to an open day at a Montessori School and at the science section I met a kid who asked about a DNA helix which I answered all his questions and then we sculpted a skull out of sandstone we found under the school walkway. Then we saw him again in the science section at a different school's open day and learned that we were neighbours! We then saw him in the neighbourhood a few times and decided we must be friends! The other best friend that I had was named Harley. We first met each other when we were toddlers and we played together in a park in St Kilda. A few years later, we sat next to each other in prep. At first, I made fun of him for various reasons like not being able to spell his own name, which wasn't very nice but eventually we became friends and stayed best of friends until I moved to East Bentleigh.

We are still friends but just not as close.

Speaking of close people to me, I have family in Seattle, New York, and Orange NSW. We used to go to Orange every year at Easter. I loved to go to my Uncle Rob's 1000 acre "farm" which is mostly covered in forest, but they have two alpacas and two dogs! When we went there, we went on adventurous hikes. We also cooked dinner on the campfire, built rock sculptures, took baths outside in a wood fire warmed bathtub, picked blackberries, collected cool rocks like quartz, did some weaving with alpaca wool, and saw lots of wildlife!

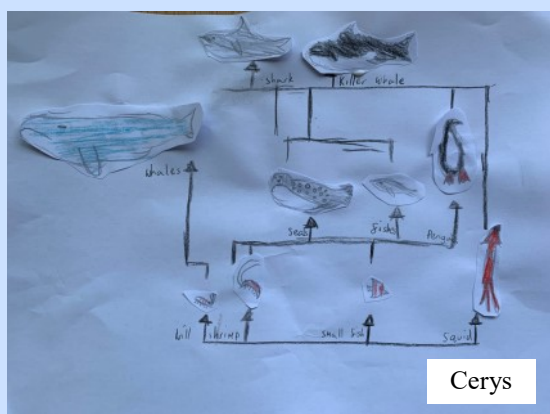
The other cool place I have been on holidays is Seattle. I have been twice, but I only really remember once. We visited my grandma and her partner Tim and my auntie Kelly. Gampa (my grandfather) and his wife, flew from New York to Seattle to visit us too! We went to Hurricane Ridge and had a snowball fight. We went to the Hoh rainforest and saw a herd of elk. We took a ferry to a little island to go whale watching but we didn't see any whales, but we went to a whale museum.

In Seattle we went to this cool place called the Pike Place Market where they sold lots of fish. Behind the market was the gum wall. I am not kidding, it was totally covered with chewed pieces of bubble gum. It was strangely pretty but gross. We also went up in the Space Needle where we got to see the entire city! My favourite place in Seattle was a park that I called the salmon slide park because it had a giant salmon slide! I slid from the salmon but through to the mouth! On my second time to the salmon slide park I met this girl who called me Bo and we had some fun together. Another interesting thing we saw was a giant statue of a troll under a bridge. It was so big it was eating a car and it kind of freaked me out.

That is most of my life so far, 'tis very weird, wonderful and phantasmagorical to be me, Balthasar (Balty).



Examples of classwork –6A



Cerys



Tilly - interpretation of the story The Kingdom Under The Sea



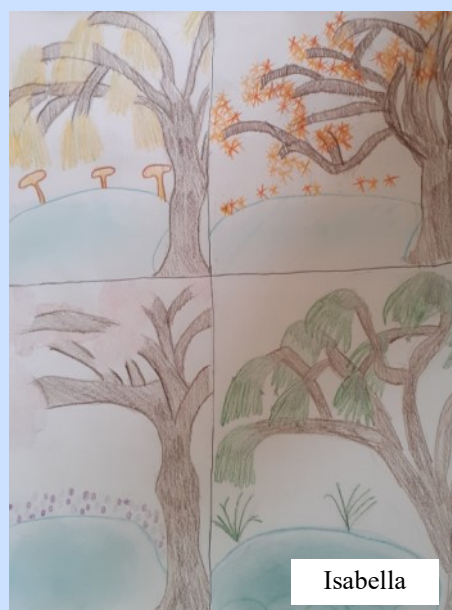
Julia



Noah



Sophie



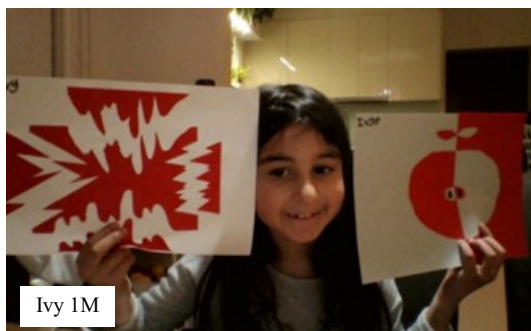
Isabella

Examples of Student Artwork

What fantastic creativity!

Over the last few weeks, the students have completed a number of varied art projects. There was a great response to the salt dough making and modelling, where the students could sculpt whatever they chose. Jewellery, bowls and mobiles were some of the items that were created. Last week they learnt about positive and negative space and had a go at trying to use paper patterns to show the concept. Here are just a few examples of some of the amazing work that is happening at the moment.

By Janette Arvanitakis - Art Teacher



Ivy 1M



Millie 1M



Maddy PM



Abraham 56R



Florence 2SM



Blake PM



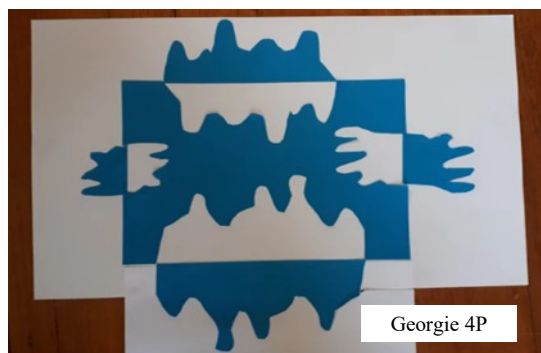
Rhejie 2SM



Zohar 56G



Leen PM



Georgie 4P

Examples of Student Craftwork

Look at the amazing embroidery work that 3L and 3A are doing for craft on Thursdays. I am so proud of them all. They continue to practise, persevere and explore the different stitches that they are introduced to each week. Well done everyone! – Leanne (Craft teacher)



Senbazuru Paper Crane - Whole School Project



A few weeks ago I mentioned the whole school project **Senbazuru** - **a group of one thousand paper cranes tied together by strings**, which was initiated by our student leaders. I wonder how you are going with this? I have reprinted the instructions below. It would be wonderful to have many paper cranes find their way to school when we return - a beautiful visual symbol of hope - *Maria Shearn*

Instructions

1. How to create the crane - go to the link below <https://origami.me/crane/>
2. Size of paper needed is 15cm x 15cm
3. Students can use any type of paper that they can find around the house (it doesn't have to be origami paper)

