

# BULLETIN



East Bentleigh  
Primary School

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Term 3 / Week 10 : 17th 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,

## CONGRATULATIONS!!!!!!

Goodbye Term 3, 2020.

We have (almost) made it through undoubtedly the most challenging, unique and unpredictable term there has ever been in our state. I hope that as this term draws to a close at 2:30pm tomorrow you all take a moment to reflect on all you have achieved over the term.

For our Prep – Grade 2 families, remote learning is approaching its end and I'm sure that brings a sense of relief and perhaps a touch of nostalgia as you prepare to send your children, who you've spent such quality time with, back to school for 30 precious hours a week. I know the teachers, ES staff and I are really looking forward to seeing their lovely faces in the flesh again. We will send out the logistical arrangements for their return onsite to you all in the first week of next term. Perhaps by then we may have a better idea about our Grade 3-6 children.

For our Grade 3-6 families, the two weeks of school holidays will be well-deserved respite before what is hopefully only a short stint of remote learning before we can welcome your children back into their classrooms, where we're desperate to have them and I'm sure they're equally keen to be. I suggest that in order to have a complete break from school, you pack away all study areas that have been set up in your homes for remote learning. I for one will be packing up my devices and reclaiming my dining room even though I can't invite anyone over for a meal yet.

I'm enormously proud of our community as a whole. Our collective efforts regardless of our role, be it teachers, integration aides, administration staff, students, parents or carers are in usual times what makes us such a fantastic community and similarly what has enabled this term to be as successful as it has been. Well done to all our students and families, as you have worked to the best of your capabilities on-line. Our students' achievements have been amazing. The diligence and dedication our teachers have has continued to encourage all children to be the best that they can be. Enjoy the holidays everyone!

## Term 4

Week 1 Monday 5th - Friday 9th October

- Remote Learning.

Week 2 Monday 12th October

- Prep - Year 2 return on site.

- Years 3 - 6 continue remote learning.

*Our priorities in Term 4 will be:*

- supporting the well-being of every student and member of staff,
- continuing the learning progress of all our students, particularly in literacy, numeracy, personal and social capabilities and physical activities,
- ensuring successful transitions from kindergarten to Prep and Year 6 - Year 7
- help every student prepare for 2021 with a sense of purpose and optimism.

**Bulletin continued next page.....**

## Bulletin - continued

### Assessment and Reporting

During flexible and remote learning teachers have continued to assess student learning with a range of strategies being used to monitor progress and inform their weekly planning and the lessons/activities your child/children are offered.

All schools needed to adopt and revise teaching and learning for Term 3 and assessment has been more challenging in a learning from home environment. This term in particular we have focused on:

- setting up regular check-ins and opportunities for students to ask questions and share work through existing school processes or protocols that have been developed for this period giving teachers to opportunity to add to their anecdotal records
- providing students with information on how they might self-assess their skill development when setting learning activities (e.g. use of exemplars, videos of demonstrations, self-assessment rubrics or peer evaluation)
- adapting formal assessment methods, to gauge student progress including Running Records, Essential Assessments and independent writing tasks.
- complementing live lessons and check-ins with phone calls or emails as necessary
- requesting students to submit tasks through existing online websites
- continuing to use different tools to provide meaningful feedback
- one on one calls with some of our Education Support staff to assess reading

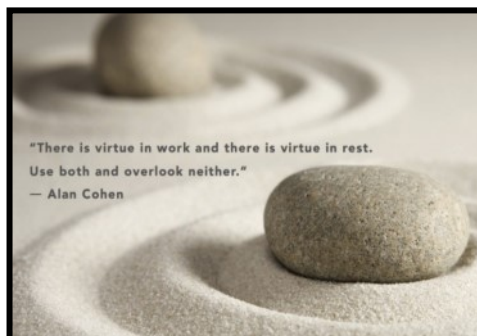
When life does return to normal and our school and classrooms are open, we will work to validate assessments undertaken remotely, support individual needs and continue to care for our students as diligently as we are able.

One of the biggest take-aways for all of our students are the skills and capabilities they have demonstrated in navigating the online learning platforms, organisation of their time as well as persistence and resilience when needed. These are lifelong skills that will stand them in good stead as 'life-long 21st century' learners.

### For your diaries.....Student Free Day

We have arranged a student free day for **Thursday 8<sup>th</sup> October** for the purposes of teacher professional learning. On this day the teachers will be engaged in presentations from The Mathematical Association of Victoria (MAV). Specialists will still provide activities for your children to engage in on this day.

As stated previously, our students have produced some outstanding work during this term. Our 'Deep Blue' unit has seen lots of engagement from our students. Special thanks to our lovely Ann who has spent many hours curating all the work sent to her. I hope you enjoy looking through some more wonderful examples of our student work.



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



### Reminder - Senbazuru Paper Crane Project

Quite 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)





## Prep A & Prep D - Deep Blue Sea & other classwork



Alexandra PA



Karma PD



Romi PA



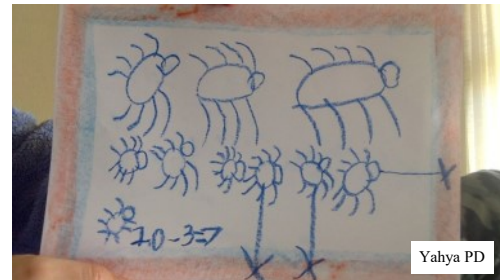
Levi PA



Milla PA



Rex PA



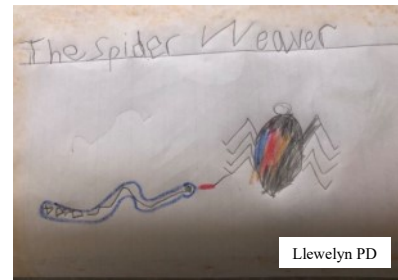
Yahya PD



Evie PD



Holly PD



Llewelyn PD



Theodore PD



Llewelyn PD



Evie PD



Zion PD



Theodore PD



Noah PD



## Class 1D & 1C - Sea Turtles & Octopuses





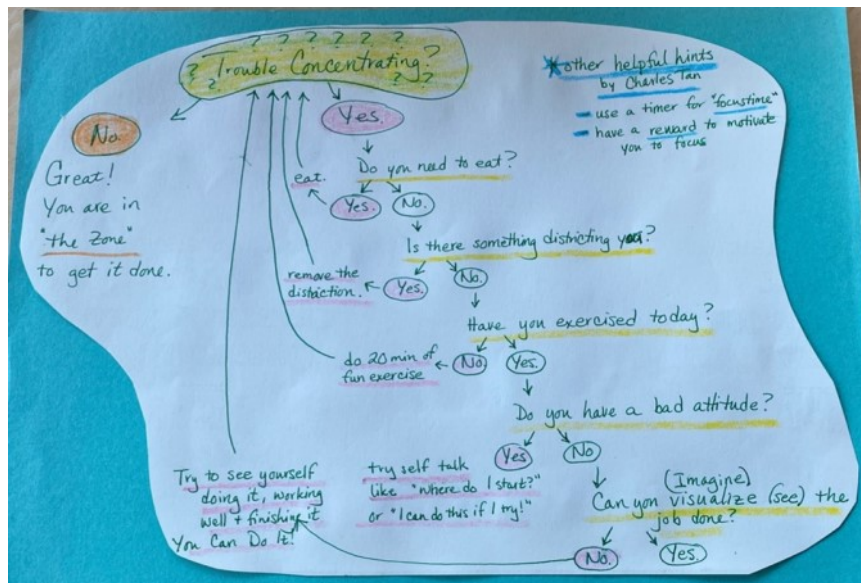
## Examples of classwork - Gardening

For the celebration of yellow in our environment inspired by Wattle Day (September 1st), Maxim (4T) with the outstanding scientific skills of a botanist, did a detailed study of all the yellow flower parts in his garden, naming all the different tones of yellow on stigmas, anthers, pistils and fruit:

I've enjoyed staying updated with student wildlife observations: Jonathan in 6A, a keen birder finally tracked down the spotted dove pair nesting in his garage; Maxim 4T watched a red wattle bird feeding it's chick, and Holly and Frankie both from 3A deduced which mammals had been eating their citrus trees by different evidence; and Lenny (4M) tried valiantly to save fallen chicks from a nest in his backyard. I've had a great laugh at the humour (Julia and Lucas 6A) and have been amazed by the deep thinking expressed in student flowcharts such as this one we could all follow by Charles (4M).

*The shades of yellow in my garden*

Flowers' name	Flowers' parts	Flowers' colour
Easter Lily	anther stigma	Orange tiger blonde
Banksia ericifolia	anther stigma	blonde gold
Acacia mearnsii	anther stigma	pineapple
Oxalis	anther petal	foie brother
Azium Lily	anther petal	egg yolk white
dandelion	anther petal	sign dandelion
wild strawberry	anther stigma	honey butter
euphorbia amygdaloides	anther + pistil petal	light lime green yellow green lime
Lemon	Fruit	Lemon
grapefruit	Fruit	Lemon



I've admired the artistic creativity and incredible literature inspired by nature (too many to mention!), just look at Vida's (4P) leaf art moose below!

Well done on your work this term, I'm so glad some activities like using a view finder, helped you discover the small wonders that surround us every day in nature which can inspire us in so many ways! Looking forward to next term!

Happy Spring holidays, Pascale



## Examples of student classwork - FRENCH



Austin - 3L



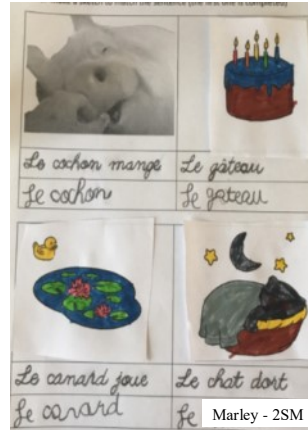
Bailey - 3T



Jake - 1D



Llio - 1M



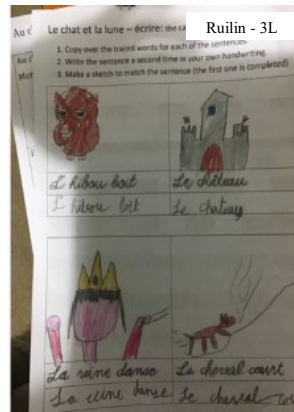
Marley - 2SM



Maximus - 1C



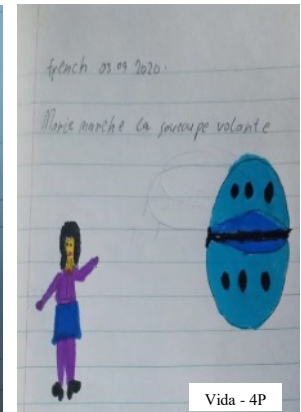
Nami - 5A



Ruilin - 3L



Ryan - 1M



Teyani - 2S



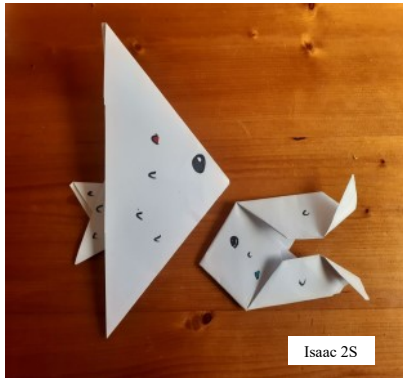
Tilly - 6A



Max - 2L



## Examples of Student Work - Class 2S + 2L



Isaac 2S



Asher 2S



Cain 2S



Keiran 2L & Lauren 1C



Annabelle 2L



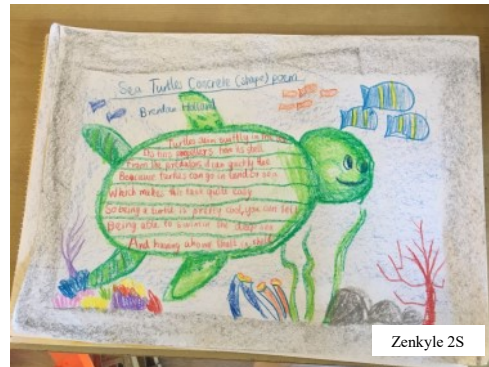
Owen 2S



Emily 2L



Reuben 2L



Zenkyle 2S



Jarvis 2S



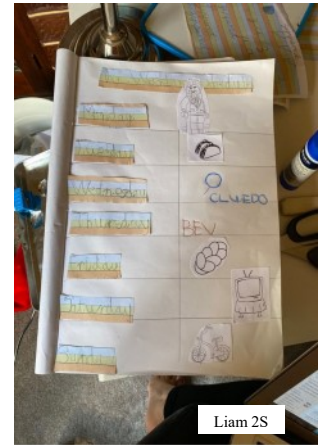
Owen 2S



Dottie 2L



Siena 2L

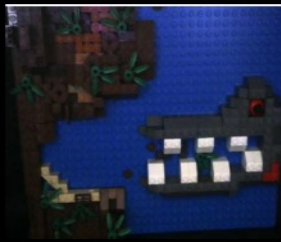


Liam 2S

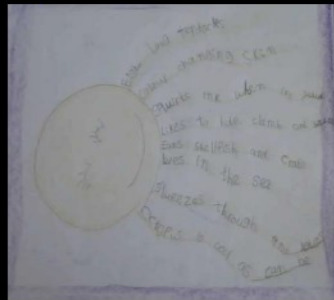


## Examples of Student Work - Class 2S

### Our Learning this week



Max



Cain



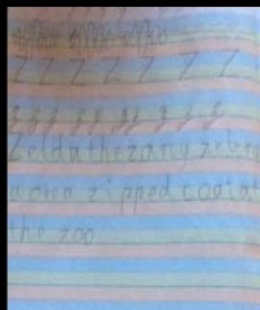
Tamar

Alisia

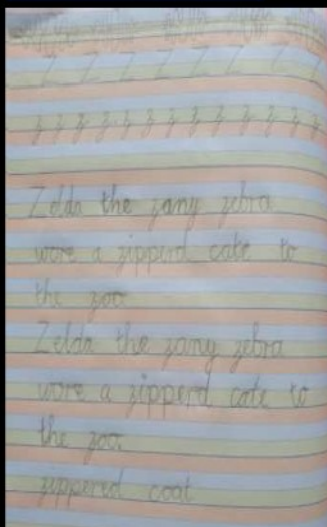


Owen

### Our Learning this week



Healey



Teyani



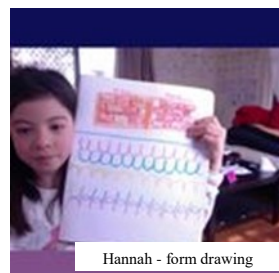
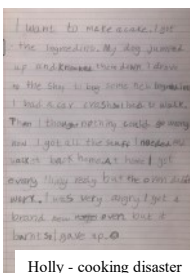
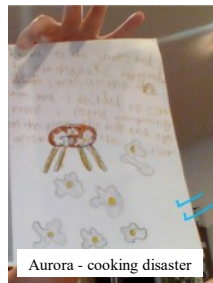
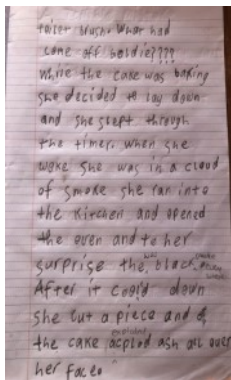
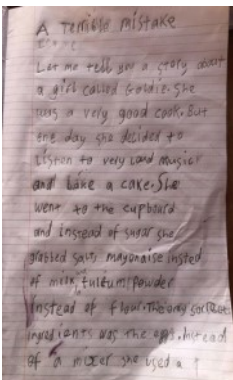
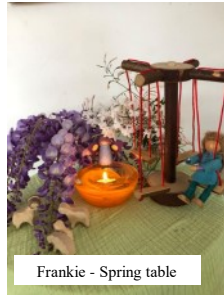
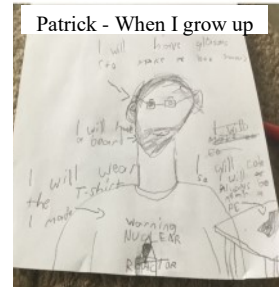
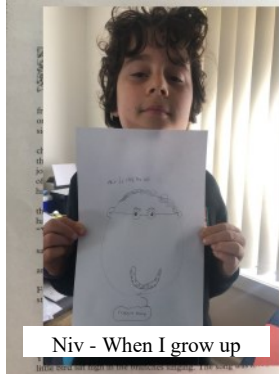
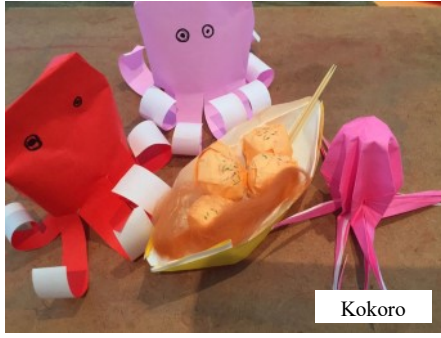
Jarvis

I saw a sub-marine I decided to take a ride. I went in the submarine. There was lights, control panel, buttons and a door. I did not see but I did see a red light. The control panel said I was 100m deep. After a while the screen on the control panel popped a message that said I was 500m deep. I saw a control on the screen I went deeper and open the door. I broke in the gate, the gate opened I went in "you" a dark place with red eyes I ran out of the gate. I was getting deeper and deeper but 2 minutes later the control panel said I was 2000m deep "BANG!" I landed. A blind man popped out he said "You have found the secret weapon." I took the Secret Weapon and ran off. The ground open up. I then saw there were white lines. 50m deep he was a black hole. He said "I was stuck in the submarine was gas and I was a trap after a second another 200m deep. I had a map that said "Victory" pop out and I was. I had a map that said "Victory" pop out and I was. I had a map that said "Victory" pop out and I was. I had a map that said "Victory" pop out and I was. THE END

Zenkyle



### Examples of student classwork - Class 3A & 3L



Kokoro

Kokoro

Willow

Patrick - When I grow up

Reese

Niv - When I grow up

Willow - When I grow up

Frankie - Spring table

Lia - Spring

### Zara - Spring table

### Reese - Spring table

Tyler - Spring table

### Kokoro - Spring table

### Aurora - cooking disaster

Charli - guided reading

Mika - Chocolate mandala

Frankie - cooking disaster

Holly - cooking disaster

Hannah - form drawing

### Miha - Angel card story



## Examples of Information Texts - Class 4M

### Information

Written by: Radha  
Illustrated by: Radha


### Table of contents

Introduction ..... page 1  
handstands ..... page 2 and 3  
bridges ..... page 4 and 5  
closing ..... page 6  
glossary ..... page 7

### Introduction


Did you know gymnastics was introduced at the very first Olympic games in 1896? If you read this I will teach you gymnastics. Gymnastics is challenging. It also Great Fun. The first skills you will learn are handstands and bridges and how to combine them.

### Handstands



Handstands are tricky but a lot of fun. You have to pretend that you are standing on your feet but your on your hands


### Bridges



Bridges are a gymnastics exercise where you bend back wards with you back to make a nice arch and land on your hands. In this information text I will teach you how to combine a nice handstand into a bridge on your hands

there are many skills to learn in gymnastics. handstands and bridges are just the beginning. you can find out more by searching on the internet.

### Sailing



Written by: Filippo  
Illustrated by: Filippo

### Contents

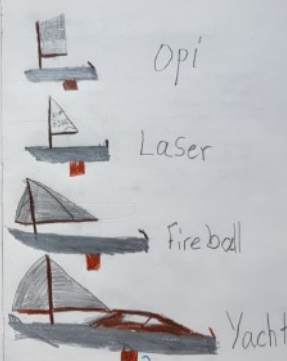
Introduction ..... 1  
Types of boats ..... 2  
Wind and weather ..... 4  
Safety ..... 6  
closing ..... 8  
Glossary ..... 9

### Introduction

Have you ever been sailing? Probably you haven't because it's a hard sport. Read on and you will find information to make it easier and get you started.


### Types of boats

For water sports most racing boats are called Lasers. They are fast and not that big. But for children, Opies are the best. They're smaller and don't have many rules and regulations. Fun boats are also racing boats. A bit bigger than the Laser and too safe. Such are the ones that you can sleep in and travel amongst islands.




### Wind and Weather

Whenever you go sailing you have to be aware according to the weather. In warm weather you don't wear sun glasses, hat and a jacket. In cold weather you should wear a hood, a jacket and a water proof suit. When it's windy it's the best time to go sailing. For children the maximum number to go sailing is 10 boats and not more.



### Safety

When you are onboard you have to be sure that you are wearing a life jacket, but if you are not a swimmer and a smaller boat onboard. Flares, if you haven't heard of them, they are a type of signal so you call for help. Remember that you can't go too near to the beach because you might get stuck.



### Glossary

According - Depending on.  
Beach - sandy edge of the water.  
Children - People under the age of 18.  
Forget - To not remember something.  
Information - Details of something.  
Jacket - Something to keep you warm.  
Knots - Measurement of wind.  
By when you tie ropes together.  
Probably - Likely.  
Ropes - Used to tie things.  
Signal - A sign.  
Sport - Physical activity.  
Stuck - Not being able to move.  
Sun glasses - Eye protection from the sun.  
Sweater - A long sleeved top.



Species - A group of living organisms

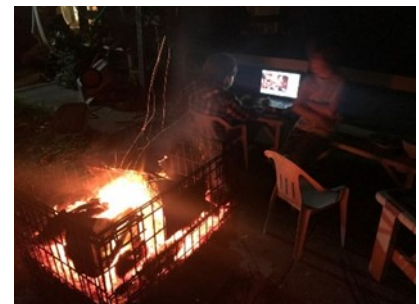
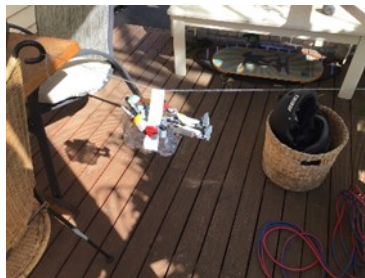
Freshwater - found in fresh water not the sea

Fishing reel - A cylindrical device attached to a rod used in winding a line.

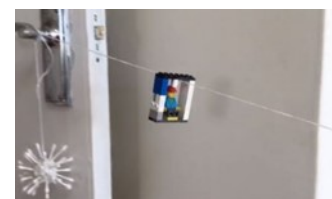


## Class 5A - Camp Lockdown

5A decided not to let Covid 19 spoil school camp fun by running a virtual camp for the last week of Term 3. Planning for camp began a week earlier with the class creating and voting for their favourite logo and motto. The activities commenced Monday morning when everyone had to pack a bag which weighed exactly 10kg. Throughout the week activities included making forts, zip lines, bush craft, stories around a camp fire, an escape room challenge, talent show, obstacle courses and much more! – Amanda Kershaw (Class Teacher)



**NO MATTER WHAT,  
NOTHING CAN STOP US!**



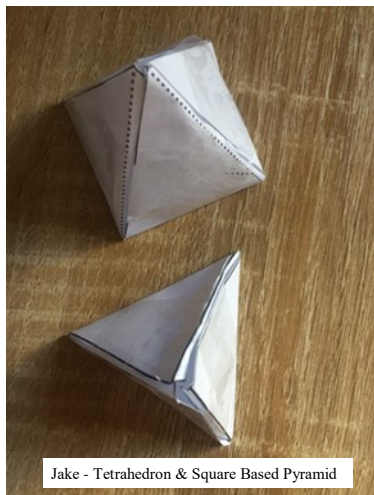


## Examples of student classwork - Grade 56R

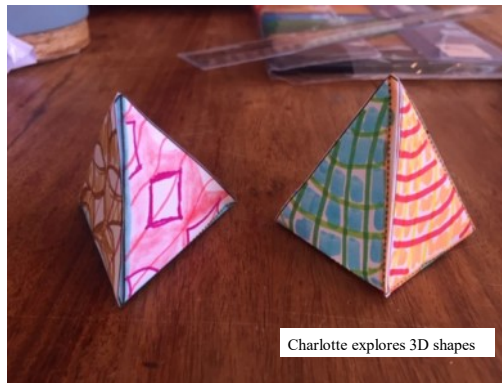
Agustin's Spring Time Photos



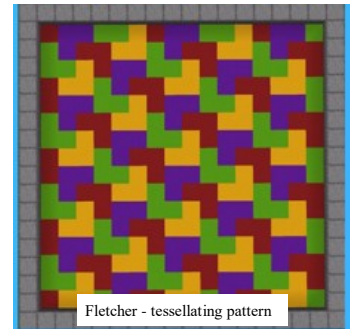
Abraham's Spring Symphony



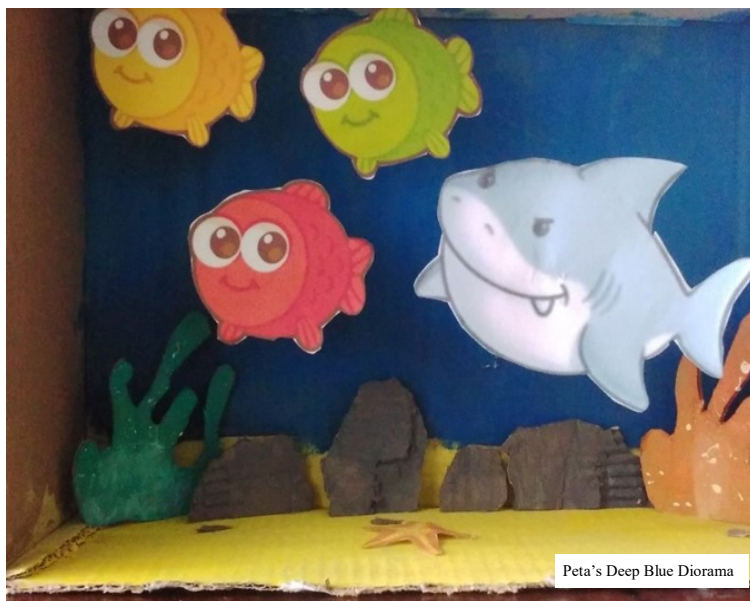
Jake - Tetrahedron & Square Based Pyramid



Charlotte explores 3D shapes



Fletcher - tessellating pattern



Peta's Deep Blue Diorama



Lele - Harry Potter sketches



# parenting \* ideas

### INSIGHTS

## Maintaining strong family traditions



Strong families develop their own traditions and rituals that define them and bind members together. Birthdays, Christmas, Diwali, bar mitzvahs, and Ramadan are some traditions and rituals that families enjoy. They are the coat hooks upon which we hang our family memories. By definition, they are permanent and not set aside when life gets busy.

Rituals can be as simple as a parent saying to a child 'I love you' each day as they go to school, a weekly game of cricket or another sport, or the bedtime-story routine that so many children love. The permanence and uniqueness of rituals give them their significance.

My own family, for example, has developed a very strong food culture that is shown through the traditions and rituals that we maintain. A meal takes time and effort to prepare and there's an expectation that everyone contributes in some way. When the children were young the contribution was in preparation, table-setting or post meal clean up. The tradition of contribution continues as a new generation of children visit and do their bit to assist. Like most traditions this mealtime ritual was nurtured as a result of past parental experiences and gradually became refined over time to reflect our own family's unique identity.

### Develop traditions early

Family traditions are best developed when children are pre-school or primary school aged. Parent approval is important so kids will generally comply when enjoyable family traditions engender a relaxed, calm atmosphere. Adolescents are likely to challenge many of their family's traditions and rituals, which is often difficult for parents to encounter. It helps to establish the traditions that are negotiable and those that are non-negotiable so you can approach adolescent challenges with some flexibility.

### Defend them fiercely

When a child tells you that 'everyone at school is allowed to do....' you can reply by saying, "In our family we do it this way." Leaning against family tradition in this way gives you a strength to resist children's pester power. Family traditions and rituals need to be fiercely defended by parents.

### Make family meals non-negotiable

This writer recommends that shared mealtimes should be non-negotiable in families. It's no coincidence that countries with strong food cultures are also known for their strong family cultures. Shared mealtimes build connection, are great tools for developing children's manners and respectful actions. They've also been linked to the maintenance of good mental health in children and young people, presumably due to the opportunity it provides parents to stay in touch with their children.

Healthy families are built around traditions and rituals. It's useful to approach the concept of family traditions with a mix of firmness to insist that children adhere to family rituals but also flexibility to accommodate growing independence as children move into the next stage of development.



# parenting\*ideas



### Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.