

Principal's Report | – 3

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

- * Congratulations
- * WISE - Parent Education Forum
- * Staffing Welcome
- * Parent Payments
- * Parent Survey / Parent Forum
- * Mobile Phones
- * NAPLAN reporting in 2023
- * Flu/Cold Season Reminder
- * NCCD
- * 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

Thank you

KISS & GO - DROP OFF/ PICK UP ZONE

STAY WITH YOUR CAR

2 MINUTE LIMIT

8am - 9:30am & 2:30pm - 4pm

School Days

Diary Dates

Bentleigh Farmers' Market - Sat
22nd July

Parent Forum - School review -
Wednesday 26th July 5pm
Staffroom

School Council Meeting - Monday
7th Aug 7pm

School House Athletics Day - Yr 3-6
9am-1:30pm

Year 3/4 Creswick Log Cabin Camp
Mon 14th Aug - Wed 16th Aug

HOOTIME - Yrs 5/6 - Friday 18th
Aug

Bentleigh Farmers' Market - Sat 26th
Aug

School Review Validation Day -
Mon 28th Aug

MPSSA Aths Day - Y3-6 Qualifiers
Mon 4th Sept

FOOTY DAY - Fri 8th Sept



East Bentleigh Primary School

Bignell Road
East Bentleigh 3165
Phone: 9570 3525

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

20th July 2023

Term 3 / Week 2, Issue 1

SCHOOL VISION:

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

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

Principal's Report - Maria Shearn

Hello everyone,

I hope that this communication finds you warm and well. A special welcome to those new children and families who are joining our fabulous East Bentleigh community for the first time, (who I forgot to welcome in last week's communication). I know that you will all be made to feel part of the community in no time.

An especially good way to meet new people is at our weekly market on Thursdays from 3.15pm onwards - why not come and have a sausage or a milk shake? It has been great to see how strongly our school community supports this event each and every week. My thanks to Anita Creeley who is our behind-the-scenes champion, along with our senior students who assist in the setup and pack up, as well as serving at the BBQ and the milkshake stall. It is a big job which doesn't go un-noticed and is much appreciated by all.

Congratulations

We have 2 recently published authors in our EBPS family.

Firstly Jana Bryant (6A) who wrote a most engaging article about her experiences at the 'Nocturnal Bioblitz' event held here at EBPS (arranged by Pascale) at the end of Term 1. Jana's article which was published in *Victorian Entomologist*, clearly demonstrated her enthusiasm to observe and learn as much as she could about our nocturnal insect visitors. Her article was a joy to read. Good on you Jana. Secondly our Class 4T teacher Tanja Boxelaar has written an article in the 'Common Denominator' the quarterly magazine published by the Mathematical Association of Victoria. Tanja's article outlines the innovative way the Steiner pedagogy supports the teaching and learning of angles. Tanja's passion for all things 'maths' was clearly evident in her article. Congratulations to you both. Both articles have been included in this newsletter for all to read.

WISE - (Wellbeing in Schools Australia) - Parent Education Forum

Thank you to the small number of parents who attended Jac Van Velsen's parent workshop on how we can all help our children thrive both at school and at home, in these post COVID years. Thanks to Lee Jellis for arranging this for both our staff and parent groups. Lastly thanks to SFYS (School Focused Youth Service), who funded the event. My main take out of both events was the confirmation of the vital role of education in developing positive life outcomes for our children.

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

Staffing - Welcome

Term 3 saw us welcome Catherine Campbell to our staff team as our SAKGP garden teacher. Catherine, mum of Alexa (3EB) and Zac (PM) comes to us with a wealth of horticultural knowledge and many fantastic artistic ideas. We look forward to our students learning many new things and seeing our productive gardens flourish.

Whilst not new to our school, Janette Grunfelder will join Sal Cockcroft in delivering the Craft program for the remainder of this year - what a dream team this is. Janette and Sal are already working behind the scenes to re-establish a parent craft group. Watch this space.

Parent Payments

At the end of each semester as part of our ongoing monitoring of our school finances for school council, the Finance Committee conducted an audit of how we are tracking in this area. Our investigations have shown us that **39%** of our school families have paid for their children's 'Essential Items'. This is not a sustainable position for any school in an ongoing capacity and whilst I acknowledge that the DE has mandated that schools advise the parent community that parent contributions are 'voluntary' the funding received by schools from the government in no way covers the cost of the day to day items your children have been using since the beginning of the year. Due to the change in DE policy over the last 3 years, we have not been able to include an 'essential items' fee on family statements unless families agreed to it. I urge the remaining 61% of our families to reconsider this, by contacting Jane Keen our Business Manager at jane.keen@education.vic.gov.au.

The picture for 'Extra- Curricula' section of parent payments which covers programs such as Instrumental, **(51%)**; Dance, **(64%)**; and Kitchen Garden **(60%)** is better, however still worryingly low. I remind parents that these payments do not fall into the much vaunted 'voluntary' category as parent payments in these areas are used specifically to pay the wages of the extra teachers required to teach in these programs. Our Finance Committee will be discussing this complex issue at our next meeting to make recommendations to our full school council.

Whilst I acknowledge that the cost of living is a real issue for families at the moment, we have consciously not raised our school 'fees' for a number of years now as a consequence. We at school also need to budget carefully and need the support of parents to continue to provide the rich and engaging programs we do. Please don't hesitate to contact us in the office if you have any questions or concerns.

Reminder - Parent Survey/Parent Forum

A reminder that there is still time for parents to provide feedback to contribute to our school review. The survey can be accessed via the following link: https://docs.google.com/forms/d/e/1FAIpQLSef0IRbgoGUD_HWvHa_PKiW0wauesEwRfVkbI7Xacs4_uBFw/viewform?usp=sf_link

Thank you to the dozen or so parents who have already done this. Additionally, we will be holding a parent forum next Wednesday 26th July at 5.00pm in the staffroom for any parents wishing to provide their feedback in person.

Mobile Phones

A reminder to all our families that as per Department of Education policy, if your child must bring a mobile phone to school, this device **must** be housed in the office during the day for safe keeping, not left in individual school bags. This applies to apple/smart watches also.

NAPLAN reporting in 2023

This year, the Australian Curriculum Assessment and Reporting Authority (ACARA) has introduced new standards to NAPLAN reporting. Four proficiency standards will replace the previous 10 numerical bands and national minimum standard used in previous years' reporting:

Exceeding: the student's result exceeds expectations at the time of testing.

Strong: the student's result meets challenging but reasonable expectations at the time of testing.

Developing: the student's result indicates that they are working towards expectations at the time of testing.

Needs additional support: the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily. It will be the clear responsibility of schools to ensure these students are provided with the additional support needed to progress satisfactorily, informed by NAPLAN results, other school-based assessment data and teachers' knowledge of these students.

From Monday 17 July 2023, the Victorian Curriculum and Assessment Authority (VCAA) will release individual student results in hard copy, and a series of tailored school and student level reports online via the VCAA Data Service. ACARA will release state and national results on Wednesday 23 August 2023. As soon as they are available, we will send reports home for families to view.

Continued next page.....

Principal's Report - Maria Shearn

Flu/Cold Season Reminder

With the cooler weather upon us, we are starting to see an increase in numbers of children becoming unwell with sniffles, cough and sore throat. If your child is displaying symptoms of being unwell (fever above 37.9, sore throat, runny/stuffy nose, stomach-ache, nausea etc.) please consider if they are well enough to come to school. Please consider the health and wellbeing of other students and staff.

If your child develops any sign of illness whilst at school, we will request that you or an adult nominated by you, collect your child from school as soon as possible.

It is also timely to remind your child about hygiene. To cover their mouth and nose when coughing and sneezing with a tissue, then dispose of in the bin. To cough into their elbow and wash their hands regularly with soap and water or use hand sanitizer.

A reminder also that if your child has vomited or has diarrhoea, they must NOT come to school. They must be clear of any symptoms for 24 hours before they can return to school.

Thank you for your continued support and co-operation. Let's work together to stay safe and healthy.

Nationally Consistent Collection of Data - NCCD

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with a Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with a disability. These relate to legislative requirements under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, in line with the NCCD guidelines (2019). Information provided about students to the Australian Government for the NCCD includes:

- * year of schooling

- * category of disability: physical, cognitive, sensory or social/emotional

- * level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- * formally recognise the supports and adjustments provided to students with disability in schools

- * consider how they can strengthen the support of students with disability in schools

- * develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability. The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured.

All information is protected by privacy laws that regulate the collection, storage, and disclosure of personal information. To find out more about these matters, please refer to the Australian Government's Privacy Policy:

[https://www.ag.gov.au/rights-and-protections/privacy#:~:text=The%20Privacy%20Act%201988%20\(Privacy,and%20in%20the%20private%20sector.](https://www.ag.gov.au/rights-and-protections/privacy#:~:text=The%20Privacy%20Act%201988%20(Privacy,and%20in%20the%20private%20sector.)

Bentleigh Farmers' Market

A reminder that our July market is on THIS Saturday running from 8.00am till 12.30pm. Whilst there are showers forecast for late on Saturday, I encourage families to come early and avail yourselves of the freshest produce from our Victorian farmers directly. Our school's breakfast stall serving yummy bacon and egg rolls with a smile by our parents is second to none and is a warming treat on a cold morning. I am also looking forward to catching up with our new dumpling provider, Just Dumps.

My thanks to the hard-working parent volunteers wrangled by Heidi and Rachel who setup/pack up and man our school breakfast stall. We couldn't do it without you.

Thought of the Week

“Fall *down* seven times, stand up eight.”

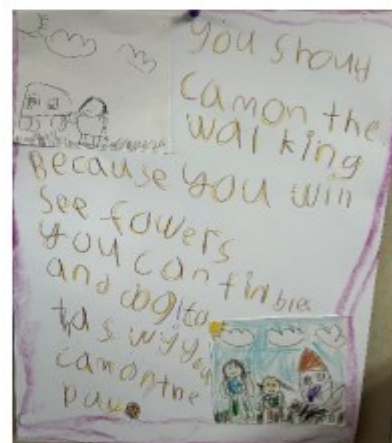
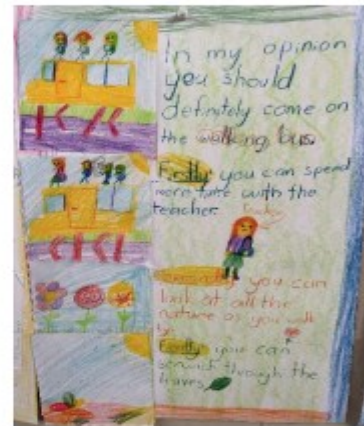
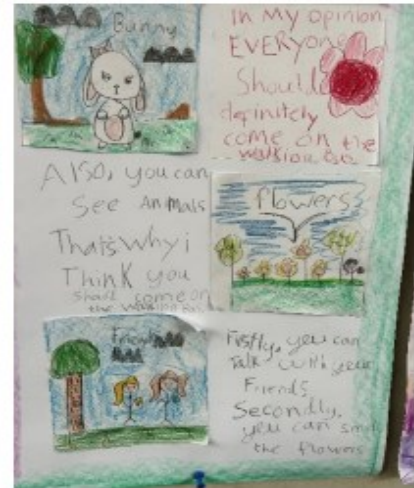
Japanese Proverb

Until next time - Maria Shearn, Principal



Literacy @ East Bentleigh PS

Class 2A have been working on Persuasive Texts. They have been learning how to present an opinion or point of view about a particular topic and to give reasons to explain their opinion. Their most recent piece of writing is a poster to try to persuade more people to join the Walk to School Bus on Wednesday mornings!

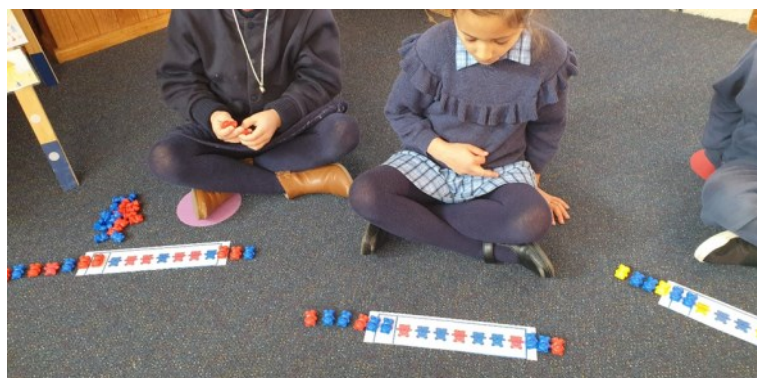


Maths at EBPS

Prep Steiner



In Prep Steiner we have been exploring patterns. We have looked for patterns in nature - in flowers and seedpods - and we have used natural materials, such as shells, rocks, beans, leaves or gemstones to create intricate patterns. We created patterns with two, three and four movements and sounds by playing "Follow the Leader" games. We explored simple and more complex patterns and identified which part is being repeated. We also used colourful teddy bears to continue patterns to the left and to the right of the template.



By Irina Bugheanu & Donna Leibowitz - Prep Steiner Classrooms Teachers

Wellbeing at EBPS

Year 3/4 Mainstream

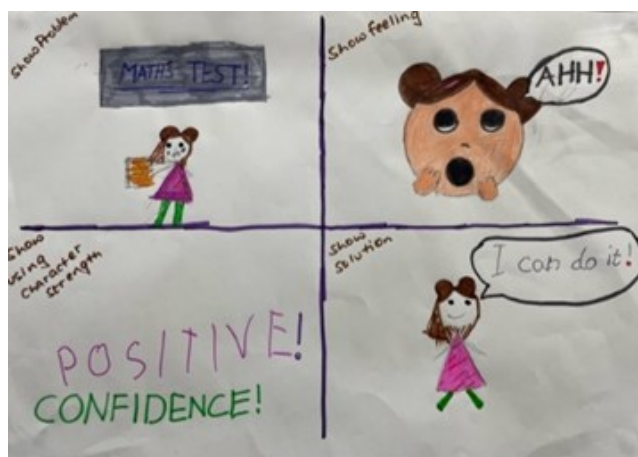
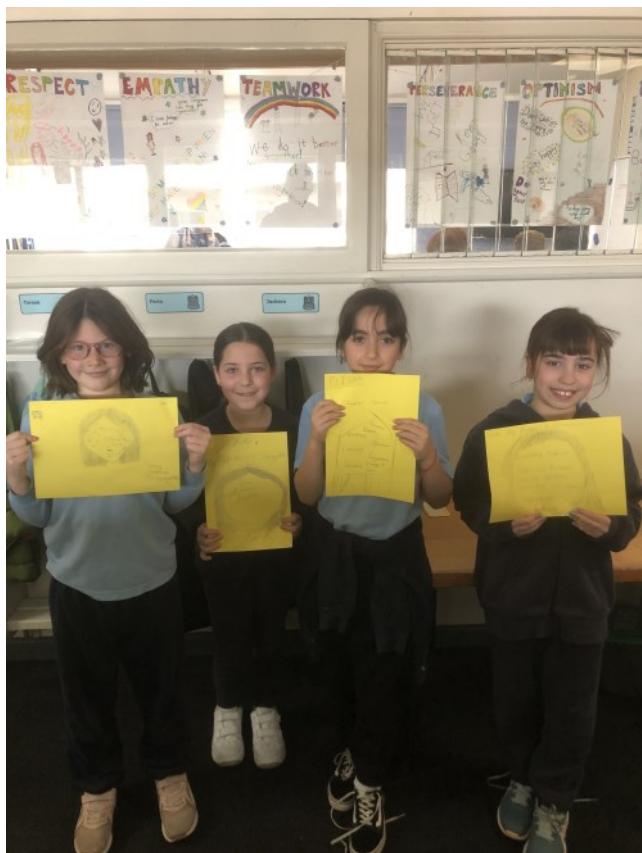
We are delighted to share with you an update on our recent Life Education class at the Year 3/4 level, where we focused on the important topic of *Friends and Feelings*. During this unit, our students delved into the concept of character strengths and their significance within friendships, families, and the wider community.

One of the key goals of the lessons was to equip our students with the necessary tools to cultivate strong, meaningful connections with others. By understanding and applying character strengths, our students learned to navigate various social interactions, fostering healthier relationships and deeper empathy for those around them.

Within the context of friendships, our students discovered that certain character strengths play a vital role in creating and maintaining positive connections. Traits such as kindness, empathy, respect, and cooperation emerged as crucial elements in building and sustaining meaningful friendships. Through engaging activities and discussions, our students developed an understanding of how these character strengths contribute to mutual trust, support, and inclusivity.

In addition to exploring friendships, we also emphasized the significance of character strengths within the context of families. Students learned about the values of honesty, responsibility, forgiveness, and gratitude, recognizing how these qualities positively influence family dynamics. By embracing these character strengths, our students gained a deeper appreciation for the importance of open communication, understanding, and support within their own families.

The 3/4 teachers are proud of their students' progress and their commitment to developing strong character strengths. We will continue to support their growth and provide them with the tools they need to navigate the complexities of life with confidence and resilience.



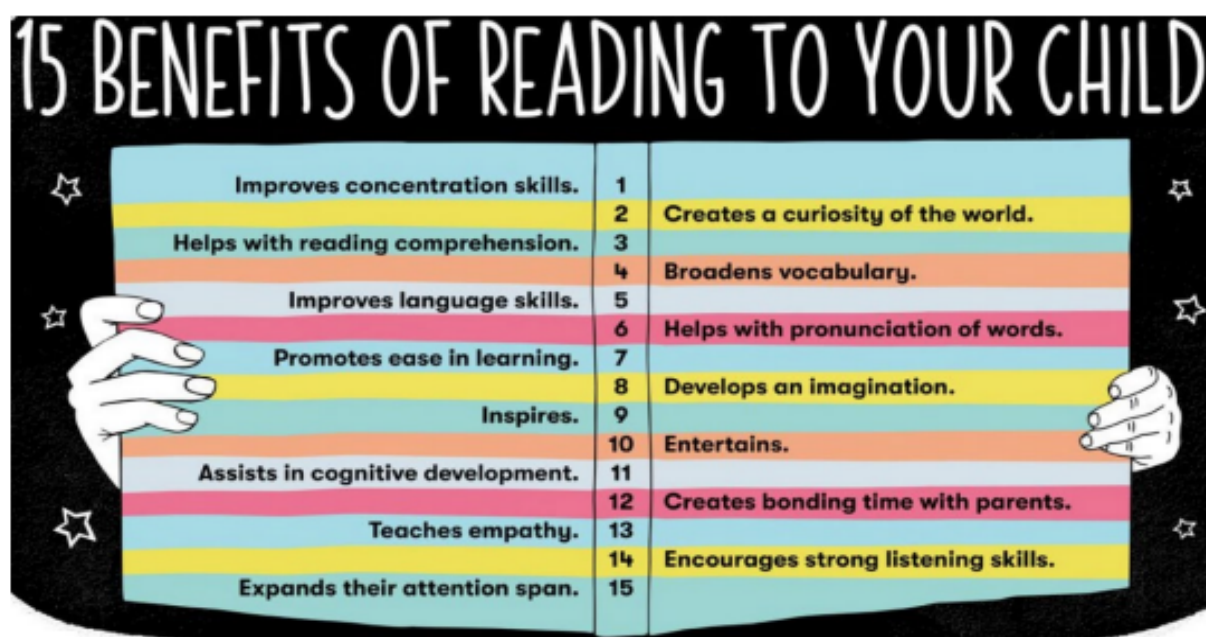
Learning Diversity @ East Bentleigh PS

Learning Diversity @ EBPS

Parent involvement is essential for a child's success no matter their age, stage or learning style. One area where parents can have a huge impact is reading! You may have noticed in the media over the years that everyone appears to have an opinion on the best way to teach reading. At East Bentleigh PS, we go with the experts and teach using evidence-based strategies that are supported by strong research. Over the next few newsletters, we will explore elements of our junior and senior reading programs and offer suggestions of how to support reading development at home.

We can never underestimate the value of reading TO our children. Children of all ages enjoy being read to. Encourage your child to visit the school library and explore books they may like to engage with you at home. Jane and the library leaders are happy to assist children in choosing a book. They also have a recommendations section to assist with the choice 😊

Check back next fortnight as we delve into reading in the junior years!



MUSIC NEWS

Dear Parents / Carers,

I hope that you have had a restful break and looking forward to a great semester

Now is a good time for some of our students to consider joining our after school ensembles especially our class 3s who have been working hard to gain the skills to participate in their Class orchestra.

Both Upper and Lower Strings ensembles are an added musical practice for their week and help students refine their ensemble and reading skills to give them more confidence in their weekly lessons and class orchestras.

For our more advanced students Extension Orchestra is a great ensemble where we work on more challenging music with students from class 4 - 6.

All our ensembles occur a fee; the first ensemble is \$100 per term and all additional ensembles are \$75.

In addition to our ensemble program we have voice, guitar, bass guitar, ukelele and piano lessons.

Voice lessons are taught by Lauren Burns. If you would like your child to learn voice please contact Lauren: lauren@laurenburnssoprano.com

Guitar, Ukelele and Piano is taught by Matt Moras. He often organises students into small ensembles for collaborative work with guitar and piano.

Our Double Bass teacher Jude Hill also teaches Electric Bass. His email address is Jude.Hill@education.vic.gov.au

In addition our String Program (Violin, Viola, Cello and Double Bass) is open to all students at our school. For enquires please contact myself Felicite.Heine@education.vic.gov.au

Hope to see more students engaging with our instrumental program this semester!

Felicite Heine - Instrumental Music Coordinator



Nocturnal Bioblitz Held at East Bentleigh Primary School

by Jana Bryant
Junior Member



Figure 1. (a) A dappled moth identified as *Scorparia exhibitilis*. (b) A pristine Green Lacewing - *Apertochrysa edwardsi*. (c) A moth of rich browns identified as *Proteuxoa* sp. All insect photos (Figures 1-3, 5) captured by Jana Bryant in Bentleigh East, 5 April 2023 and identified by EntSocVic members.

Editor's comment:

Enthusiastic new junior member Jana Bryant has shared her experience with the Nocturnal Bioblitz that was held at East Bentleigh Primary School towards the beginning of April. Jana is a grade 6 student who shares a passion for all things entomological, as evidenced by her eager participation in the late-night event which she outlines in the article below.



Figure 2. Blue Flower Wasp (*Austroscopia sora*).
5 April 2023

On Wednesday 5th of April, East Bentleigh Primary School hosted a Nocturnal Bioblitz evening. Local students, parents, the host - Pascal and the scientists - Peter, Anthony and Dan had come to the event that was part of a Victorian government initiative to bring science into the community.

People had started arriving at around 5:30pm because that's when the fun stuff begins. As the sun comes down and it becomes dark, that's when nocturnal insects come out. Three special sheets were set up around the school. All these white sheets had lights behind them because the insects would get attracted so they could land on the white sheet for us to take a clear photo. The job I gave to myself was to take photos with my Nikon camera, it is a

really professional camera. I prepared pizza, chips, a torch, of course my camera, daddy's bag and I even brought my dead insects display. While I took pictures of the amazing insects, a lot of kids just played, but there were also a lot of kids who were interested in the insects. Most people bought their torch, snacks and phone/camera because it was really dark and there were many incredible creatures that you'd want to remember.

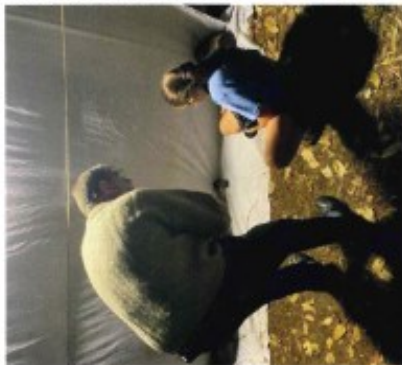


Figure 4. Peter Marriott and Jana Bryant at Peter's moth sheet.



Figure 3. *Scioglyptis* sp. 5 April 2023

The nocturnal bioblitz night was supposed to finish at 9:00pm but I left after 10:00pm. Most other people left at 8:00 to 9:00pm. When I left, Pascal, Peter, Anthony and Dan stayed in the school. This Nocturnal Bioblitz night had taught me many different types of insects and even types of habitats. I think this event was amazing and was worth giving up my sleep time. From this, people can suddenly want to learn everything about insects and animals, or they can make more natural habitats for them. I would like to thank Pascal, Peter, Anthony and Dan for being a special part of the Nocturnal Bioblitz night. I would also like to thank them for teaching me new insect names and also bringing the sheets.



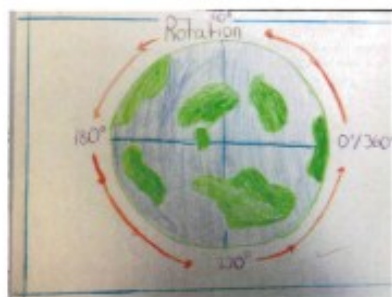
Figure 5. A fortunate visit from a Maroon Ghost Moth (*Elhamma australasica*). 5 April 2023.

IMAGINING ANGLES: STEINER PEDAGOGY

Tanja Boxelaar – East Bentleigh Primary School

I am passionate about maths and want every child in my class to find it exciting. East Bentleigh Primary School supports a hybrid model of a mainstream and Steiner stream working in parallel. Each year level has at least one mainstream class and one Steiner class, and teachers collaborate. I believe that every child can do maths, according to their own abilities and interests. As a Steiner teacher, I have the opportunity to harness the power of curiosity, imagination and engagement through our philosophy of teaching the whole before the parts. Here, I share how modern concepts of maths are explored in the Steiner philosophy by explaining a class 4 Geometry lesson, *Freehand Geometry*. The lesson begins with drawing forms and circles using string and sticks, our bodies and the world around us. We draw tangents and ellipses and other 2D shapes. We use a blackboard and chalk, string and stick – no rulers yet – it is freehand with no technology.

Next, we tell a story about how it seems that fixed stars move in great circles around us. They make a circle once every 24 hours, but they also move forward a tiny distance from one night to the next. They will get to that position each night four minutes earlier. These movements can be measured by the width of an outstretched thumb - this represents one degree. Each night they move forward by four minutes, and it takes a year to get back to the same place at the same time. So, in ancient times the circle was divided in the same way as the stars move in the heavens.



One day is about four minutes in the cycle of a year: 1 day = 24 hours, 1 hour = 60 minutes, $24 \times 60 = 1440$ minutes in a full day. Divide 1440 by 4 = 360.

So, the circle is like the movement of a star over one year: 1 day = 1 degree and 1 year = 360 degrees.

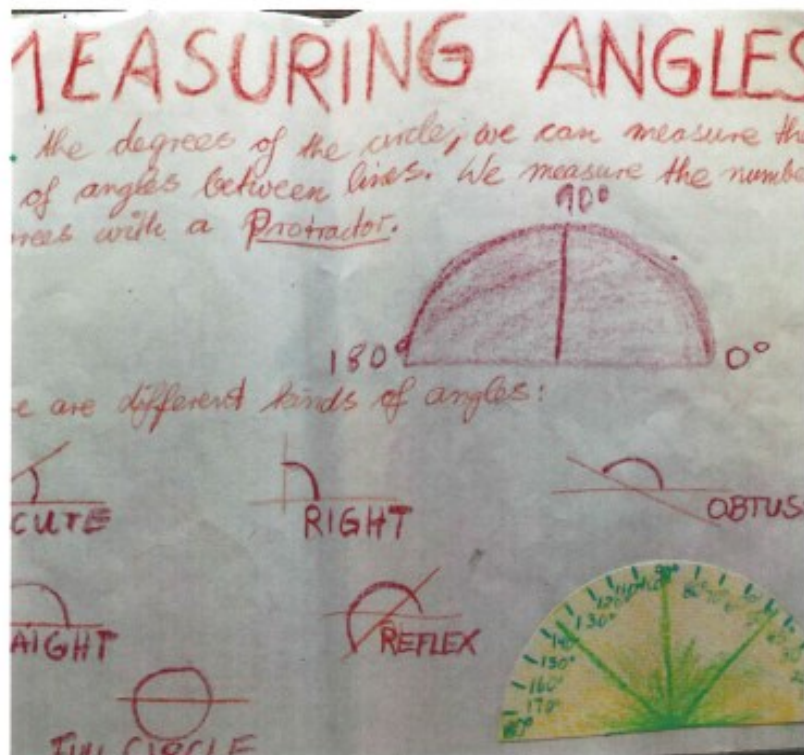


Figure 1.

This information is shared with students over a period of three days. We ask the students to pick a star and measure the distance each night (hopefully there is a clear sky!). We make beautiful drawings of stars in the sky over Earth and then do the calculations. We explore the concept of 360°, circles, the angles inside the circle and teach the children different angles and how to use a protractor. See Figure 1.

The way this lesson taps into the child's imagination, curiosity and engagement is astounding. Students connect with the concept of angles through a deep learning experience. All this is done using a blackboard with daily new drawings, as we don't use technology until class 5. Engagement occurs through storytelling, as students become participants in their community and culture, which encourages collaborative learning. Knowledge through narrative rather than mere transmission is constructed afresh by the student. The imaginative concepts have the capacity to grow with the child's changing understanding of the world. After the age of 10, the children progress from an imaginative, picture

consciousness to more abstract, intellectual thought processes. The child's curiosity is developed through a focus on exploring the 'why' questions of new concepts, which is supported through teaching the whole concept before breaking this into parts and through their active participation during these lessons. We tap into their imagination by creating a sense of wonder, and we draw our observations. We explain why a circle is 360° through an active exploration, and asking which are angles 90°, 45° and so on.

According to Rudolph Steiner, learning in the primary years seeks to engage the feelings of the child so that a strong personal identification with the subject matter can occur. Learning is essentially experiential. Imagination is the key quality and pictorial imagery is vital. Acquiring new skills and practising them until are different processes requiring different rhythms.

So, even though our approach differs from a mainstream approach, Steiner teachers teach the same concepts, making collaboration and comparisons of learning outcomes achievable.

Children Who Worry in Happy Families

Written by Dr Justin Coulson

My youngest daughter, now 9, has recently been watching a cartoon with a cyclops in it. This naturally energetic and confident child is now terrified every night at bedtime – the cyclops are coming! Another of my children has always had an anxious disposition. She feels a little bit of anxiety about most things most of the time. It's typically low-level anxiety, but from time to time it can be paralysing.

Each of these anxiety situations is different. One is based on "state anxiety" or feeling anxiety just now about a specific situation. The other is based on "trait anxiety", or feeling anxiety as a general characteristic. Anxiety situations can be founded on rational fears (like heights), or irrational fears (like the cyclops). But anxiety, whether state or trait, rational or irrational, requires kind and compassionate responses.

Consider it for a moment:

It doesn't matter whether you have a general predisposition to anxiety or not, we all have something that makes us feel anxious. It might be giving a speech in public, or driving in the city at peak hour, or starting a new job. In those moments, what would you want from the people around you? What would you want your partner, trusted friend, or even your own parents to say to you?

Dismissal?

"Nothing bad is going to happen, stop worrying. You'll be fine."

Denial?

"Driving at peak hour is the same as driving any other time. I don't know why you're worried about this."

Disapproval?

"Stop telling me how worried you are about this new job, you should just be grateful instead."

Doesn't feel good, does it?

Dismissing the problem with statements like "You'll be right. There's nothing to worry about," doesn't help. Instead, they leave our kids feeling misunderstood and wronged. It can leave them feeling like they're incompetent! Plus, they feel as though no one understands them in their worries, and that they're left alone to face them.

Denying the problem doesn't work either. We often think that reassuring our kids that "There's no such thing as cyclops" would surely help. Yet never in the history of people has anyone who is anxious and emotional responded to logic by saying, "Good point. I am being silly. Thanks for getting me back on track." When we deny their reasons for being anxious, we are in essence telling them that their feelings about the situation aren't valid. Again, we trample their sense of competency. And we hurt the relationship.

Lastly, when we show our disapproval of their anxiety by telling them "Stop worrying", "Stop being silly", or even "If you keep this up I'll give you something to really be worried about", we use our power to threaten and intimidate. This doesn't decrease anxiety, instead it makes them more anxious – about the cyclops, the exam, the dark, *and about us!*

Instead of dismissal, denial, and disapproval, what our kids need from us when they're feeling anxious is acceptance and affirmation. This doesn't mean we agree with them. And we don't need to take their worries away. What they need is our support and encouragement to give them the confidence to face their worries themselves.

What if we said these things instead?

"Something about this is making you worried. I believe you."

"I get worried sometimes too. Can you tell me more about what is making you worried?"

"This is hard for you. I'll be right here with you."

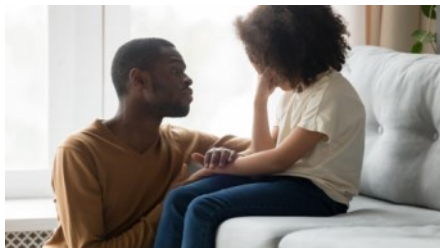
When we accept that our child is worried about something and let them know that whatever it is, we understand that it's a real worry for them, we give them the confidence to know that they have a trusted adult to support them. We aren't doubting them or telling them that their problem isn't real. Instead, we're telling them that they can count on us to listen to them without judgement.

When we affirm that we have experienced worries and anxiety too, we give them the courage to share openly with us what is causing their anxiety.

When we agree that whatever they're going through is hard, we show that we empathise with their emotions. We give them the assurance to know that they don't need to experience these feelings of anxiety alone.

Once our children feel heard, seen, and validated, they'll be better prepared to make an action plan to help them face their worries. Maybe they'll make a cyclops repellent spray, or maybe they'll ask for help to practice their speech. Whatever it is, allow them to formulate their own plan with your support, rather than swooping in and fixing their problems for them.

The quickest way to reduce the impact of strong emotions is to share them. When we allow our kids to share their anxiety with us, and we accept, affirm, and agree with them, their worries will begin to dissipate.




Community Information



Brotherhood of St Laurence
Working for an Australia free of poverty

If you know of someone struggling with the current cost of living - please refer them to the information below for potential services and assistance they may be able to access.


This information was prepared and distributed by the Brotherhood of St. Laurence.




Saver Plus

Program includes:

- Matched dollar for dollar savings up to \$500
- Money Minded workshops - Financial Education
- Coaching on budgeting and savings




SCAN ME




State Schools' Relief

Provides school uniforms and shoes to those that are unable to afford them.



SCAN ME




Camps, Sports and Education Fund


Funding to attend activities like:

- school camps or trips
- swimming and school-organised sports programs
- outdoor education programs
- excursions and incursions

\$125 per year for eligible primary school students
\$225 per year for eligible secondary school students.




SCAN ME



Computerbank

Low cost refurbished computers that include various programs including word processing, Google Chrome and PDF Maker



SCAN ME

Eligibility Criteria

- Must be a health/concession card holder;
- Be in receipt of a Centrelink Payment
- Be studying or have a child in school
- Have some regular income from work
- Be 18+ years old

Eligibility Criteria

Situations include but not limited to:

- Unemployment
- Health issues/illness
- Financial difficulties
- Independent living and/or homelessness
- Natural disasters
- Bereavement
- Domestic and family violence

Eligibility Criteria

- Parent must be a health/concession card holder;
- Or families on protection/bridging visas, or seeking asylum;
- Or children in out of home care

Eligibility Criteria

- Concession/Health Care Card holders
- Students
- Asylum seekers

Advertising

Advertising Disclaimer: We thank the many organisations/businesses that support the publication of our newsletter by paying for their advertising. Whilst the Editor checks for appropriate content, E.B.P.S. does not endorse the conduct or service and encourages parents to investigate the product or service as they would for any purchase they are contemplating. Maria Shearn - Principal

"AUSTRALIA'S NO.1 COACHING COLLEGE"
JAMES AN COLLEGE
 PRIMARY & SECONDARY / VCE / SCHOLARSHIP / SELECTIVE SPECIALISTS

JAC ORMOND | 9578 9668
 LEVEL 1, 331 Jasper Rd Ormond
jacomond@hotmail.com
www.jamesancollegeeq.com

PLEASE MAKE SURE YOU BRING THIS VOUCHER WITH YOU! *Conditions apply

A FREE BOOK BAG!

\$50 DISCOUNT

FOR ANY NEW STUDENTS WHO ENROL BEFORE 19 AUG 2023!

"2024-2025 Scholarships & Selective School Trial Tests"

Classes from **YEAR 1 TO YEAR 12** are available Weekday Afternoons & Saturday.

★ **FREE ASSESSMENT TEST AVAILABLE FOR ALL NEW STUDENTS** ★

Vocabulary, Comprehension, MATHS, FLUENCY BASIC SKILLS MATHS, BASIC SKILLS MATHS, JSH, LENDING MATHS

Confidence Communication Skills Creativity

superspeak

Weekly public speaking, drama & presentation skills for ages 6-14

IN-PERSON or ONLINE

- ★ Leading Curriculum
- ★ Experienced Teachers
- ★ Loads of FUN!

communication
 quick thinking
 expression
 teamwork
confidence
 leadership
persuasion
 vocal variety

ENROL NOW
 Glen Waverley, Chadstone, Burwood, Essendon, Doncaster, Canterbury, Rowville, Ashburton, Ivanhoe, Thornbury, Altona Meadows, Balwyn North, Truganina, Caroline Springs & Online

Award Winning Program
 Trusted Since 2006

9572 5249
info@SuperSpeak.com.au
www.SuperSpeak.com.au

JOIN THE GIRLS!

THE FUTURE OF AFLW STARTS HERE

St Kilda FC Bentleigh East Auskick Centre
 Tuesdays 4:30-5:30pm from August 1st
 at Moorleigh Reserve

nab AFL Auskick

Scan the QR Code to register for the chance to win a signed 2023 St Kilda Jumper!

For more detail, please contact aslyn.witney@afl.com.au

BLUESALT
 SWIM SCHOOL

FIND US
 12 North Drive (Virginia Park Business Estate)
 Bentleigh East VIC 3165

CONTACT US
 (03) 9579 5989
admin@bluesaltswim.com.au