

## Principal's Report | – 3

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

- \* COVID Safety
- \* Staggered Pick Up / Drop off times
- \* DET Operations Guide
- \* Student Free Day - Monday 1st Nov
- \* Wellbeing - Mental Health Priority
- \* 2022 Class Placement Requests
- \* Hats & Waters Bottles
- \* A reflection



# 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)

28th October 2021

Term 4 / Week 4, Issue 2

## BREAKFAST CLUB

Will be back soon!

8:15-8:45am

in new Performing Arts  
Centre (PAC)

*If your child has allergies—  
please email*

[jane.ross@education.vic.gov.au](mailto:jane.ross@education.vic.gov.au)

*before they attend.*

## Reporting Student Absences

Please remember to let the school know by 9am if your child will be absent.

Please call or email the school office on Ph: 9570 3525 Email: [east.bentleigh.ps@education.vic.gov.au](mailto:east.bentleigh.ps@education.vic.gov.au)

You must also provide a reason for the absence so that we can accurately record it.

**\*\*A signed note by you is also required - to be handed to the class teacher for each absence. Thank you**

## Diary Dates

REPORT WRITING - STUDENT FREE  
DAY— Monday 1st November

MELB CUP— PUBLIC HOLIDAY  
Tuesday 2nd November

All students return to onsite learning  
on Wednesday 3rd November

Prep 2022 Transition Program

Friday 19th Nov. 9:30-10:30am - No. 1

Friday 26th Nov. 9:30-10:30am - No. 2

## 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,

We have now had all year levels return onsite for some part of the week. Sadly for our 3's and 4's it has only been one day so far due to our enforced school closure on Tuesday whilst we gathered all the information regarding suspected primary close contacts for the Health Department. It was lovely to welcome their smiling faces at the gate on Wednesday morning.

I was very grateful for the cooperation and support of the families affected by the COVID exposure earlier this week. The affected children are now isolating at home and under the care of the Department of Health. They will be continuing their learning via remote learning until they are cleared to return onsite after a negative PCR test towards the end of their isolation period, thus ensuring that we minimise the chance of any spread. In the meantime I will remind you of the measures that I'm sure you will all be familiar with that are recommended by the Chief Health Officer and are practising as best we can at our school.

## COVID Safety

The skill in managing COVID is to keep it out of the school, and whilst we have had one brief brush with COVID this week, we are taking many steps to keep us COVID free. The range of measures listed below all help to minimise the spread amongst our unvaccinated children.

- \* Masks are mandatory for Years 3 to 6 and are strongly recommended for Years Prep - 2
- \* Masks must be worn by parents on the school grounds
- \* Masks must be worn by staff except when teaching
- \* All staff must be vaccinated
- \* Any parents entering the buildings must be vaccinated
- \* Classes are kept in separate "bubbles"
- \* Ventilation is being monitored. Windows and doors are open
- \* Social distancing is being maintained
- \* Pickup time will be staggered (see below)
- \* Sanitiser is applied in all classrooms
- \* Hygiene is emphasised in classrooms
- \* Cleaning is maximised

**Please stay home when unwell and get tested** - The most important action school communities can take to reduce the risk of transmission of COVID-19, is to ensure that any unwell staff and students remain at home and get PCR tested, even with the mildest symptoms. Everyone should consider their health before they start work or attend school and ensure they are free from coronavirus symptoms and have not had contact in the past 14 days with a person confirmed to have coronavirus or a person suspected to have coronavirus.

**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

### Staggered Drop Off and Pick Up times

In order to avoid any confusion, we will maintain these times now every day until the end of the year. Once all year levels are back together on Wednesday 3<sup>rd</sup> November, we need your help to stick to these times to avoid congestion. I am sure we will all fall into a good rhythm soon.

Prep – 8:40am – 3:00pm  
Grade 1/2 - 8:50am – 3:10pm  
Grade 3/4 – 9:00am – 3:20pm  
Grade 5/6 - 9:10am – 3:30pm

Families with siblings to arrive at the earlier time and leave at the earlier time – i.e – Brother and Sister - Freddy in Prep and Mary in Grade 3 - both arrive at 8:40am and leave at 3:00pm. This applies throughout the different year levels.

### Victorian Government Schools Operation Guide - From 1<sup>st</sup> November

All schools will be able to recommence a range of activities, consistent with community settings and school vaccination requirements. This means that from Monday 1 November schools will be able to:

- \* hold graduations and other assemblies consistent with community density limits
- \* travel across Victoria for camps and excursions
- \* resume interschool activities such as sport and debating
- \* deliver the full range of curriculum programs, including music and performing arts
- \* conduct transition programs for kinder students beginning Prep in 2022 and Grade 6 students transitioning to Year 7 in 2022
- \* have a range of visitors onsite, including photographers, guest speakers and MPs.

Now that we have the latest advice from DET we will advise details of our planned activities such as Prep 2022 Transition Program, Year 7 transition, Graduation and other end of year events.

### Student Free Day - Monday 1<sup>st</sup> November

Our scheduled Curriculum Day for Monday 1<sup>st</sup> November will go ahead as planned. This provides staff with time for assessment preparation prior to the end of year reporting cycle. Each year it also provides families with a break in conjunction with the Cup Day holiday on Tuesday 2<sup>nd</sup> November.

### Wellbeing - Mental Health Priority

It is estimated that around one in seven Australian children experience mental health issues and about half of all serious mental health issues in adulthood begin before the age of fourteen years of age. Experts believe one of the best things parents can do to support their children is to learn how different issues present in children. You don't need to be an expert, but it can be really helpful to know what to look for and when your child or family member might need some extra support. There are many support organizations you can contact for further advice. If you have noticed changes in your child's moods, emotions or behaviour that are worrying you, the best thing you can do for your child's wellbeing is to speak to a health professional about your concerns.

**Mental Health Services and Support**

<b>Beyond Blue</b> 24/7 mental health support service 1300 22 4636 beyondblue.org.au	<b>headspace</b> Online support and counselling to young people aged 12 to 25 1800 650 890 (9am-5pm daily) For webchat, visit: headspace.org.au/headspace	<b>Kids Helpline</b> 24/7 crisis support and suicide prevention services for children and young people aged 5 to 25 1800 55 1800 kidshelpline.com.au	<b>1800RESPECT</b> 24/7 support for people impacted by sexual assault, domestic violence and abuse 1800 737 732 1800respect.org.au
<b>Lifeline</b> 24/7 crisis support and suicide prevention services 13 11 14 lifeline.org.au	<b>Suicide Call Back</b> 24/7 crisis support and counselling service for people affected by suicide 1300 659 467 suicidecallbackservice.org.au	<b>Mensline</b> 24/7 counselling service for men 1300 78 99 78 mensline.org.au	<b>QLife</b> LGBTI peer support and referral 1800 184 527 (9pm-10pm daily) qlife.org.au (online chat 3pm-12am daily)

If you are concerned about someone at risk of immediate harm, call 000 or go to your nearest hospital emergency department.

Logos: be you, Beyond Blue, Kids Helpline, headspace, Mensline, QLife, 1800RESPECT.

### 2022 Class Placement Requests

If you have any requests regarding 2022 classes, please email me directly with your request. Please note that all requests will be respectfully considered but not necessarily granted.

*Continued next page.....*

## Principal's Report - Maria Shearn

### Hats and Drink Bottles

Just a reminder that hats must be worn at school during Term 4. It is also recommended that students bring their drink bottles to school to avoid sharing the taps. The taps will not be turned off, however it is safer for the students to have their own bottles.

### *A Reflection - with thanks to Esther Wood (Principal colleague)*

As our students commenced their journey back to on-site teaching last week and with the whole school back on deck on Wednesday 3<sup>rd</sup> November, I'm reflecting that there are likely to be unseen casualties of this pandemic within our community.

We know that the COVID-19 pandemic has led to a dramatic loss of human life worldwide and presents an unprecedented challenge to public health, food systems and the world of work. The economic and social disruption caused by the pandemic continues to be devastating, with tens of millions of people at risk of falling into extreme poverty, while the number of undernourished people is increasing daily.

Countries dealing with existing humanitarian crises or emergencies are particularly exposed to the effects of COVID-19. Because this is not on our doorstep and we are not faced by this situation, it is difficult to really understand what this means. We are indeed fortunate to live where we do.

At the beginning of the COVID-19 pandemic, there were many uncertainties around how Australia would be affected: how many cases and deaths would occur; would our health system be able to manage as we had seen other countries fail; what other parts of society would be disrupted; and would mental health and various social factors be adversely affected.

The challenges continue to emerge, as we approach two years of trying to manage this virus although some of these questions have been answered. The emergence of new variants and the availability of vaccines has been front and foremost in the minds of our political leaders and they have pushed forward undeterred by the impact of school and business closures, ongoing freedom of movement restrictions and directives and how these have affected the individual.

What we do know is that the risk of flow-on effects to Australia remain as we try to open-up our communities once again. The social impact on our mental health and wellbeing has come from the isolation and anxiety of the situation.

The coronavirus is affecting us all, in different ways.

Those working from home and trying to home-school their children have experienced high stress levels. The disconnect with the school community has affected us all. We have missed our wonderful volunteers such as those who work in the gardens, the kitchen, in woodworking classes as well as our parents supporting our students in so many ways in classrooms.

The limitation placed on outside activity and participation in regular sporting clubs and associated events has also impacted us all.

Many of our families have been severely affected by employment challenges, being unemployed and the hardship this presents. Health issues continue for many, separate to, and regardless of the threat of COVID 19 health threats.

We must all continue to be cognisant of this and try to understand the stress we have all been living under and will for some time to come.

Please be kind to yourselves and to others. It behoves us all to listen to others and try to understand their perspectives and situations. To be able to say I disagree with your point of view and remain respectful of others is not impossible, fallible as we all are and have been, especially in the early days as we were feeling our way through our changed circumstances.

*\*\* Thought \*\**

The importance of the health and hygiene practices will be as critical in the coming weeks and months as they were at the commencement of this pandemic. I do ask all the community to please abide by the school's health and safety requests such as:

- \* the wearing of masks, unless there is a medical reason to be exempt,
- \* essential visitors only permitted on-site.

Please be cognisant of others when delivering your children to and collecting them from school.

Other meeting places away from the school entrance and exit gates can be arranged to facilitate a smoother and safer process.

We still have a way to go before we can safely re-engage with some surety with our families and friends, and what a time of celebration that will be!

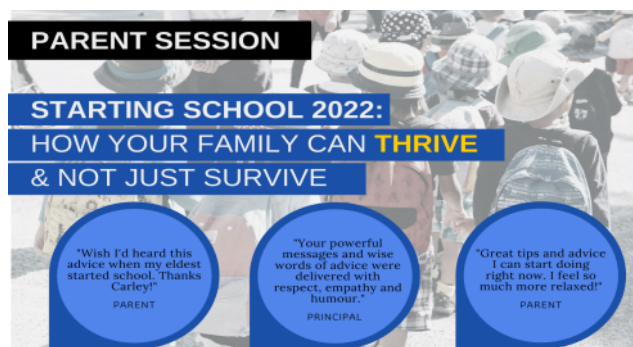


Until next time.....Maria Shearn - Principal



## Parent Information

Please note this webinar organised by East Bentleigh P.S. for parents of children starting Prep in 2022. We hope you find it very helpful.



### Goals of the session for parents:

1. Feel more relaxed and confident about the "starting school" journey
2. Know how to best support your child with evidence based strategies
3. Learn some practical skills to help you with all parenting challenges!

### Topics include:

- What "school readiness" actually means
- Managing yourself through the journey
- Tips in the lead up to starting school
- What to expect
- How to deal with common reactions to starting school
- Managing emotions (theirs and yours!)
- Improving communication with your child

### East Bentleigh Primary School

Monday 15th November  
7.30pm (75 minutes)

### Webinar

Follow the link to register:  
[www.bit.ly/starting2022](http://www.bit.ly/starting2022)  
(replay will also be made available)

Carley McGauran has over 18 years experience as a psychologist in the community and private sector. She currently works in private practice with children, adolescents, adults as well as families. Carley's experience also includes providing training/psycho-education to organisations, particularly schools, on a variety of topics. Her busiest role is as Mum to three (primary and secondary school age) children!

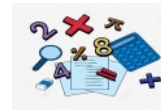


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## Maths at EBPS



This week we are thinking about how we can find maths in the environment around us. Including from pictures. Today's contributions comes from the Mathematical Association of Victoria (Common denominator, October 2021 edition: <https://www.mav.vic.edu.au/Tenant/C0000019/00000001/downloads/Resources/Common%20Denominator/Common%20Denominator%20-%20October%202021.pdf> See below for how this picture can be used to stimulate mathematical thinking. In classes at EBPS we regularly use images, video clips, pictures books and stories to stimulate your child's mathematical thinking.



## STIMULATING THINKING

Education consultants, Mathematical Association of Victoria

A picture sparks 1000 maths concepts! Use this picture as a prompt to stimulate thinking. If you have other ideas for investigations or lessons that could stem from the ideas here, add them to the conversation on our social channels. You can find us on Facebook, @mathematicalassociationofvictoria and on Twitter, @mav\_info.

### EARLY YEARS - YEAR 2

- Compare the sizes of the animals pictured in the map. Which are heavier, lighter, bigger, smaller?
- Where do you think the most people live on this map? Why?
- Cut out each State and Territory. Look at the shapes of each State - identify the lines that are straight and the lines that are not. Estimate, then measure how quickly you can put the pieces back together again. What will you use to measure this? Repeat this activity. Was your estimate closer to the actual time? Why?

### YEARS 3 AND 4

- The Sydney Opera House is not in its correct location! Can you identify where on the map it should be? Are there any other iconic landmarks in the wrong location?
- Estimate how large the State of Victoria is compared to the rest of the country.
- Where am I? When I look 10 degrees North East I see a dingo. Now write 3 of your own 'Where am I?' instructions for a peer to work out.
- Could you throw the boomerang in a straight line so that it returns to the thrower?

### YEARS 5 AND BEYOND

- Make a scale drawing (enlargement) of this map and measure how far it is from one landmark to the next. Give your directions for a peer to follow. Did you find these instructions easy to follow? Why/Why not?
- Create a cartesian coordinate system to locate some of the icons on the map.
- Plan a trip from Melbourne to Adelaide. How many kilometres is it? How long do you think it would take?
- Estimate how long Uluru would be if this map was the size of Australia.

Laura Siu - Maths Coordinator





# Literacy @ East Bentleigh PS



Grade 5/6P and 5/6G have been writing different narrative genres over the last few weeks. Our first genre was a scary/spooky story where the brief was to build tension and suspense using imagery and descriptive language. There were many good examples but we all agreed that this story was the highlight of our meeting. The story is by Michael from 5/6P. It had us on the edge of our seats and we were all impressed by his use of vocabulary and ability to build suspense. Well done Michael!

### Michael's Scary Story

5/10/17

I put my hand to the door and opened what remained of the Sun Hills hospital, abandoned 4 years ago and entered the wreckage of it.

The first thing I noticed was the stench of organs that had lost power to operate the body, and it was a pain to smell as if it was made of mouldy meat and undigested food.

The skeletal remains of what was once a reception table had been reduced to a splintery mangled mess. Investigating the darkened check-up room, the darkness fell upon me like a whale. In preparation, I snatched up my torch and witnessed a terror of a sight. Looking at it, I gasped in horror as I spotted the messages...

Leave..

Now...

Ignoring it, I wandered across the hall and heard a CRASH! Looking into the waiting room the torch went dim with a horrible buzz, forcing me to stumble aimlessly across the room, the silence was only punctured by a...

CLOMP.

Running for cover, I dashed to the desk of the waiting room hiding under the matured chairs standing tall like proud soldiers marching into war.

Peeking my eyes out for vision, I spotted the red eyes for the first time. They lurked in the shadows and suddenly pounced at the desk and tore through the desk with a terror of a knife!

I rushed out into the operating room and barricaded the doors with anything in my reach. My body screamed with one voice: to leave this horror of a hospital while the eerie song of a knife slashed the door open.

Taking an intense risk, I dashed out into the waiting room, however a wall of solid darkness blasted me off my feet.

I was trapped. The eyes moved in close and chains of pure shadow bound me in place.

I manoeuvred my legs to grab my trusty camera and blind the killer with it!

I took my chance, grabbed the knife and cut my bonds with it.

The being screamed in pain that gave me time to run in fear of my life.

I ran through the street and dashed at red-hot speed to the police station, unmistakable clomps trailing me intensely.

Dashing into the police station, I bolted to the office and asked for an investigation of the hospital.

"What are you playing at mate? That old heap of a hospital fell to the ground months ago," stated the burly officer stationed at the office.

Looking out the window, I spotted no hospital where it should be.

Maybe it was all a product of my fevered and delirious mind?  
We will never truly know.....

Unless....

# Wellbeing @ EBPS

## Back to school

Children have now returned to school after a long duration of home learning.

It is natural for children to feel anxious about how they will now cope; being away from home, being back in the classroom, reconnecting with friends. This is a very normal response to an unusual situation. Mixed with that apprehension may also be excitement, longing and anticipation.

The anxiety most children are experiencing now is more akin to stress. It is a response to an external situation and will generally go away once the situation is resolved. However, both stress and anxiety can affect the body and children may experience symptoms such as excessive worry, apprehension, tension headaches and loss of sleep. These will pass, but it is important to try to get back to a normal rhythm and routine as soon as possible.

Here are a few ideas about how you may support your child as they settle back into school.

1. Stress and anxiety often cause shallow breathing. Support your child by doing exercise to push them to breathe more deeply, or teach them some engaging mindful breathing activities.



*This graphic is from 'www.mindfulmazing.com' - draw your own in-breath, out-breath picture*

2. Put your hands on your belly and fill it up with your biggest breath. Like this: Inhale for one, feel your belly fill and expand. Exhale for two, feel your belly go down. Do this ten times. Can you feel your body sink into relaxation? Try this whenever you feel anxious or angry.

3. Ask them to tell you about their feelings, then rather than rushing to reassure ask them, "How likely is that what you're afraid will happen?" You'll be teaching them to challenge their anxious thinking.

4. Help your child create a poster such as the one below. Share the things you do to help yourself feel calmer and more positive, then help your child brainstorm ideas. You're teaching them they have power to change.



*This Poster from BigLifeJournal.com*

Praise your child for being brave, no matter how small the act and create opportunities for them to practice being brave and able to cope.

The goal isn't to eliminate anxiety, or to avoid scary situations. That may help in the short term but is never a long-term plan. We can support children by providing tools to navigate their negative thoughts and feelings and help them function as well as they can. Over time the anxiety will decrease.



## Our Preps having fun in the playground and in outdoor French classes





## Parent Information

### First Fleet Main Lesson - 5T & 5M

The students from 5M and 5T have made boats from the First Fleet as part of our Australian History Main lesson.



Iggy



Chloe



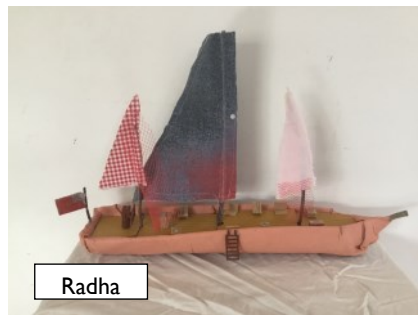
Filippo



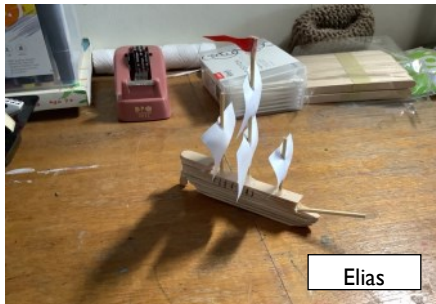
Issy



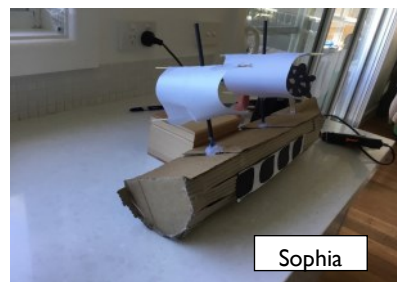
Harry



Radha



Elias



Sophia



is this good enough?

Alex



left



and front



Kiichi



Abby



Sola



Keifer



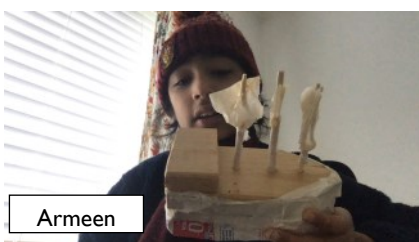
Omar



Sabella



Millie



Armeen

By Tanja Boxelaar - Class Teacher



# Parenting *ideas* INSIGHTS

*Building parent-school partnerships*

WORDS Michael Grose

## Helping kids leapfrog their difficulties with these 5 ideas



A parent's attitude to their child's difficulties will determine how successfully they meet and overcome many of the obstacles and hurdles they meet.

**Whether it's going to school for the first time, making new friends or even going to school camp, children often experience difficulties that they need to overcome.**

When children overcome problems and deal with unpleasant situations they learn they are capable, which is the basis of self-esteem and confidence.

Children's resilience is fostered when they overcome problems and manage unpleasant social situations such as teasing or going into new situations. Protecting kids from challenging experiences robs them of chances to learn, develop and grow.

Resilient kids look back and draw on skills and understandings they have developed in the past to help them deal with present challenges. For instance, a sixteen year old girl recently revealed how her time spent on a twelve-day adventure camp helped her overcome the homesickness she experienced on a six-month student exchange.

She remembered how on the first day of her school camp she didn't think she could make it – but she did. She experienced those same doubts early in her exchange but she knew that just as she had coped before she would do so again, but this time in more difficult circumstances. She was drawing on the same resources.

**Here are five great parenting ideas to help your kids leapfrog their difficulties:**

**1 Frame the problem as a challenge:**

Frame the difficulty as a challenge rather than a problem. Kids take their cues from their parents so the frame of 'challenge' gives kids something to rise to rather than be overwhelmed by.

**2 Coach kids to do well:**

Talk kids through their challenges, give them ideas to cope and manage. Consider rehearsing some skills or language that they may need.

**3 Show confidence they will succeed:**

Children generally meet their parents' expectations so make sure your expectations are realistic, positive and supportive of their feelings.

**4 Give kids a chance:**

Allow kids to approach challenges in their own way without constantly checking on them. Your nervousness is definitely catching.

**5 Celebrate their success:**

Even if they were partially successful, such as they went to school camp for two out of the three days, then praise their efforts. They've got a great building block for next time.

**The attitude and approach of parents and teachers will determine how successfully children and young people meet and overcome many of the hurdles they encounter. That attitude needs to be courageous, sensitive and hopeful that your child will meet, and overcome with assistance, all the challenges they encounter.**



Stay one step ahead of your kids with great ideas & expert advice from Michael Grose. Join Michael's **NEW Parentingideas Club** today at [parentingideasclub.com.au](http://parentingideasclub.com.au). You'll be so glad you did.





## Community Information

### Viola for sale - \$200

Lovely 12.5 inch viola for sale in very good used condition.  
Case and bow included.  
Please contact Helen at [flindershelen@gmail.com](mailto:flindershelen@gmail.com) if interested.



### Taraleigh Steiner Kindergarten 2021 Advent Sticks



**A magical advent experience starting on Sun 28<sup>th</sup> of November.**

A small team of dedicated and skilled volunteer parents have spent many hours lovingly handcrafting an extra special advent experience for you all this year.

Each of the 28 items handcrafted from natural materials has been carefully made to create a beautiful Australian themed nativity scene with the Earth's evolution depicted through each of the parcels.

Experience the wonder of the festive season with this special edition item.

Available for sale at:  
<https://handcraftn.melbourne>

#### Pricing:

- 1 Stick \$50
- 2 Sticks \$90
- 3 Sticks \$130
- 4 or more at \$42.50 per stick

**Free local pick up available**



**FRIDAY NIGHT  
LITTLE ATHLETICS**

**Competition Starts  
Friday 5th November**

Join us for fitness, family and fun at Moorabbin Little Athletics during our spring/summer 2021/22 season  
Friday evenings from 5pm

**Moorabbin Little Athletics**  
Enquiries: [moorabbin@lavic.com.au](mailto:moorabbin@lavic.com.au)  
To register visit: <https://lavic.com.au>  
MLAC, GR Bricker Reserve, Rowans Rd, Moorabbin

To find out more about us visit: [www.moorabbinlac.com.au](http://www.moorabbinlac.com.au)

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