



# BERKELEY WEST PUBLIC SCHOOL

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Nolan St, Berkeley 2506

P.O. Box 56 Berkeley

Principal: Mr A. Attard

Wednesday 27 October, 2021



## From The Principal's Desk

### Upcoming Events

**Fri 29 Oct-** 'Day for Daniel' mufti day– come dressed in red to support the Daniel Morcombe Foundation– Gold coin donation required to be out of uniform

2.30pm Virtual School assembly on Zoom

Zoom link-

<https://nsweducation.zoom.us/j/64842412560>

Passcode - 788730

**Tues 2 Nov-** 9.15am P&C meeting via Zoom

Zoom link-

<https://nsweducation.zoom.us/j/64842412560>

Passcode - 788730

**Fri 12 Nov-** Kindergarten orientation videos made available to 2022 Kindergarten students' families

2.30pm Virtual School assembly on Zoom

Zoom link-

<https://nsweducation.zoom.us/j/64842412560>

Passcode - 788730

**Wed 17 Nov-** Last day for any parents of Year 5 students to apply online for Selective High School placement test– for Year 7 in 2023

**Mon 13 Dec-** 2021 School Presentation Day– 9.30am on Community Zoom (or in hall with invited guests only if restrictions are eased)

**Wed 15 Dec-** Year 6 farewell at Dapto Leagues Club– restrictions allowing

**Remember-School starts at 8.55am everyday!!!!**

### Our School Vision

“Providing quality teaching and learning in an environment of respect, responsibility and safety that will engage and motivate all students to learn, equipping them with the confidence, skills and knowledge for future success and wellbeing.”

**PLEASE RESPECT THE HEALTH CARE NEEDS OF OUR STUDENTS BY NOT PACKING EGGS, PEANUTS or PRODUCTS CONTAINING PEANUTS IN YOUR CHILD'S LUNCHBOX!**



### Thankyou and great job Berkeley West school community!

I can remember sitting in a café for lunch back on the first Saturday of the Term 2 school holidays (26 June) when the news broke that we were all going into lockdown beginning at 6pm that same night! Who would've known back then we all wouldn't be back together at Berkeley West until Monday just passed!

It has gone from scrambling to get Chromebook devices and online learning packs out back in July, to working from home for over 3 months, to now getting back into a face to face routine.

Well done to all the Berkeley West Public School students, parents and staff who worked tirelessly together in very difficult circumstances, that we all hope will never happen again!

Everyone should be proud of themselves!

### Starting Kindergarten 2022

Our school has been taking kindergarten enrolments for 2022! If you have a child starting kindergarten next year, or know someone with a child starting kinder next year, please let them know that they can ring the school to arrange collection of an enrolment form or

complete an enrolment form online by visiting our school website enrolment page at-

<https://berkeleyw-p.schools.nsw.gov.au/about-our-school/enrolment.html>

The important thing is that you enrol your child so that we know about new students and can keep you informed about upcoming orientation events.

### **Intention to apply: Year 7 entry into selective high schools in 2023**

Selective high schools cater for academically high potential and gifted students who may otherwise be without sufficient classmates of their own academic standard. Selective schools help these students to learn by grouping them with students of similar ability, using specialised teaching methods and materials.

Selective high schools are unzoned so parents can apply regardless of where they live. Applications for selective high school placement are considered mainly on the basis of the Selective High School Placement Test results and school assessment scores. The Selective High School Placement Test will be held on **Thursday 10 March 2022**.

If you would like to have your Year 5 child considered for Year 7 selective high school entry in 2023, you need to apply on the internet using a valid email address (not the student's email address).

Detailed instructions on how to apply online is available at-

<https://education.nsw.gov.au/public-schools/selective-high-schools-and-opportunity-classes/year-7>

The application website opened at that link on **19 October 2021** and closes at **17 November 2021**. **You must apply before the closing date.**

There are no paper application forms. If you do not have internet access, you could apply at a public library. If you have a disability that prevents you from using a computer, you can contact the Unit for assistance after 19 October 2021.

### **Principal's Award**

Congratulations to Wyatt A for receiving the Principal's Award this week for always being a respectful, responsible and safe student at our school. As well as his certificate, Wyatt will enjoy a \$4.00 food voucher to spend at the canteen and he gets to co-host our school assembly this Friday!



Well done Wyatt!

### **Semester 2 Student Report changes**

In line with advice from the NSW Department of Education, our school reports for Semester 2 2021 have been adjusted to cater for students learning from school and at home. Please be aware that all students may not have covered the same syllabus outcomes or content during this period. This report will not grade student achievement using the A-E scale for all outcomes. Teacher comments will focus on English and Mathematics as well as your child's progress overall. This report will also provide information about student attendance, their commitment to learning and

identify the next steps in learning.

### **School Banking Notice**

Starting immediately, we will no longer be offering the Commonwealth Bank School Banking program at our school. This is due to only a very small number, if any at all, banking through school.

We would like to acknowledge and thank the parent volunteers who have helped out over the years for their support with this program.

Children can continue their regular savings at any Commonwealth Bank branch or online.

### **Check-in assessment for Years 3 & 5**

Year 3 & 5 students will participate in a reading and numeracy Check-in assessment.

The Check-in assessment is a NSW Department of Education online reading and numeracy assessment available to support schools to assess and monitor student learning.

The assessments can supplement existing school practices to identify how students are performing and to help teachers tailor their teaching more specifically to student needs.

· The assessment will be scheduled for our Year 3 & 5 students this term in Week 6 (8-12 Nov).

Students with disability may receive the same level of support during the assessment that they would normally receive in the classroom.

### **What is Bullying?**

Any situation where a student feels unsafe in school because of bullying is not tolerated in our school. We are committed to providing safe, secure and stimulating environments for all students. As part of this commitment we have policies and guidelines to prevent and manage bullying.



Unfortunately, the word 'bullying' conjures up many varied definitions that are sometimes not very helpful in resolving any unpleasant experience a student has. Clarifying the definition of bullying is vitally important so that children, parents and staff at school approach and resolve any 'incident' in an appropriate manner.

Bullying is when one or more people deliberately upset or hurt another person, their property, reputation or social acceptance, and this action is repeated over time.

There are three broad categories of bullying:

- Direct physical bullying - Examples include hitting, tripping or damaging property.
- Direct verbal bullying – Examples include name calling, insults or verbal abuse.
- Indirect bullying - This form of bullying is harder to recognise and is designed to harm someone's social reputation. Examples include spreading rumours, encouraging others to socially exclude someone and cyber-bullying. eg. use of text messages, e-mail

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

- **Mutual conflict** - There is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.
- **Social rejection** - Unless the social rejection is specifically directed towards someone and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
- **Random acts** - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying

Solutions to the above variety of 'bullying' and 'non-bullying' behaviours differ greatly. It is therefore important that you contact the school with your concerns and then work with us to resolve the issue. We are committed to the happiness and well-being of every student at our school and we have different solution focussed responses to each of the above situations.

### **Student Assistance**

If you require assistance meeting expenses related to your child's education you are welcome to call the school and ask to speak with the Principal Mr Attard who will accommodate all requests.

### **How to manage TV at home**

TV can interfere with your routines, such as getting ready for school, bedtimes and mealtimes, visitors and homework.

Use TV classifications which tell what is suitable for age groups.

Teach your child some responsibility for deciding what they watch at an early age. Help them to make their own ratings and become choosy, such as 'C' = can't be missed, 'S' = so,so, 'W' = waste of time. Encourage them to stop watching W, and later, the 'S' shows too.

Make a rule that TV is not switched on until all jobs have been done. Have a list of things to do before school and help your child manage their time.

If programs are important to your child, plan to tape them so they can be watched at a more suitable time.

Decide on a bedtime for your child's age, rather than around the TV program. Children need to wind down between TV and sleep, so turn the volume down or off before bedtime.

Try to keep a mealtime TV free to make time for talking to each other.

### **Lies and fibs**

When children don't tell the truth it can be very worrying for parents. It is easy to become upset about the lie and to overlook what it means to the child.

#### **Remind yourself:**

- Telling the truth is something that children learn over years, not something they know from birth
- Young children want to please parents more than anything else. They may avoid telling the truth if they think it will make parents cross
- Teach children the difference between truth and untruth, but remember that it takes time before children are able to really understand
- Explain why telling the truth is important to you
- Set a good example by telling the truth yourself.

#### **Reading with your child**

- What parents can do:
- Try to make time to read to your child every day even for a few minutes
- If you have more than one child you can read or tell stories that they all like together, eg family favourites or stories about your own childhood
- Talk to your children about the things you read so they can see that reading is important for you
- Visit the local library for story telling sessions
- Find toys or puppets that are like the people in your children's favourite story to encourage them to remember and play out the story
- When your children reads the words on a sign or food packet let them know that you are proud that they are reading.

#### **\*Review of School Student Wellbeing and Discipline Procedures**

Parent input is welcome in this year's review of our school's discipline policy. Parents are encouraged to download and view our processes on our school website (see web address on front page of newsletter). Simply click on the "For Parents" tab at the top of the screen and then the "Student Wellbeing and Discipline" tab on the left hand side of the page. Have a read and then let us know if you have any ideas on things that could be changed or added. You can make your suggestions by going to-

<https://forms.gle/jyiWJVBMRT17af3MA>

by Friday 6 December. If you don't have a computer or Internet access you can come to school and pick up a policy then make any suggestions in writing and hand them in at the drop box in the front office by the due date. Include your name so that you can be contacted if your suggestion/s needs clarification.

## Children need a soft place to fall

As adults, we often get so caught up in our own lives that it's easy to forget the struggles that children face in their daily lives. Whilst we are managing multiple needs, relationships, finances, housework, work and extended family issues, it can be hard to appreciate that a child's world is complex at times as well.

Many times we get to the school gate or the bus stop to pick up our child and we are hurried and stressed, thinking about all we have to do when we get home. We often miss the opportunity of being present in the moment and the non-verbal and verbal cues that children give us about how they are feeling, what their day is like and what they might need from us.

At the end of the day when we greet them there might be a lot of things that our children are trying to process. They might have had an interaction with a teacher that left them feeling bad about themselves, or be confused by how a friend has behaved, or worried that they won't get selected for a team they want to play in. They might have an accomplishment or happy moment that they also want to share with us, as the most important people in their world. The list is endless. Children are often grappling with relationships without skills or understanding about human nature or about their feelings.

Many times children are then greeted at the school gate, asked lots of questions, whisked away to an after school activity, followed by a rushed dinner, homework and bedtime. Increasingly, families have busier timetables and multiple commitments.

It is ironic then that whilst there are increasingly fewer opportunities for us to be really present with children that we need to prioritise spending time just enjoying our children's company, delighting in who they are and not demanding or expecting anything from them.

It is good practice for us as parents to develop an awareness of what stresses and emotions we are managing and to try to put them aside temporarily, as we connect with our child again after school. What a nice welcome it is for a child to walk to the school gate to be greeted by a parent or carer who was happy to see them, interested in them and present. Likewise, we can savour the moments when our children are excited and happy or relieved to see us, after a busy day.

Children often need to reconnect with their parent and receive some comfort after being at school for a long day. This might only take a few minutes, eye contact, a soft face, warm words, a tender touch and focus on what the child is telling you with both the tone and content of their words and also their actions.

After all, it is what all humans need after a day of managing their world.

Some of the additional strategies that may help parents to do this include:

- Parents building awareness of their emotions and expectations. For example, creating a pause or a breather to connect with yourself and your day before collecting your child/ren. This may just be a few minutes on the bus or in the car, doing some deep breathing or listening to music.
- Tuning into and using active listening with your

child. This could include reflective statements and creative questions. For example, children will often give a non-committal responses to 'How was your day?' or 'What did you do today?' but may reveal more and respond enthusiastically to 'What was the best thing about your day?', 'What was the worst thing?', 'What was the funniest thing?'

- Helping children develop language to describe their emotions by talking about your own, theirs and others' feelings. For example, using words like worried, happy, sad, angry, disappointed, excited etc
- Appreciating that we and our children often experience different emotions at the same time.

If you want to talk about your child's behaviour with one of our professional counselors 24/7, call 1300 130052 or visit our website [www.parentline.org.au](http://www.parentline.org.au) for tips sheets and parenting stories.

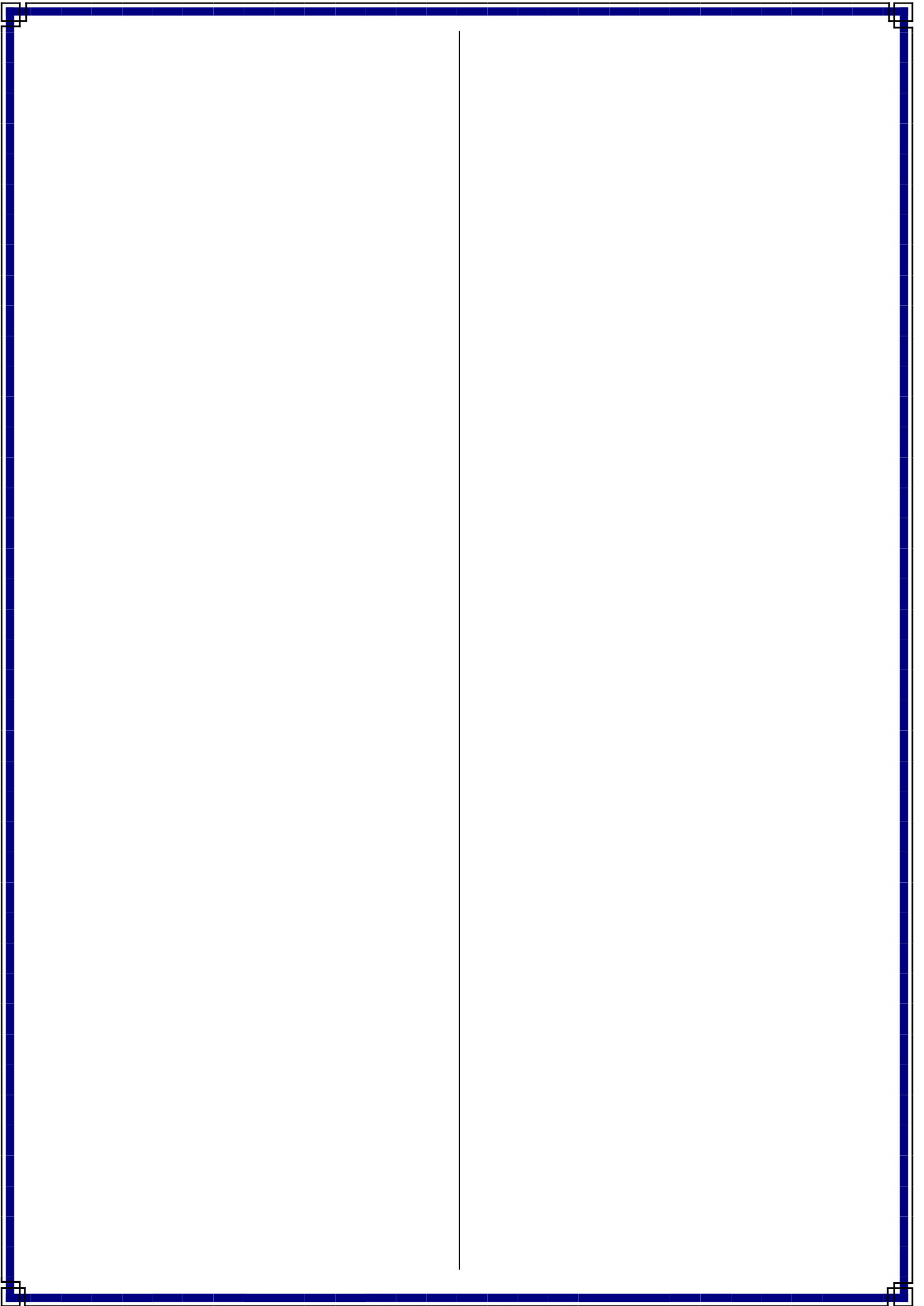
Class	Student of the Fortnight	Reason
KJ	Dante Saumani Fiti	Trying his best and working really hard.
K/1F	William Nicastrì	For putting in great effort in writing and reading
1/2O	Nakairah Velasco	For always being kind to others and making everyone feel special.
2/3F	Eli Palamara	For always being respectful, responsible and safe.
3MS	Arizona Whitmarsh	For her positive attitude towards returning back to school.
4/5T	Laylah Hill	For a settled start to BWPS and for her hard work and positive attitude in class.
5/6H	Ty Barbour	For being kind to others and welcoming them into the school.
5/6LW	Cooper Carfray	For being a quiet and conscientious student.

### Crazy Hair and Bright Clothing Mufti Day

**When:** Tuesday, Week 5, November 2, 2021

**What:** Crazy hair day / bright or fluorescent coloured clothing

**Cost:** Gold coin donation towards the Yr 6 Farewell  
It is a tradition to raise money for the Year 6 Farewell at Berkeley West Public School. We are asking students to dress up in bright, colourful clothing and / or have their hair in a crazy colourful style. The gold coin donation goes towards the Year 6 farewell. Thank you on behalf of Year 6.



## Nutrition Snippet

HEALTHY HALLOWEEN SNACKS.

Healthy snacks don't have to be boring!



Swap out the usual snacks for these healthier ideas:

- Witchy guacamole face
- Vegie and tzatziki skeleton
- Banana ghost and mandarin lanterns

For ideas and recipes visit:  
[healthylunchbox.com.au](http://healthylunchbox.com.au)

 **Cancer Council**  
Healthy Lunch Box

## Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...

they miss weeks per year

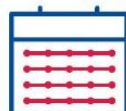
and years over their school life

**1** day per fortnight



=

**4** weeks



=

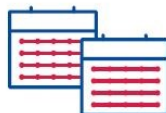
Over **1** year missed

**1** day per week



=

**8** weeks



=

Over **2.5** years missed

[education.nsw.gov.au](http://education.nsw.gov.au)