



BERKELEY WEST PUBLIC SCHOOL

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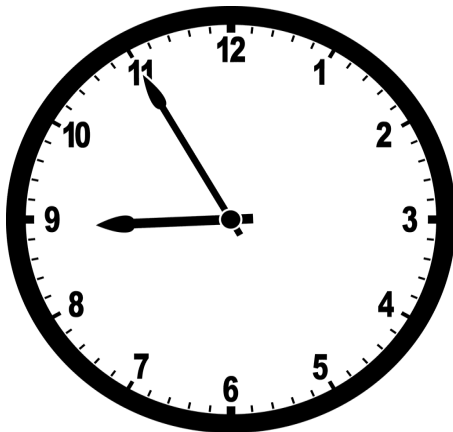
Wednesday 3 July, 2024



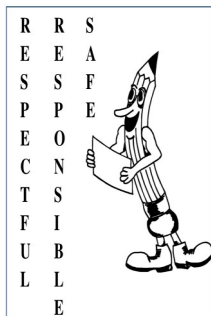
From The Principal's Desk

Upcoming Events

- Wed 3 July-** Semester 1 student reports sent home – exc. K/1J & 3/4H
- Thurs 4 July-** Whole school 'Sketchie' reward day ('Movie and PJ's')
- Fri 5 July-** **Last day of Term 2– free mufti**
2.15-3.00pm School assembly–
Classes 5/6Me & 5/6Mi class item– all welcome!
- Mon 22 July-** 'Pupil Free Day'- Teachers only return to school for professional learning today
- Tues 23 July-** All students return to school for the start of Term 3!!
- Thurs 25 July-** District athletics carnival– Day 1
Southern Stars rehearsal
- Fri 26 July-** District athletics carnival– Day 2



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



Last Newsletter for Term 2

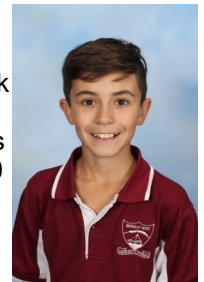
This is the last newsletter of the term before the holidays. I hope everyone has a safe and happy winter break with their families. Thanks to all the students,

teachers and parents for their hard work this term. All students return to school on **Tuesday 23 July**.

The next newsletter will be sent home on Wednesday 31 July.

Principal's Award

Congratulations to Braxton C for receiving the Principal's Award this week for always being a respectful, responsible and safe student. As well as his certificate, Braxton will enjoy a \$4.00 food voucher to spend at the canteen and he gets to sit on stage at the whole school assembly on Friday!



Brilliant Braxton!



NAIDOC Week at BWPS

Thanks to everyone who came along to our NAIDOC Week open day on Monday. It was great to see everyone here celebrating and recognising the history, culture and achievements of Aboriginal and Torres Strait Islander peoples, one of the oldest continuous living cultures on earth.

Special thanks to Mrs Saliji, not only for her organisation of our open day, but also for her coordination of all matters relating to Aboriginal Education, as well as helping connect our students to culture everyday at our school. A huge part of the work done this year has again been engaging with artist Daren Dunn.

One project coordinated during the year, has been work on a mural which has been painted by parents of some of our Aboriginal students and students. The artwork was revealed on Monday and now is proudly displayed on the external hall, and can be seen as everyone enters the school. Huge thankyou to all the artists involved! Special thanks also to Mr Harold Cosier, for his craftsmanship in designing and building the frame for the artwork, and mounting it on the wall.

Thanks also to our P&F executive and volunteers for putting on the BBQ and refreshments!

Win one of three \$100 school uniform store credits!

Berkeley West Public School is committed to continuous improvement. Starting today families will be able to provide their feedback through a simple school survey. You can submit your opinions with the click of the mouse or screen from home! We will also email the link home to all parents via their email addresses they have provided to our school or complete the survey here-

Go to <https://forms.gle/DJLfa6XMUtSzLHj9>

The survey only takes a short while to complete. The surveys seek feedback on a number of school management areas as well as curriculum. The school will use this feedback by parents, students and staff to make continuous improvements at Berkeley West Public School.

Everyone who completes the survey goes into the draw to possibly win one of three \$100 uniform store credits to spend at our uniform shop! Only one survey response required per family.

Winners will be announced at the whole school assembly next term on Friday 2 August.

TV Viewing and Children

Television provides children with a window to the world. They take in messages and images about lifestyles, roles and behaviour.

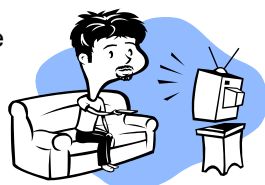
These images about the harsh realities of the world can be overwhelming and potentially damaging to their development.

The more children are exposed to frightening programs, the more they may believe the world is a frightening place.

Television can also provide very positive images of how to relate responsibly and effectively in the world.

Our role as parents is to be discriminating about the sorts of images to which our children are being exposed. It is important to allow their understanding of their world to evolve as they mature. Every child has a different reaction to TV; however, your child's age and stage of development will make a big difference.

- Children under 6 years will have difficulty working out what is real and what is fantasy. They can see cartoon characters as real and are open to the appeal of advertising.
- Children from 6 – 9 years will still have some difficulty with reality and fantasy especially if it looks like real life.
- Older primary school children are likely to be disturbed by material which is based on fact as it means that it could happen to them. They will be curious about the teenage world, sex and fashion and can be misled by the way boy-girl relationships are shown on TV.
- Children are not born with prejudices; they learn these from the world around them. The kinds of messages they get from TV and the people around them will affect how they think about others eg, race, colour and gender. Between the age of 2 and



3.5 years children begin to absorb messages about attitudes from all around them.

Children of all ages will be disturbed when they see violence on TV. There is a real risk that we will begin to become insensitive to the level of violence happening in the world with the number of violent images we are being exposed to via the media.

Evidence suggests that repeated exposure to violence on TV means:

- Children are more likely to use aggressive means to solve problems. Young children may learn from cartoons that violence wins even though they laugh or can tell it is fantasy. Older children will absorb the same message from violent heroes in action movies.
- Children can become very anxious about the 'mean and scary world' in which they live.
- Children become less sensitive to violence in real life.

Maths Tip!

You can help your child at home by involving them in mathematical activities and talking to them about maths and its everyday use.

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Telling the Time

Encourage your child to use clocks around the house. Point out where the long and short hands are at specific times of the day, e.g. bedtime, going to school, when a favourite TV program is on. Etc. Say, for example, "When the long hand is on the 12 and the short hand is on the 8 it's bedtime." When you are asked, "How much longer is it going to be?" Show your child where the hands on the clock will move to.

Tuning In

As parents it is important to develop the ability to 'tune in' to children so that you can understand how life may be for them right now. This gives you vital information about your child's experiences, what things are most important for them and what challenges are confronting them. You can use this understanding to 'tune in' to your child's needs so that you can respond in ways which are going to be most relevant and meaningful for your child. Research on adolescents indicates that about three quarters report that they don't get on well with their parents! Part of the solution might be in how parents 'tune in' and allow their young adolescent to express their opinions as well as role modelling acceptable ways to handle conflict and criticism through your own behavioural responses. This sensitivity supports good parenting practices as it helps families develop loving, compassionate and respectful relationships with each other. It supports the development of a strong sense of belonging and allows the child to develop relationship skills which will enrich the rest of their life.

The ability to tune in to children means parents need to find time to communicate with their children, ensure



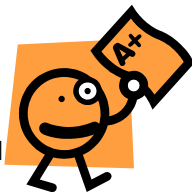
they listen when they have something to say, be willing to understand their point of view and be able to share each others' thoughts and values within a respectful and open environment. For parents this provides the opportunity to better understand the pressures and real concerns your child is facing and the opportunity to discuss and negotiate relevant solutions.

Student Assistance

If you require assistance meeting expenses related to your child's education e.g. excursions or uniforms, you are welcome to call the school and talk to us. We will always help!

Understanding Your Child's Semester 1 Report

Ever since your child started school you will have received a variety of information from the school about your child's progress. This is formalised twice a year to include two written reports. Our student reports use a word descriptor grade for every subject that your child does at school and includes pertinent comments relating to the Key Learning Areas as well as a general comment.



Every school uses the same syllabus documents that show what children need to know and be able to do at various stages of their learning development. Teachers use these documents to plan their teaching and assess children's learning.

Your child's report will include an "Outstanding" to "Limited" grading that clearly explains student achievement in all of the subject areas over a two term period (semester). The report paints a picture of your child at one point in time.

Read the comment first! Understand more of the picture. Comments are provided for key learning areas and are critical. These are just as important, if not more important, than the grade because the comment is the explanation behind the grade.

All children need encouragement and praise to be confident, happy learners.

Some children try very hard but find learning difficult. They deserve your praise and encouragement. Some children find learning easy and often don't try as hard as they could. Your encouragement here is critical as well. For those students who have no difficulty learning and put a lot of effort into their work, they need continued acknowledgement and praise to keep this level of enthusiasm and commitment. For those students whose effort is minimal, closer home/school partnerships are the key to improvement.

What does an "Outstanding" to "Limited" grade mean?

"Sound"- shows that the student has achieved all of the skills, values and knowledge intended by the teacher when they planned the learning program for the semester. This student may have required extra revision or individual teaching but he/she has understood the concepts and has demonstrated achievement of the learning goals. Parents should not be worried about a child's progress if he or she has received this grade, your child is on track in this area. His/Her performance is sound.

"High"- shows that the student has performed very well with the work presented consistently achieving the skills, values and knowledge intended by the teacher when he/she planned the learning program for the semester. This student has demonstrated in all of the assessments and daily tasks that there is no difficulty being experienced in meeting the learning goals. Your child is performing at a high level in this area.

"Outstanding"- shows that the student is easily demonstrating the skills, values and knowledge intended by the teacher when they planned the learning program for the semester. In fact the student is showing far more than has been required. Your child is performing at an outstanding level in this area.

"Basic"- shows that the student is currently experiencing some difficulty in achieving the skills, values and knowledge intended by the teacher when he/she planned the learning program for the semester. There are some gaps in the understanding of the concepts that have been taught during the semester and there is evidence that this has been occurring in daily tasks and in assessments. Your child is having some difficulty coping with the work in this area at this time.

"Limited"- Shows that the student is currently demonstrating in his/her assessments and daily class tasks that a lot of difficulty is being experienced. This student will most likely have had additional assistance from the school and will need ongoing support from home and school. Your child is finding learning very difficult at this time in this area.

A reminder that reports for both K/1J and 3/4H classes will be sent home next term.

Attention Seeking Behaviour

Attention seeking is the most common form of misbehaviour in children and it can take many forms: eating problems, 24 hour a day questioning, showing off, constant interruptions, whining and tantrums. This kind of behaviour is very effective; it is annoying, hard to ignore and is often unknowingly reinforced by parents' responses.

How do you know if your child's misbehaviour is purely seeking your attention? If you are annoyed or irritated by a particular behaviour, there's a good chance it is designed to get your attention. Ask yourself if the behaviour would stop if you ignored it. If the answer is yes, the behaviour is usually attention seeking because this type of behaviour requires feedback to continue.

Children who engage in attention seeking behaviours want to keep their parents (or teachers) busy and fully occupied. Try the following to reduce this kind of behaviour in your children:

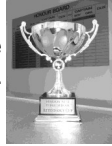
- Ignore the behaviour as much as possible. As soon as you respond, either positively or negatively, the child has won. Children will often settle for second best....negative attention is better than no attention from their perspective.
- Help the attention seeker to feel useful. Give them little jobs to do and thank them for their help. They will seek this avenue more often if they feel needed.
- Provide lots of positive attention.....play with them, talk to them, encourage, praise and value their

efforts and contributions.

- Catch children being good.....they need to get the message that cooperative, positive behaviour gets them more attention than negative, attention seeking behaviour.
- Plan to spend some time with each of your children. Sometimes children exhibit attention seeking behaviour because they feel a brother or sister is receiving all the attention (this is often the case when a new baby arrives in the house).

Attendance Cup!

Congratulations to all the students who seem very determined at the moment to take out the Berkeley West Public School Attendance Cup. The trophy has been claimed by 5/6Me for the last two weeks in a row!



Our school is aiming to match the State average for attendance this year. Well done to all the students who have had an individual attendance rate equal or above 90% so far this year. Each fortnight, teachers have been provided with a printout of all the students' individual attendance rates for the year so far. Students have been able to check with their teacher as to what their attendance rate has been this term. Students with an attendance rate above 90% for the term receive a Great Attendance at School (GAS) award. Students who have not missed a day of school all year so far will receive a Super GAS (Great Attendance at School) Award!

Parents will see the number of whole and partial days absent for Semester 1 (Terms 1 and 2) on their child's report card when it is sent home .

Starting Kindergarten 2025

Our school is taking kindergarten enrolments for 2025! So far we already have a steady number of students showing an interest for "big school" next year!

If you have a child starting kindergarten next year, or know someone with a child starting kinder next year, please come to school and pick up an enrolment form. Forms can either be completed at school or taken home and dropped off later. The important thing is that we know about new students so that their parents can be kept informed about upcoming orientation events.

Head Lice

Information on detecting and treating head lice is available from school upon request.

School Anti-Racism Contact Officer

Each school has a trained Anti-Racism Contact Officer (ARCO) to facilitate the complaints handling process and promote anti-racism education in the school. At Berkeley West Public School, Mrs Moore is our ARCO.

The ARCO is the central point of contact for complaints of racism. They record complaints and resolution methods, and maintain all data in line with the policy guidelines.

If you have any complaints regarding racism, you are encouraged to raise them with our ARCO .

Principal's Lunch

Well done Term 2 Principal's Lunch recipients!

Mr Attard had the privilege of sitting down with two very

special Principal Lunch nominees from each class today These students were selected by their class teachers for a range of awesome reasons listed below. Each received a Principal's Award Certificate as well as a free \$10 lunch order. Congratulations to all the boys and girls selected!

Layna H- KR	For consistent application across all Key Learning Areas.
Diesel S- KR	For consistent application across all Key Learning Areas.
Elise H- K/1J	For working hard to achieve, and confidently discuss her learning goals.
Hunter P- K/1J	For confidently and enthusiastically participating in class discussions.
Ziggy S- 1/2B	For application and excellence in mathematics.
Bella- 1/2B	For persistence in reading.
Memphis M- 1/2NW	For always showing care and compassion to students and teachers.
Elliana K- 1/2NW	For improved application in learning tasks and challenging herself in writing activities
Lakyn H- 3/4H	For increasing confidence in class discussions and class work.
Phoenix S- 3/4H	For a positive attitude towards all subject areas.
Rhys M- 4/5B	For persistence and application in mathematics
Harvarna H- 4/5B	For improved application to her learning across all learning areas and challenging herself in mathematics.
Jackson A- 5/6Me	For always being a considerate, hardworking and helpful classroom member.
Savannah S- 5/6Me	For her positive class attitude and consistent application across all key learning areas.
Ruby-Lee B-5/6Mi	For her consistent positive application to all areas of her learning.
Tori W- 5/6Mi	For consistently being a kind, helpful and considerate class member.

Class	Student of the Fortnight	Reason
KR	Loui Honeybrook	For working really hard and writing great sentences.
K/1J	Indi Baxter	Showing great improvements in her reading and not giving up if a task is a bit tricky.
1/2B	Floribert Boaz	For showing respect to others at all times and beautiful manners.
1/2NW	Brock Lau	For thoughtful contributions to maths discussions and for looking out for other students in the playground.
3/4H	Nariah Simpson	For working hard in spelling and english activities.
4/5B	Laila Chouman	For showing resilience in her learning across all subjects areas
5/6Me	Levi Morrison	For his settled class attitude and for his positive application in visual arts
5/6Mi	Curtis Billingsby	For being a kind and supportive peer



BWPS BOOK WEEK PARADE 2024

Wednesday, 21 August 2024 (Term 3, Week 5).



The Smith Family's *Learning for Life* program helps children by supporting their education from primary through to post-school studies, like TAFE or University.
Learning for Life provides:



To be eligible for *Learning for Life*, you need to:

- Have a child or children in Primary School, at one of the schools The Smith Family work with
- Have a Health Care or Pension Concession Card?
- Have a strong commitment to your child/ren's education and make sure they attend school regularly

To register your interest in *Learning for Life*, you need to:

1. Click this link <https://www.thsmithfamily.com.au/campaigns/learning-for-life-expression-of-interest>
2. Fill out the relevant details (your name, phone number, child/ren's details and School Information)
3. You will then receive an email from The Smith Family with information about next steps

If you have any questions about *Learning for Life*, or need help to apply, you can call The Smith Family on 1800 280 223.

Cough etiquette

Cover your cough



- When coughing or sneezing, use a tissue to cover your nose and mouth
- Dispose of the tissue afterwards
- Wear a surgical mask, if possible

Wash your hands



- After coughing, sneezing or blowing your nose, wash your hands with soap and water
- Use alcohol-based hand cleansers if you do not have access to soap and water

Remember hand washing is the single most effective way to reduce the spread of germs that cause respiratory disease.

Anyone with signs and symptoms of a respiratory infection, regardless of the cause, should be instructed to cover their nose/mouth when coughing or sneezing; use tissues to contain respiratory secretions; dispose of tissues in the nearest waste receptacle after use; and wash their hands afterwards.

NSW HEALTH



2024 NSW Premier's Reading Challenge

REMINDER

The NSW Premier's Reading Challenge closes to students on Friday 23 August, 2024!

We hope students have enjoyed exploring new and exciting books throughout the year.

All student online reading records must be completed by 11:59pm on Friday 23 August, 2024 so that validation can occur. Only students who have a completed and validated reading record will receive a PRC

pax tools

Simple strategies for teaching kids behaviour

Do you want to reduce conflict? Have better relationships?
Help your children manage their own behaviour?
You need PAX Tools!

**Join us for a FREE 2 hour workshop
in Term 3**

Scan the QR code to register your interest



Call 42711478 and speak to Mrs Moore or Mrs Lloyd to find out more.

What are PAX Tools?

PAX Tools is a collection of evidence-based, trauma-informed strategies to improve cooperation and self-regulation with youth. PAX Tools draws on decades of science to create strategies that support parents, youth workers, and other caring adults to create a nurturing environment that ultimately helps kids thrive!

Do the Tools work?

According to over 40 years of research at places like John's Hopkins University and Wright State University, for every 100 first graders that get the kernels in school through the PAX Good Behavior Game, we'd see some great results when they reach age 21:

- 7 more kids will not be smokers
- 4 more kids will not be alcohol dependent
- 12 more kids will not be drug dependent
- 1 more kid will not commit violent crime
- 11 more kids will not need mental health services
- 7 more girls will not feel suicidal
- 9 more girls will graduate from high school
- 7 more boys will attend college

Who should attend a PAX Tools training?

PAX Tools is intended for any caring adult who interacts with children, such as parents, caregivers, professionals and volunteers. Caregivers who participate in PAX Tools training will receive the materials they need to effectively use PAX Tools with children, including the PAX Tools App.

PAX TOOLS-WE BUILD GREAT KIDS!