

## Principal's Report | - 2

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

- \* School Council News
- \* School Based Parent Survey
- \* Easter Bonnet Parade
- \* School Photo Day
- \* Anaphylaxis Awareness
- \* Bentleigh Farmers' Market

### 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

Years 1/2 swimming make up class - Monday 27th March

Year 5/6 Merricks Camp  
Wed 22nd Mar - Fri 24th Mar

Bentleigh Farmers' Market  
Saturday 25th March

### SCHOOL PHOTO DAY - Wed. 29th March

Whole in school Activity - Backflips  
Against Bullying - Thurs 30th March

Community Event - Nocturnal Bioblitz  
Wed. 5th April 5:30pm-9:30pm

EASTER BONNET PARADE - Thurs 6th April  
9am on Basketball Court

\*Last Day Term 1 - Thurs 6th April  
Early finish at 2:30pm

\* First Day Term 2 - Monday 24th April

ANZAC DAY PUBLIC HOLIDAY -  
TUESDAY 25TH APRIL



# 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 Mar 2023

Term 1 / Week 8, Issue 4

### 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 everyone,

Parents and I waved off 2 busloads of very excited Year 5 and 6 students on Wednesday morning as they headed off along with teachers, ES support staff and parent helpers to Merricks for their combined 3-day camp. Whilst there, they will be involved in a variety of activities that will both challenge and excite them, including archery, team building games, snorkelling and surfing.



### School Council News

Earlier this week the **2023-2024 School Council** met for the first meeting of the new council and where our 2022 Annual Report was presented.

(You will find 2022 Annual Report on our website in coming days.)

The following Office Bearers were elected on Monday night:

**President:** Helen Woodruff  
**Vice President:** Scott Maunders  
**Treasurer:** Sue Jackson  
**Minute Secretary:** Aaron Jones

Our new parent members, Julia Kahan, Leah Moore and Scott Maunders will join Helen Woodruff, Emily Jones, Rachel Jeffreys and Lisa Vance who are part way through their tenure. New DE members Michelle Mather and Aaron Jones join Sue Jackson and I as DE reps on council. I look forward to working collaboratively with you all.



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

## Subcommittees

Subcommittees are the working hub of School Council. Much of the planning, policy and organisation takes place in the subcommittees. Subcommittees will be convened by a school council member, however subcommittee membership is open to all parents if they have an interest or expertise in a particular area. School Council extends the invitation to join a subcommittee and participate, supporting the educational environment of all our children. Please contact me if you are interested in joining a subcommittee this year. Our current subcommittees are:

### FINANCE

### FACILITIES-BUILDINGS AND GROUNDS MAINTENANCE

### EDUCATION AND POLICY

### COMMUNICATIONS AND ENGAGEMENT

### FUNDRAISING AND INITIATIVES- Including Bentleigh Farmer's Market/Grants/OSHC

## School Based Parent Survey

As we move towards the end of Term 1, (where has the time gone??), we would like to canvass parent views on how their child/ren have experienced the term. Whilst the survey will be anonymous, each year level will have a separate link which will be available on Compass from next Monday onwards. As this year is a review year for our school it will be advantageous to have ongoing contemporaneous data to inform our practices.

## Easter Bonnet Parade - Thursday 6<sup>th</sup> April

Time to get your creative juices going parents! Our annual Easter Bonnet parade will be held on the last day of term- Thursday 6<sup>th</sup> April. This is always such a fun event, so why not brainstorm ideas with your children so they can take part. It would be great to see as many parents as possible getting in on the fun.

## School Photo Day- Wednesday 29<sup>th</sup> March

A reminder that MSP will be here next Wednesday to take our annual school photos. Please ensure your child is in correct school uniform on this day. Please also ensure you have placed your order for the photos with MSP via your Compass account. A reminder that you can also order family photos where all the siblings at school can take a photo together. All family photo orders must be placed by 11pm the day before photo day.

## Anaphylaxis Awareness

We have students in our school who have a severe allergy to nuts and nut products. If exposed to nuts these students can have an anaphylactic reaction and, within a very short time span, experience extreme difficulties with their respiratory and/or cardiovascular systems. Potentially this is life-threatening. The key to prevention of anaphylaxis in schools is knowledge, awareness and planning.

***As part of our Risk Management to ensure the safety of these students, I ask families not to bring nuts or nut products to the school site or to school activities. If your child is at risk of having an anaphylactic reaction, please educate him/her about not accepting food from others.***

Anaphylaxis is not rare. The Australian statistics show one in one hundred and sixty-six children have had at least one episode of anaphylaxis in the past, with one in six episodes of anaphylaxis having occurred in school or childcare. Safe schooling is often a big worry for parents however with education and co-operation between school, parents and doctors, school can be a safer place for those with anaphylaxis.

Your cooperation with this requirement is appreciated. The classroom teachers will provide you with additional information from time to time, and in particular inform you of protocols to follow around bringing any special foods to school for Special Days or Events. *Please refer to the fact sheet included in this newsletter for more information about 'What is Anaphylaxis'.*

## Bentleigh Farmers' Market

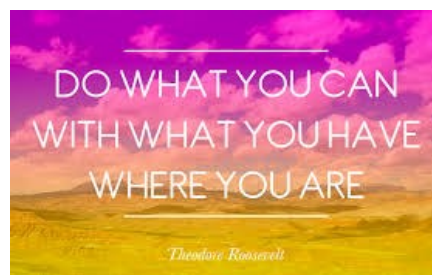
A reminder that our next market is this Saturday 25<sup>th</sup> March running from 8am-12:30pm. This month we will have over 40 stalls all bringing the freshest and best produce our Victorian farmers have to offer. Browsing through all the wonderful stalls is a relaxing way of spending some time on a Saturday morning - I hope to see you there.

My grateful thanks once again to all those parents who so kindly volunteer their time to ensure the market is as successful as it is. I'm sure Heidi would be happy to welcome new members to her great team.

Rachel will also be looking for volunteers to take on a short shift at our school's breakfast stall. Last month saw new parents take on their first shifts and feedback was that they had a great time!

***\*\* Thought \*\****

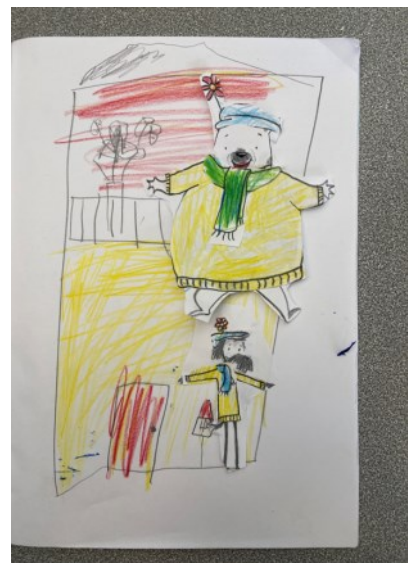
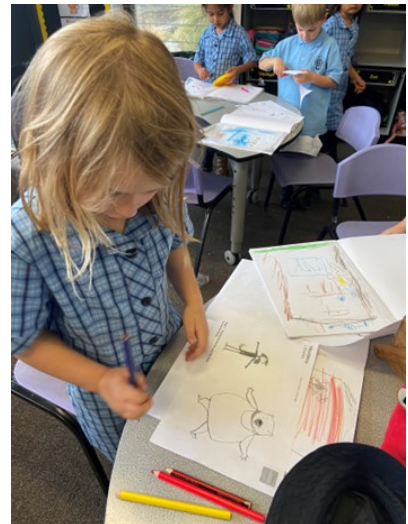
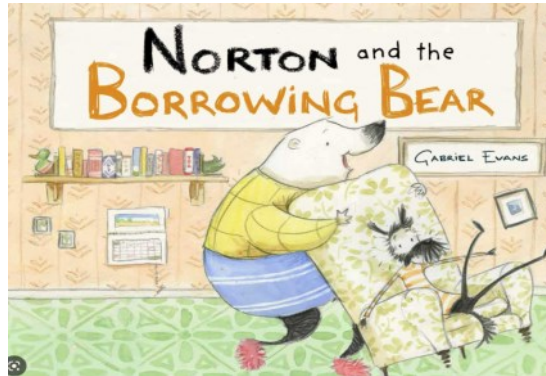
**Until next time - Maria Shearn Principal** 😊





### Literacy @ East Bentleigh PS

This week in Prep M we have been looking at the setting and characters in a story. The students have enjoyed reading through lots of books and being able to point out where the story is taking place and who the main characters are. Today's activity focused on the story **Norton and the Borrowing Bear**, which takes place inside Norton's house. The students were asked to draw the setting into their books using as much detail as possible and then add the main characters – Norton and the Bear. Everyone did an amazing job!



## Maths at EBPS

### Maths in 5L



In 5L we do lots of warm up activities. Here's one that stretched our brains. We had so many responses and even the next day Kieran was still coming up with more. How many ideas can you come up with?

Which number doesn't belong and why.

17	26
44	65

Think of at least 3 different responses.

Lately we have been looking at 'Problem Solving.'

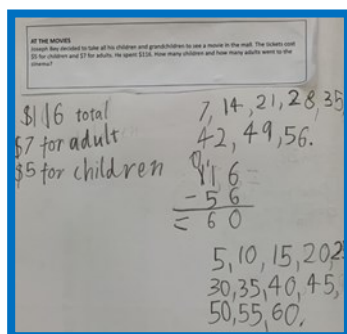
Here are some comments from students...

Problem solving can be hard because you have to work out what the actual problem is first. What is the question you have to answer? Then you have to figure out the best strategy to use. For example, for some problems it's easier to work backwards from the end of the problem. By Healey and Lillian

In problem solving there is often more than one part to the problem and you have to have to work out all the parts. By Ginger

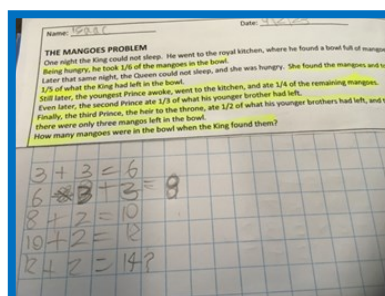
Sometimes it's easier to start with an easier version of the problem. We call them enablers. By Nefeli

We discovered that different strategies work best for different problems. Here are some of the problems we solved and how some of us worked them out.



Vanessa used the 'draw it' and 'write an equation' to work out 'how many legs on the bus.'

Seth used the 'make a table' strategy to work out the 'Movie problem.'



# Wellbeing at EBPS

## WELLBEING Year 1/2

In Year 1 and 2 students are learning how important a healthy sense of wellbeing is. Everyday, students are practicing strategies to improve their wellbeing.

This is Susan and Charlie from 1/2H describing one of the strategies used in the classroom:

### What is meditation?

SUSAN: It helps you calm down and slow your breathing.

CHARLIE: You take deep breaths in and out, to help you calm your body down.

### What different types of meditation do you do in class?

SUSAN: One where you take deep breaths in. Also, I like meditation drawing where we can draw whatever we want to draw in time to the music.

CHARLIE: The bubble one on the screen that helps you concentrate. It tells you a bubble to look for, some bubbles will pop so try not to get distracted.

### What is your favourite and why?

SUSAN: I like doing the bubble focus one because it helps me focus and calm my breathing.

CHARLIE: I like it when we sit calmly on the floor and breath. We are all quiet and calm.

### What is the purpose of meditation?

SUSAN: It is to calm yourself and your breathing and to be focused.

CHARLIE: After lunch and recess we are a bit excited, so the meditation helps us to calm down and get ready to learn and listen.

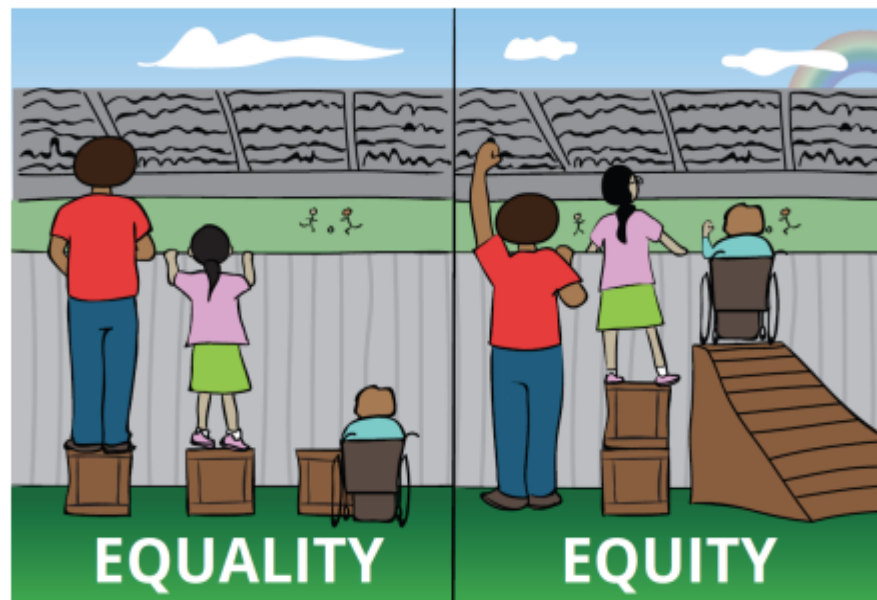




## Learning Diversity @ East Bentleigh PS

### Learning Diversity @ EBPS

One of the favourite parts of my role as Learning Diversity Leader is having the opportunity to get to know so many more children across the school! During a recent conversation with some Class 5 students, I asked what they thought *learning diversity* meant. I was so impressed with the knowledge the children shared about inclusion and difference and one particular comment stood out. One child shared "you help with equality so everyone can learn. Equality doesn't mean we all get the same thing, it means we all get what we need". The idea behind the comment is very true, however it raised questions amongst the children about the difference between equality and equity, a difficult concept for many children to understand. At our school, some children require more movement breaks throughout the day, others require headphones to help with self regulation and others come to school for shorter days. These children are accessing adjustments they need to be able to learn, however sometimes this makes children feel that others are getting something that they are not. Understanding that equity means everyone is getting what they need helps us to change our perspective and view differences *differently*! I encourage you to talk with your children about the cartoon image below and reflect on what equity might look like in their classroom.



Michelle Mather – Learning Diversity Leader

# Garden News

As usual it's been a busy fortnight in our school garden, weeding, mulching, chicken care and harvesting! Our plants and birdlife are signalling a change in season. As daylight hours shrink the deciduous tree leaves are slowly changing leaf colour, and our birds are starting to moult and grow their breeding plumage. Have you ever noticed how a leaf and a feather are so similar? Students have been finding feathers, and old discarded nests around our school grounds, adding to our collection of evidence of what lives at our school. Have you also noticed all the cricket chirping and butterflies flying around our school lately? This is the time these insects have reached adulthood and are busy fulfilling the end of their lifecycle by laying eggs where their babies can grow best and thrive. You may stumble across a dead beetle or butterfly wing around school this time of the year, and whilst it's sad, it's a sign that they've lived their full cycle of life only because our gardens provide all they need (food, shelter, space).

## Biodiversity incursion

Our natural treasures collection of fallen nests, dead insects, feathers and small skeletons found on our school grounds were used today by special guest speakers Gio Fitzpatrick and John Harris to teach the junior school students all about habitat and food chains. Gio talked about the importance of leaf litter, rocks and logs for grubs and insects to start their life under, where they may eat fungus, rotting wood or fresh wood protected from the drying sun. If we roll over a log or rock to look for creatures, we are actually disturbing their home and scaring them, much like if somebody took your house away. We can look and learn but its important not to pick up the living animals, and always gently put back their home so they can survive.



Gio also talked about the importance of Boonwurrung plants and grasses which provided food for many other insects when they are young (caterpillars). As an insect changes into adulthood (usually growing wings to fly) they then need a different habitat to survive, and often eat completely different food like other insects or pollen. They then need to have their own babies, and often like to lay eggs in hollows made by beetle grubs in wood, or in the soil. We placed more logs out and hung insect hotels in trees as new habitat for our insect life.

John talked about mammals, birds, reptiles and amphibians and how they depend on the insect life under logs or flying in the garden to survive. They also have life cycles and adult birds make different nests to lay eggs and raise chicks. Did you know that coloured eggs are from birds who nest on the ground or in trees and have carefully matched egg colours to blend in with their environment. White eggs are from birds who nest in hollows where its dark. The white colour helps an adult find the egg in the dark rather than break it. Luckily for us some students have found discarded egg shells on our school grounds, one brown speckled blue-green egg from a magpie and a small white egg shell possibly from a lorikeet or rosella. The empty hatched egg shells are taken away from the nest by the parent birds so predators can't find their nest, that's why we find them around our oval or on a footpath.

Although you might not see or hear some animals which live in our school there is evidence all around that they use this place for a home. John said a dropped feather is like a business card ; it tells us who owned it (what species) and what it does (it flies), and where it lives. One student even found a rainbow lorikeet feather during recess! Many birds at our school need hollows to nest in (Kookaburras, Rainbow Lorikeets, Eastern Rosellas, Wood Ducks) so luckily we have 5 artificial hollows installed around our school to help them complete their lifecycle.

We also have mammals living at school. We have seen evidence of mice, rats, foxes, which are all introduced animals. Where are the Boonwurrung animals? We found a ringtail possum scat too, though we've not seen a possum at school during the day. **[Perhaps we'll see where the birds roost and what nocturnal animals like bats and possums get up to on our Nocturnal Bioblitz on Wednesday 5<sup>th</sup> April at 5:30pm at school. Come along and find out!](#)**

**By Pascale Jacq - Gardening Specialist**



# Parent Information

## What is Anaphylaxis?

Anaphylaxis is the most severe form of allergic reaction and is potentially life threatening. It must be treated as a medical emergency, requiring immediate treatment and urgent medical attention.

Anaphylaxis is a generalised allergic reaction, which often involves more than one body system (e.g. skin, respiratory, gastro-intestinal, cardiovascular). A severe allergic reaction usually occurs within 20 minutes of exposure to the trigger and can rapidly become life threatening.

### What causes Anaphylaxis?

Common triggers of anaphylaxis include:

#### Food

Milk, eggs, peanuts, tree nuts, sesame, fish, crustaceans and soy are the most common food triggers, which cause 90% of allergic reactions, however, any food can trigger anaphylaxis. It is important to understand that even trace amounts of food can cause a life-threatening reaction. Some extremely sensitive individuals can react to even the smell of a food (eg.fish)

#### Insect Venom

Bee, wasp and jumper ant stings are the most common causes of anaphylaxis to insect stings. Ticks and fire ants also cause anaphylaxis in susceptible individuals.

#### Medication

Medications, both over the counter and prescribed, can cause life threatening allergic reactions. Individuals can also have anaphylactic reactions to herbal or 'alternative' medicines.

#### Other

Other triggers such as latex or exercise induced anaphylaxis are less common and occasionally the trigger cannot be identified despite extensive investigation.

### Signs and Symptoms

The signs and symptoms of anaphylaxis may occur almost immediately after exposure or within the first 20 minutes after exposure. Rapid onset and development of potentially life threatening symptoms are characteristic markers of anaphylaxis.

Allergic symptoms may initially appear mild or moderate but can progress rapidly. The most dangerous allergic reactions involve the respiratory system (breathing) and/or cardiovascular system (heart and blood pressure).

### Common Symptoms

#### Mild to moderate allergic reaction

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

#### Severe allergic reaction- ANAPHYLAXIS

- Difficulty and/or noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Loss of consciousness and/or collapse
- Pale and floppy (young children) [CPR instruction site >> The Red Cross](#)

### Diagnosis

A person who is suspected of having a food allergy should obtain a referral to see an allergy specialist for correct diagnosis, advice on preventative management and emergency treatment. Those diagnosed with severe allergy must carry emergency medication as prescribed as well as an [Anaphylaxis Action Plan](#) signed by their doctor. Food allergic children who have a history of eczema and/or asthma are at higher risk of anaphylaxis. Administration of adrenaline is first line treatment of anaphylaxis.

### Management & Treatment

Anaphylaxis is a preventable and treatable event. Knowing the triggers is the first step in prevention. Children and caregivers need to be educated on how to avoid food allergens and/or other triggers.

However, because accidental exposure is a reality, children and caregivers need to be able to recognise symptoms of an anaphylaxis and be prepared to administer adrenaline according to the individuals Anaphylaxis Action Plan.

Research shows that fatalities more often occur away from home and are associated with either not using or a delay in the use of adrenaline.

In Australia, adrenaline can be purchased on the [PBS](#) in the form of an auto-injector known as the EpiPen®. More information also available from [ASCIA](#). The EpiPen® auto injector is an intra-muscular injection of adrenaline for the emergency treatment of anaphylactic reactions. It is available in two doses, EpiPen® Jr or EpiPen®. **Please consult your doctor for more information on allergic reactions and life-saving, emergency treatment.**





# 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-Evelyn

Wow March is here already, and we are excited to launch our Handball championships. As we introduce handball, at all levels to the children. This fun, fitness and co-ordination experience will lead to a statewide handball final. We have planned an engaging program for the children in this upcoming event and would love to see you all come and join us. Let's all get involved together, learn new skills, and compete for your chance to attend the Regional Champions.

The children have also been busy celebrating Harmony Day. The children created a beautiful handprint poster that symbolizes the respect and inclusiveness. The children have also had so much fun with our coordinator Evelyn in playing spelling bee and master mind quizzes.



## It's free to register

To attend our program, you must register your child. You can register an account with us at [pp.campaustralia.com.au](http://pp.campaustralia.com.au) or by downloading our Camp Australia smartphone app from the Apple App Store or on Google Play. Once registered, it's easy to make bookings and manage your account.



**Your  
OSHC.**

[www.campaustralia.com.au](http://www.campaustralia.com.au)



# INSIGHTS

by Michael Grose - No. 1 parenting educator



## Making school drop-offs hassle-free

*"One common transition challenge occurs at school-drop-off time. Some kids are passive resisters on a deliberate go-slow. Others more actively resist their parents' efforts to get them to school with tears, tantrums or tiredness."*



There are a number of trouble spots for parents, and they have one thing in common. They all occur around a child's transition from one activity or place to another.

Transitions from play to dinnertime, television to bedtime or from bed to the breakfast table are common battlefields for parents. Kids want to do one thing, yet family requirements mean that they have to do something else.

A battle can ensue with children dawdling, whining or refusing point blank to budge! Parenting is always hard work at these times.

One common transition challenge occurs at school-drop-off time. Some kids are passive resisters on a deliberate go-slow. Others more actively resist their parents' efforts to get them to school with tears, tantrums or tiredness.

Children's tears at drop-off time play at the heart strings of compassionate parents, particularly those who feel guilty about leaving their child. Tantrums are another way children keep parents busy and their complaints about being too tired indicate that perhaps an earlier bedtime is in order.

Usually it's children in the early years of primary school who present most difficulty at school drop-off times. Essentially these drop-off problems are separation issues that can easily be resolved by supportive teachers and some tough love parenting.

It's worth remembering that a developmental task for children is to separate from their parents, so that they can benefit from being around other adults. Parents who resist this imperative, allowing their child to cling to them are doing their youngster a disservice.

If dropping kids off at school in the morning is a problem here's a few ideas that may help. Your aim as a parent is to establish a new pattern of behaviour for your child in the morning, particularly as you approach the school gate or classroom door

1. **Go through the morning and drop-off routine** with your kids. Make sure everyone knows what's expected. Work out your jobs and those that the kids need to do then stick to this arrangement. For instance, it may be your job

to make school lunches but it's up to kids to put them in their bags.

2. **Drop kids off, turn around and go:** If you have a child who likes to keep you busy each morning with tears or tantrums then you may have to take the 'tough love' approach. Say goodbye using a firm voice, turn around and leave. Don't look back. Most kids settle down at school within five minutes of being dropped off. Parental lingering only makes matters worse for children and teachers. Teachers are experienced at helping kids settle into the school routine, so allow them to take over.
3. **Reaffirm their efforts later:** If your child begins to go off without tears or tantrums after a long period of difficult departures then make a bit of fuss when you see them later in the day. Don't go overboard with tangible rewards or bribes. Parental recognition, genuinely given is a huge driver for most kids.
4. **Wean your child off you:** If your normal habit is to drop your child off at the classroom door each morning, try saying goodbye at the school gate every now and then. The aim is to make your child less, rather than more reliant on you.

If problems continue then it's worth consulting your child's teacher or welfare coordinator, carefully outlining the issue. Be prepared to be coached on this issue, trusting the approach that your school advises.

Teachers generally have experienced this type of separation anxiety before and understand when it's within children's capacities and when they may need extra help to cope. It makes good sense to trust their judgement. From my experience, it's usually spot on!

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[www.parentingideas.com.au](http://www.parentingideas.com.au)

  
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# Community Information

## GROOVE AND GRAZE

**HALLEY PARK**  
JASPER ROAD, BENTLEIGH  
SATURDAY 1 APRIL 10am-7pm



FOOD TRUCKS POP-UP BAR MUSIC FRIENDS GOOD TIMES



No bookings required, scan the QR code for more information.  
9524 3333 | [www.gleneira.vic.gov.au/groove](http://www.gleneira.vic.gov.au/groove)



### FREE EVENT

LOCAL  
BANDS

SOPHISTICATED  
DINGO

HOT GLUE

JEMMA CHER AND  
THE BOOKENDS

IN JUNO

THE  
BELAFONTES

NOA ABRAHAMS

## JUNIOR X



Come and play our newest version of Australian Rules Football, Junior X! A fun, fast and exciting modified game for everyone, with no previous AFL experience required so bring your friends along and sign up today!

Kids aged 8 - 14 years old can participate in modified games in a safe and inclusive environment, with exciting prizes to be won! Parents are invited to join the fun and bring the whole family together to enjoy our opening day with multicultural entertainment, delicious food and fun activities for everyone!



Junior X – South East

Time: from 11am

Date: Sundays March 19th, March 26th and April 2nd

Location: Keysborough Community Park

### Price

\$15 per family

For more information, email [dafna@loteagency.com.au](mailto:dafna@loteagency.com.au) or scan the QR Code



play.afl