

## Principal's Report | - 3

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

- \* 10 yr Anniversary - Bentleigh Farmers' Mkt
- \* Volunteer Parents
- \* Kiss and Go Area
- \* Woodworking Classes
- \* Time In Lieu Teachers VGSA
- \* CSEF
- \* Student Free Day - Mon. 27th Feb
- \* Free Parent Webinar
- \* Fizz Kids

### 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](mailto:christine.kennedy@education.vic.gov.au)

Thank you

### Reporting Student

#### Absences



Please remember to let the school know about any student absences by logging into COMPASS and entering an attendance note Thank you

### Diary Dates

#### Swimming 7 day program

Years 3/4 starts Monday 20th Feb

Years 1/2 starts Thurs 2nd Mar

Bentleigh Farmers' Market

Saturday 25th February

**STUDENT FREE DAY - (no school)**

Staff PD- Berry St. - MONDAY 27TH FEB

District Swimming - GESAC Yr3-6

Mon 6th March

**LABOUR DAY PUBLIC HOLIDAY -**

Monday 13th March

Healesville Excursion - Class 2A/12H/12P

Thurs 16th March

NAPLAN-Yrs 3 + 5 - Wed 15th - Fri 17th Mar

Year 5/6 Merricks Camp

Wed 22nd Mar - Fri 24th Mar

Bentleigh Farmers' Market

Saturday 25th March

SCHOOL PHOTO DAY - Wed 29th Mar

Last Day Term 1 - Thurs 6th April

Early finish at 2:30pm



# East Bentleigh Primary School

Bignell Road  
East Bentleigh 3165  
Phone: 9570 3525

Email: [east.bentleigh.ps@education.vic.gov.au](mailto:east.bentleigh.ps@education.vic.gov.au)

23rd Feb 2023

Term 1 / Week 4, Issue 3

### 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.**

### Principal's Report - Maria Shearn

Hello all,

On Saturday 25<sup>th</sup> February we will be celebrating the 10<sup>th</sup> Anniversary of our wonderful BFM (Bentleigh Farmers' Market) and I can't help but reflect how quickly those ten years have flown past. The genesis of the market came largely from 2 very passionate parents at the time; Rachel Carey and Sarah Miller who not only had the seeds of the idea but who, with the support of many others, worked extremely hard in the planning stages to make the idea a reality- one that has lasted 10 years so far. I am grateful for the trust and support of the school council at the time when the idea was brought to them to take at the time without any guarantee of success. Our school is greatly indebted to all those many parents and community members who have worked so hard to maintain the success of this extremely important community cultural event at our school over the years. In the words of Denise McDonough, (ex-parent whose 5 children were educated at EBPS and who has been the coordinator of the set-up crew for much of the time):

*What an achievement. 10 years of getting up at the crack of dawn, flooding Facebook, pulling the family in to help out with a lean month, cooking sausages outside of hours, planning social media posts to pop out over time to catch people's eye, putting up signs, clearing out the store room - yet again, altering websites, chasing up rubbish bins, putting out 'fires' (such as electrical failures or muddy ovals - must add shovelling mulch here!), washing cups, interrupting Saturdays in the middle of the day, and all the other things we've been up to consistently, month in month out.*

*The school has greatly benefited from our collective efforts and I'd like to take a moment to appreciate Rachel Carey and Sarah Miller for their impetus and hard work getting this up and running, with the support of Maria. It was a visionary and brave move. So, thank you.*

*We've been lucky to have had Geoff's knowledge and input over the years. And there have been significant others who have put in consistent effort to keep things going, including Ofer Fridberg and Heidi on the market set-up side of things, and Simon Berhang, Sue Jackson, Sandra Zylberlicht and Maria on the BBQ. There have been people behind the scenes working on the website and social media, with special thanks owed to the long-term efforts of Malcolm, Sharlene and Ann. Jane Keen has also been a reliable contributor, attending most markets in a voluntary capacity on her day off to manage the money, even coming back to help out after retiring. Heidi's efforts with the volunteers and community groups has kept the market sustainable all these years.*

Denise and husband Malcolm are 'retiring' from their volunteer positions after this market, a good 6 years after their youngest child's journey to Secondary College - Wattle is now in Year 12!

We owe them a great debt of gratitude for their ongoing support. Now it's up to our current parent community to take up the reins of this most valuable event in the life of our school. I encourage you all to consider how you can support us in maintaining the life of our BFM.

**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.

## Principal's Report - Maria Shearn

### Volunteer Parents

A reminder to all our parent volunteers that anyone working with our students in any capacity is required to have a current WWCC. Anyone working onsite is also required to read through our 'Volunteer Induction Handbook'. We also have produced a short 'Child Safe' training module for volunteers which all volunteers are required to view and sign off on. The sign off will be included in the 'Induction Handbook'. The Child Safe training module is a new requirement to ensure all adults working with our children are fully aware of their obligations. We thank you for your co-operation in this endeavour.

### Kiss and Go Area

Thank you to all the parents using this area so well so far this year. Please remember that it isn't a 'sit and wait' spot, rather a 'zip in and out' spot to ease the inevitable traffic congestion that is so common around our schools. It is absolutely not a 'leave your car to walk your child to the gate' spot.

### Woodworking Classes

It was lovely to welcome back onsite our volunteer woodworking teacher Michael Zeeng, whose program for selected senior students began today. The students involved can practice many required lifelong social and technical skills under Michael's patient tutelage. Their efforts culminate in several finished products; some for themselves and others for our school environment. I am looking forward to watching everyone's progress.



### TIME IN LIEU FOR TEACHERS- The VGSA Agreement

The new VGSA (**Victorian Government Schools Agreement**) states that when teachers are required for duties after hours, that time is to be given back to them as time in lieu. Furthermore, the time in lieu should (where possible) be acquitted within a fortnight of the duty.

For our school, this means we will be minimising the number of activities held outside school hours where teachers are required to attend. For example, Class Information were held on 13<sup>th</sup> and 14<sup>th</sup> February, and the student led conferences later in the year will be held during the school day with the last conference concluding at 5:00pm. When it comes to teacher attendance at activities outside the normal school day, for example camps, the Union is in negotiations with DET (Department of Education and Training) regarding how this will be managed. Additionally we will work through our own school's consultative committee to discuss arrangements.

### CSEF

The Camps, Sports and Excursions Fund helps eligible families to cover the costs of school trips, camps and sporting activities. If you have a valid means-tested concession card, such as a Veterans Affairs Gold Card, Centrelink Health Care Card or Pensioner Concession Card, or are a temporary foster parent, you may be eligible. There is also a special consideration category for asylum seeker and refugee families. Payment amounts this year are \$125 for eligible primary school students. Payments are made direct to the school to use towards expenses relating to camps, excursions and sporting activities for the benefit of your child. If you would like to apply for the first time, please contact the school office on 9570-3525 and ask for an application form. You can also download the form from our website via this link: [https://www.eastbentleighps.vic.edu.au/uploaded\\_files/media/2022\\_csef\\_application\\_form.pdf](https://www.eastbentleighps.vic.edu.au/uploaded_files/media/2022_csef_application_form.pdf). Check with the school office if you are unsure, and please return completed forms to the school office as soon as possible.

### Reminder-Student Free Day- Monday 27<sup>th</sup> February- Berry Street Education Model

A reminder that our staff will be engaged in the third of four workshops designed and presented by Berry Street Educators. No students are required to attend on this day. In 2022 our staff were taken through 2 workshops, the first entitled 'Body' and the second on 'Relationships'. At our next workshop we will be working through the concepts of Stamina and Engagement.

### Webinar for Prep parents - Managing Big Feelings

A reminder that this webinar for our newer parents is fast approaching. I encourage you all to put the date in your diaries.

**Presenter:** Carley McGauran

**Date:** Wednesday 8 March

**Time:** 7.30pm (75 min)

Here is the link to register for the webinar :

[bit.ly/bigfeelings2023](https://bit.ly/bigfeelings2023)

If you are unable to attend that night, I encourage you to still register as once you have registered (with an email address and name), you will be emailed a link to the webinar. You will also receive reminder emails. The following day, you will receive a link to access the replay which can be accessed for 30 days.

**WEBINAR**  
**MANAGING BIG FEELINGS**  
FOR PARENTS & CARERS OF PREP/FOUNDATION CHILDREN

Big feelings are a part of being human.  
This session is designed to support you to show up in the most helpful way when your children experience big feelings. The goal is for parents and carers to feel more informed and more empowered.

**TOPICS INCLUDE:**

- How to be an emotional coach
- The brain and emotional development
- Understanding meltdowns and how to manage them
- Let's talk anger, anxiety and sadness
- Tips for encouraging your child's self regulation
- Recognising when big feelings may be a concern
- Further resources

**WEDNESDAY**  
**8 MARCH**  
**7.30 PM**  
**(75 MINS)**

Carley McGauran  
Psychologist and  
Mum to 3 primary  
and secondary  
aged kids

Register to attend live (+ access replay):  
[bit.ly/bigfeelings2023](https://bit.ly/bigfeelings2023)

Inform & Empower  
Primary Health Network  
[www.informandempower.com.au](http://www.informandempower.com.au)

## Principal's Report - Maria Shearn

### Fizz Kids

We are seeking expressions of interest from our families about running an afternoon Science Club.

Our Fizz Kids [Science Club](#) would run from 3:30pm and goes for an hour and 10 minutes.

The program offers children the chance to get hands-on with science and make weekly science experiments. The program was created by Primary School teachers and Scientists, is aligned with the Victorian curriculum and is designed to complement the children's learning at school. We use the 5E's of Science- Engage, Explore, Explain, Elaborate, and Evaluate. Engaging children while they not only learn but have fun while doing so! To give you an idea of how the program works, you can find more information [HERE](#)

The cost for the full term is \$216. Please advise via email if you would be interested in pursuing this further. We are currently waiting on a date for a free trial, so watch this space!

**Finally** - Parents, if you have any worries about anything to do with school and your class teacher is busy or can't seem to help for any reason, please come and talk to me or to Sue Jackson our Assistant Principal. Our doors are always open (unless we are already dealing with another person) and we will always drop what we are doing if possible to deal with anyone who comes to see us. If you can't wait until we are free, then you can always make an appointment with Ann to catch us as soon as we are able. Alternatively, if you would prefer direct contact, our email addresses are [maria.Shearn@education.vic.gov.au](mailto:maria.Shearn@education.vic.gov.au) & [Susan.Jackson@education.vic.gov.au](mailto:Susan.Jackson@education.vic.gov.au)

I ask that parents refrain from contacting other parents in the 'heat of the moment' if an incident occurs at school involving your child. When reporting things that have happened at school young children often give their personal view, (they can do nothing else), of the incident, which can in many instances give parents only a part of the picture. As experienced educators we know that there are always many layers to a story and these need to be investigated in order to understand and deal with appropriately. I thank you for your cooperation in this matter.

*\*\*Thought\*\**



***\*\*A reminder to parents that when shopping at our Thursday Market - please try to bring small change and small notes. We do not carry as much cash as we used to and breaking \$100 and \$50 notes is very difficult for our student helpers to manage. Thanks for your understanding.***

**Until next time - Maria Shearn Principal**





# Literacy @ East Bentleigh PS

### Literacy in Class 4T

In class 4, we have been studying Norse mythology in our Main Lessons. The children have loved listening to the stories of the Gods of Asgard and finding interesting words to describe and write about them. One of the techniques we have been looking at is the "Show don't Tell"

Here writers engage their audience by building or “showing” a picture of the character rather than “telling” them directly about a character or situation. This allows the reader to use their imagination and build “a picture” of what the writer is saying. The Class have also been immersing themselves in the lives of the gods, drawing strong, dynamic pictures of the god “Thor” and engaging in the battle life of the Vikings.



### “Show don’t Tell”

He had flaming red hair, blue eyes like the ocean and the worthiest hammer you could ever see. The hammer could destroy anything in its path. If you dare try to fight him, you would die in a heartbeat. (*Thor*)

He was like a devil, untrustworthy, not like the other gods. He was cunning and dangerous. He was very swift, just like a leopard. *(Loki)* **by Rion**

Eyes the shade of the deepest blue and red flaming hair. He held a hammer that could destroy anything in its path.  
(Thor)

Hair as yellow as gold and eyes as blue as the sea. Her necklace hung around her neck. (*Freya*) by Tilda

He had blazing, blue eyes and orange facial hair. He was the god of lightening. He holds a hammer that no one could pick up. The hammer protects him and makes him invincible. *(Thor)* by Jai

He was worthy of the hammer. No one else could hold it. (*Thor*) by 4T whole grade





# Maths at EBPS



## Maths in 1/2 P

We played a game with skip counting, every third person had to clap but if they were too slow or didn't clap, they had to sit down. Simon won! It was a very fun game.

Next we got a 100 chart and we put clear counters on numbers 3-99. We saw diagonal patterns – the top to the left and the bottom to the right. Then we did the same in 2's and we saw straight line patterns – one line with counters and the next line without counters. We liked them both. *From Toby and Guy 1/2 P*



## Maths in 1/2H

### What are you learning about in Maths?

Maelie: Patterns like circular patterns and skip counting. Also, odds and evens.

Lucca: Counting by patterns and we are learning about number lines and skip counting. We also learnt about Think Boards, to show numbers in different ways.

### Why are you learning that?

Maelie: To make counting easier.

Lucca: It helps us count and because patterns are all around us. How is it going?

Maelie: I think it's going really well, I feel like I am learning a lot.

Lucca: It is going good and getting easier with practice. But it also gets a little harder which helps us learn.

### What are you enjoying most in Maths?

Maelie: Patterns and numbers are my favourite.

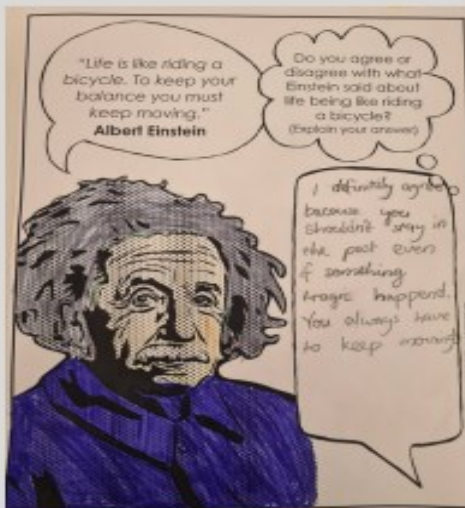
Lucca: I agree, I like patterns and numbers too.





## Wellbeing at EBPS

# WELLBEING IN 5/6GS



People with GRIT have a positive attitude and a growth mindset. They believe they can do anything they set their minds to. People with GRIT never give up. They believe that challenges will make them smarter and they believe that mistakes are proof that they are trying.

Throughout history many people have shown grit to overcome hurdles, persevere and achieve their goals.

This week in grade 5/6 we discussed the concept of 'grit' and read about famous people who have showed grit to overcome obstacles.

G

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### Garden News

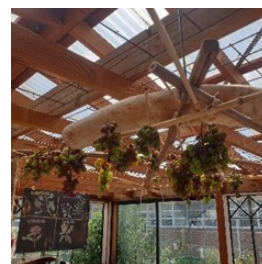
What a productive month in gardening so far this year! Students have harvested plums, nectarines, apples and pears for desserts in kitchen. We've harvested grapes which were drying in the hothouse for sultanas.

To improve our soils water holding ability as our rain tanks are dry, we've added 4 bays of compost into our garden beds (hot work shovelling by hand) and this has enabled quick planting of some autumn/winter crops like peas, broad beans, silverbeet, wombok, spring onions, along with some late summer quick growers like basil, parsley and lettuces. Adding a thick layer of sugarcane mulch will trap the moisture in the soil and keep roots cool. Our super responsible Environment Leaders have been a great help watering these young plants and our fruit trees on days I'm not at school. Thank you to these students!

We've netted tomatoes which will ripen soon in this hot weather and soon our olive tree will be netted to keep the birds off before harvest. Looks like a bumper crop this year! We've planted "Ava" an avocado tree in our meeting circle, and she's already taller than some other Ava's in our school at only 3 years old. We won't get fruit for another 2 years or more but one day we'll be collecting bucketloads of avocados for kitchen cooking classes.

Garden students have taken to gardening like a duck to water, learning safety first, working as a team, which tool is used for what task, how to sequence tasks, and slowing down to nature time to do a careful job correctly the first time. Look at how well they can plant seeds, use cutting tools for compost and complete a job like sifting clean sand back into the sandpit! Some students have been so eager and happy with newfound skills that they continue at playtime helping me in the garden.

Our chickens are being well looked after by students and families volunteering on days I'm not at school and we've been getting loads of eggs. Amelia is a preppie who's been visiting the chooks almost daily to cuddle, feed and collect eggs, what a nature warrior! Thank you all for your help, and see you in the garden!





## Melbourne Football Club visitors

Some lucky students were able to meet some AFL players in P.E this week. Jake Lever, James Harmes, Trent Rivers, Daniel Turner and Blake Howes from the Melbourne Football Club entertained the students with some fun facts about their lives as sport stars. The players conducted a skills session for the preps and a goal kicking competition for the Grade 5/6 students.

Mega fans Blake (1/2P) and Charlie (PM) were lucky to receive a signed football and jumper off the players.







# Newsletter



**March 20-24**

For your chance to compete, book into Your OSHC at no additional cost to your session fee.

## A message from your Coordinator

Hello parents and Families,

A Very warm welcome to you all!! In the last two weeks we have been welcoming our preps and new families to our OSHC care. Children have been getting into the routine in our care. This week we are focusing on family values, love, and care. Children are making something special to gift to their families. Do join us this Friday 24<sup>th</sup> February at 4pm to complete your child's creation and enjoy afternoon tea.

Sad Goodbyes!! I Would like to give my sincere Thanks to our principal Maria Shearn, vice principal Sue Jackson, teachers, beautiful families, and my lovely children for making my journey so comfortable and memorable in your school. I will cherish this for lifetime. It has given me immense pleasure working in your school. Friday, 24<sup>th</sup> February is my last day in OSHC care as heading off to a new learning journey.

We aspire to cater to your child's interest and providing them the best Experience at OSHC. If you have any questions regarding our program plan, please feel free to call us on 0422836342 or can visit us in the school library.

Thanks and warm regards,

Nidhi Srivastava



### Activities coming up

- Handball Championship
- Making Playdough
- Colour diffusing flowers



### What's on the menu

- Pizza & Pancake
- Chocolate cake
- Fruit Platter



### Visit our blog

New articles are added each week for parents and cover various topics to help families.

[Visit our blog](#)





ISSUE 2 | TERM 1 | 2023

## School belonging starts at home

Belonging is a hot topic right now. It's on posters and internet memes, with some schools making it their number one priority. A sense of belonging at school has been linked to many benefits – including better grades, improved physical and mental health, and positive outcomes for future education or employment. But what does school belonging mean and what steps can you, as a parent, take to encourage it?

In psychology, a sense of belonging refers to the feeling that you form an integral part of your surroundings. Humans can be highly motivated to seek out a sense of belonging. For many people belonging emerges from relationships and bonds with other people. These bonds come from many sources. Most children first begin to form bonds with their family circle. As they grow up, their social connections expand beyond the household. Naturally, since kids spend a significant portion of their days at school, the school becomes a key environment to form connections and experience feelings of belonging.

### Benefits of school belonging

The most accepted definition of school belonging comes from psychologists Goodnow and Grady (1993). They describe school belonging as “the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment.” Psychologists often view school belonging from an ecological perspective. In other words, multiple supports (teachers, parents, peers, etc.) come together to encourage school belonging.

Overall wellbeing, academic achievements, better physical and mental health, and increased self-esteem are often cited as benefits of school belonging. Similarly, prosocial behaviours, including participation in classroom and extracurricular activities, have been reported in students who feel connected to their schools. School belonging can also have the potential to prevent negative outcomes such as school dropout, low academic achievement, low self-esteem, behavioural issues, and feelings of anxiety and loneliness.

Now that we've established the importance of school belonging, let's explore the role that parents play. The following suggestions are actions that you can take to support your kid's sense of belonging at school.

### Offer academic support and encouragement

In a 2007 study of American middle school girls, Pauline Garcia-Reid found that parental support is directly related to school engagement. School engagement (e.g., participation in class or extracurriculars) is a facilitator of school belonging. The students in Garcia-Reid's study who reported higher levels of supportive parental behaviours were more positively engaged in school.

Examples of academic support and encouragement include having regular conversations about school, classes your kid is taking, and plans for the future. These conversations can help nurture a desire to engage and achieve at school and inspire plans for higher education.

### Get involved

There are many ways to get involved in your kid's education – at home and at school. Ideally, your kid's school will provide opportunities for involvement, such as invitations to school activities or opportunities to provide



# Parent Information

input in educational decisions. Other examples of at-home involvement include sharing educational values and supervising school activities (e.g., monitoring homework).

Contrary to popular belief, research suggests that parental school involvement is just as important during the middle and later years of education as it is for younger years (Mo & Singh, 2008). Of course, that may be easier said than done. As teens gain more independence and busy schedules get in the way, it is common for parents to step back from school involvement. But remember – school involvement comes in many forms. Small steps, like attending a parent evening or getting in touch with a teacher, can still go a long way for your kid's engagement and performance in school.

## Form close family relationships

Positive family relationships, for example, parent-child relationships, incorporate all of the strategies we have explored so far. Supportive behaviour, encouraging communication, and active involvement in your kid's life – at school and beyond – all contribute to a strong relationship.

Close family relationships may not seem especially relevant to education. However, research shows that family relationships directly affect school connectedness and academic performance (Kelly et al., 2012; Mo & Singh, 2008).

At the end of the day, it's about being there for your kids. When kids feel like they can come to you for support and advice in their everyday lives, that feeling will extend to support for school. A sense of belonging at home, in the community, and at school can do wonders for your kid's academic engagement and achievement.

Most of us take the first steps to a healthy sense of belonging at home, closely followed by school. Although we continue to form our sense of belonging throughout our lives, school belonging plays a crucial role in kids' development and motivation to belong moving forward. Teachers, educational policymakers, and parents all have a role to play in encouraging school belonging.

## References

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- Goodenow, C., & Grady, K. E. (1993). The relationship of school belonging and friends' values to academic motivation among urban adolescent students. *Journal of Experimental Education*, 62(1), 60-71.
- Kelly, A. B., O'Flaherty, M., Toumbourou, J.W., Horne, R., Patton, G. C., White, A. & Williams, J. (2012). The influence of families on early adolescent school connectedness: evidence that this association varies with adolescent involvement in peer drinking networks. *Journal of abnormal child psychology*, 40(3), 437-447.
- Mo, Y., & Singh, K. (2008). Parents' relationships and involvement: Effects on students' school engagement and performance. *Research in Middle Level Education Online*, 31(10), 1-11.



### AUTHOR

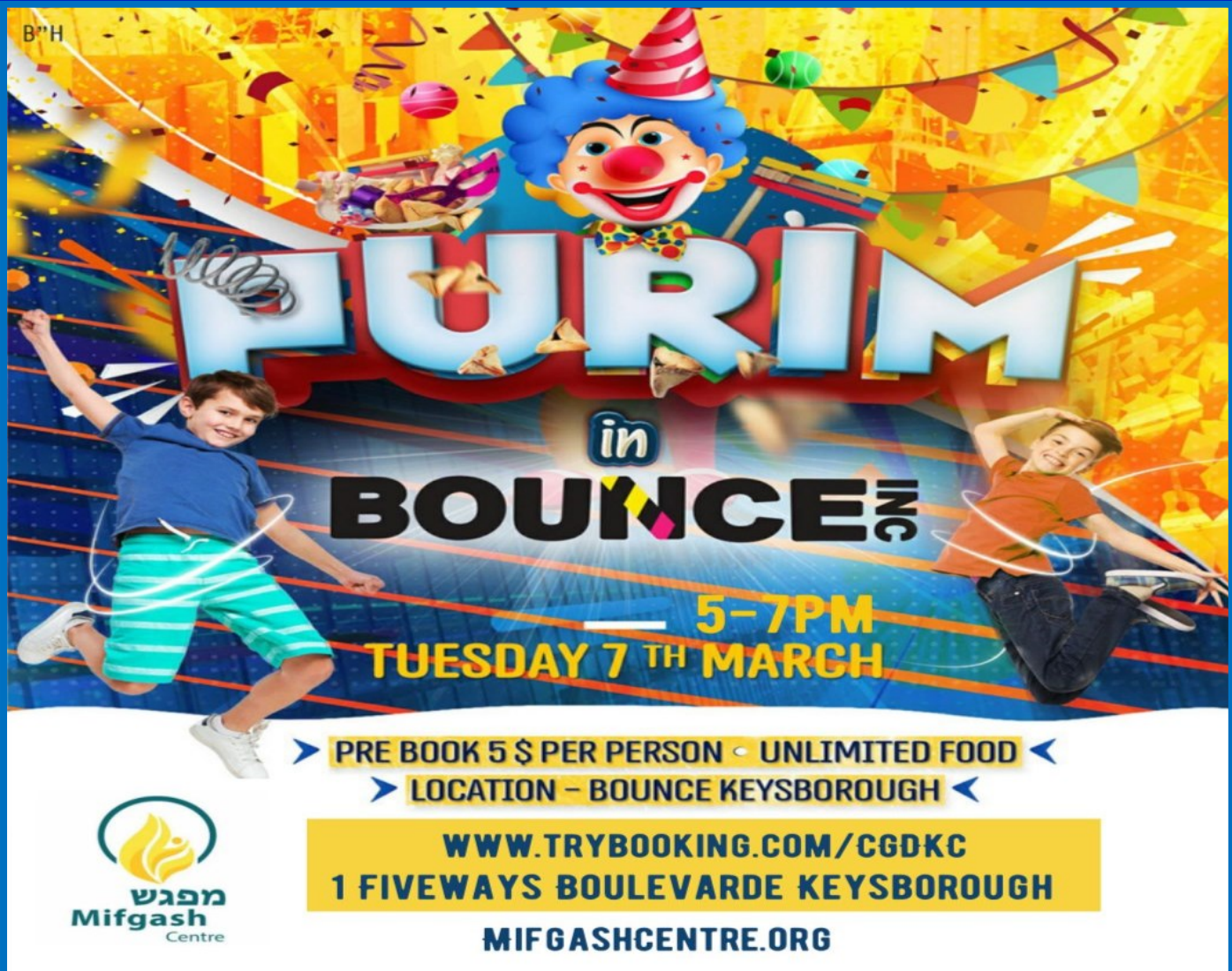
## Dr Kelly-Ann Allen

Dr Kelly-Ann Allen, PhD FAPS, is an Educational and Developmental Psychologist, a Senior Lecturer in the Faculty of Education, Monash University, and an Honorary Senior Fellow at the Centre for Wellbeing Science, University of Melbourne. Her research underscores the importance of a sense of belonging as a universal human need and she has built an international reputation for her work in the area of school belonging.



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B"H

**PURIM**  
**in**  
**BOUNCE**

**5-7PM**  
**TUESDAY 7<sup>TH</sup> MARCH**

➤ **PRE BOOK 5 \$ PER PERSON • UNLIMITED FOOD** ◀  
➤ **LOCATION - BOUNCE KEYSBOROUGH** ◀

  
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