



BERKELEY WEST PUBLIC SCHOOL

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Wednesday 18 June, 2025



From The Principal's Desk

Upcoming Events

- Thurs 19 June-** 4pm Aboriginal Education Consultative Group (AECG) meeting at Shell Cove PS- all welcome!
- Fri 20 June-** 2.15pm Whole school assembly in hall- Class 1/2WM item- all welcome!
- Tues 24 June-** 9.15am P&F meeting in school community/breakfast room- all welcome!
- Wed 2 July-** Semester 1 reports sent home with students
- Fri 4 July-** Last day of Term 2
- Mon 21 July-** Pupil free day- Teachers only return to school today
- Tues 22 July-** All students return to school, for the start of Term 3

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 skills and knowledge for future success and wellbeing."

Education Week 2025

Public Education Week is a time for all of us to come together and celebrate our commitment to Ignite your potential. Let's take pride in being part of NSW public education and the endless and far-reaching achievements of our students and staff.

We have planned an open day on Tuesday 5 August at school where parents/family are invited in to watch our student public speaking finals, visit open classrooms and stay for a BBQ lunch. Keep you eyes out for separate note coming home before the holidays regarding our open day activities.

**PLEASE RESPECT THE
HEALTH CARE NEEDS OF
OUR STUDENTS BY NOT
PACKING EGGS, PEANUTS
or PRODUCTS
CONTAINING PEANUTS IN**



Spotlight on Student Success: Evie Shines Bright

At Berkeley West Public School, we believe in recognising and nurturing the unique talents of every student. One of our standout students, Evie P from Year 5, exemplifies the spirit of curiosity, creativity, and high achievement that we value deeply.



Evie is a self-motivated and highly engaged learner who thrives on challenge. Her quick grasp of new concepts and strong communication skills make her an active contributor in the classroom. From literacy and numeracy to creative projects, Evie approaches each task with enthusiasm and perseverance. Evie is currently a member of the Year 5 High Potential and Gifted class that works collaboratively together each Friday at Lake Heights PS.

As a high potential and gifted education (HPGE) student, Evie's learning journey is enriched through personalised opportunities designed to extend her talents. She's especially passionate about languages and is keen to explore AUSLAN more deeply—a goal we are proud to support as part of her learning plan.

Berkeley West Public School is committed to identifying high potential students and providing the tailored learning experiences they need to flourish. Evie's success story reflects our dedication to creating a learning environment where every student can reach their full potential.

Raising Healthy Minds App

The Raising Healthy Minds app is a free, personalised, pocket resource to help parents and carers raise confident, resilient children. Co-designed with parents and experts and funded by the Australian Government, Raising Healthy Minds aims to support children's social and emotional wellbeing with evidence-based information.

You'll find information on topics like dealing with worries and making friends, as well as ideas for day-to-day life, like creating family routines, looking after yourself as a parent, and building strong relationships.

The app offers a mix of quick-read articles, videos and animations aimed at parents and carers of children aged 0-12 years. You can tailor information to the age of your child and opt-in to receive helpful tips.

Raising Healthy Minds provides simple-to-use information at your fingertips with clear actions you can start today.

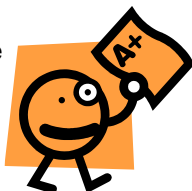
Download from Google Play or the App Store or go to raisingchildren.net.au/rhm to learn more and raise a healthy mind.

Be at School On Time- That's by 8.55am!

Thankyou to the vast majority of parents who are getting their children to school before the morning bell at 8.55am. Unfortunately however, we have a small number of students persistently arriving after the 8.55am bell. As a result, their children are missing valuable learning time in the morning. If you are running late in the morning, parents need to sign their children in at the front office with Mrs Mackey or Mrs Hodgson. Students should not be walking themselves in after 9.00am.

Your child's attendance, including whole absences and late arrivals, will be recorded on your child's report card coming home in the next two weeks. Late students are monitored closely and if a pattern of late arrival is noted, this issue will be followed up by teachers, our school's Learning and Support Team, Principal or Home School Liaison officer.

DID YOU KNOW????? The average number of days away by our students at this stage of the year is **5 days**. Is your child's attendance above or below our school average? You can find out in your child's report which will be sent home in the last week of term.



Starting Kindergarten 2026

Our school is now taking kindergarten enrolments for 2026. 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 or apply online.

Taking Kindergarten enrolments for 2026 now!

Apply now online at- <https://ehub.enrol.education.nsw.gov.au/schoolenrolment/?schoolCode=4180>

Looking forward to seeing you!

The important thing is that we know about new students so that their parents can be kept informed about upcoming orientation events and we can begin planning new classes before the end of the year.

Principal's Award

Congratulations to Katja G for receiving the Principal's Award this week for being a respectful, responsible and safe learner at school. As well as her certificate, Katja will enjoy a \$4.00 food voucher to spend at the canteen and gets to sit on the stage at Friday's assembly.



Keep up the great work Katja!

Healthy School Lunches

Children should be eating the same range of foods as adults. They need to eat a variety of breads, cereals, fruit and vegetables, lean meats and dairy products. Small amounts of foods with high fat, sugar or salt content are fine to include in the diet occasionally, but not on a daily basis. Healthy snacks throughout the day are an important contribution to your child's diet. It is what they eat, rather than how much they eat, which is important.



Winter can be a difficult time of the year to create interesting and nutritious lunches, but there are many ways you can add variety and interest to your child's lunch box. You can vary the sandwiches by using three slices and two fillings, or by using one slice each of brown and white bread. Try using bread rolls or wrap the filling in one of the many flat breads available.

For special occasions try cutting them into different shapes or use a biscuit cutter.

When you are making meatloaf, make a few smaller ones in patty pans or muffin tins and pop them into the lunch box. Individual quiches or savoury muffins are a great alternative to sandwiches. Try putting some home made soup or baked beans in a small flask.

Often you can create interest in the lunch by asking your children to help prepare it; they take ownership of it and are far more likely to eat something which they have made themselves.

Semester 1 Student Reports

It is hard to believe that the first half of the school year is drawing to an end. It only seems like yesterday that the first day of school was here and everyone was in new classrooms and making new friends. 20 weeks later, it is time to look back and celebrate the progress that has taken place with most of our students, as well as looking forward to setting new goals for the second half of the year.

In the last week of this term, you will receive your child's Semester 1 report. This written report provides an opportunity to read about your child's progress and the steps he or she has taken over the year so far. Class teachers have written comments for each key learning area which outline the skills that students have demonstrated and areas for development. Students have been involved in topics appropriate to their year level and have been involved in research and the presentation of information that supports the development of new understandings. Where appropriate, teachers will include suggestions for helping your child in areas where they need extra support to achieve their best. Teachers will also make comments on your child's social development. This aspect of the report will enable you to gain an understanding of how your child relates to others at school and some of the social skills and work habits they are demonstrating.

After you receive your child's report, should you wish to discuss it further, you can make an appointment next term to discuss it with your child's teacher.

Understanding Your Child's Semester 1 Report

Twice a year, schools provide a formal written report outlining your child's progress in learning. This Semester 1 report reflects your child's achievements and effort across key learning areas, including English and Mathematics, based on the NSW curriculum.

Kindergarten Reports provide a comment for English and Mathematics, as well as a general comment that includes observations about your child's development and progress in other subjects. Comments are personalised and based on a wide range of assessment information collected across Terms 1 and 2. Teachers also report on social development and commitment to learning using a simple scale.

Years 1–6 Reports use a standards-referenced approach to indicate your child's current level of achievement in English and Mathematics. Your child will receive one of five achievement grades:

Outstanding – working well beyond the expected standard

High – consistently achieving above the expected standard

Expected – working at the expected standard for their year level

Basic – working towards the expected standard with support

Limited – experiencing significant difficulty in this area

Effort is also reported separately to recognise how your child applies themselves in each subject.

Reading the comments first can provide helpful context for understanding the grades. These comments explain what your child has learned, the progress they've made, and areas they may need to continue developing.

All children learn differently. Some require more time or support to develop confidence and skills, while others may grasp concepts quickly. What matters most is that all children are encouraged and supported to do their best. Praise your child's effort, celebrate their progress, and speak with your child's teacher if you'd like more information.

If you have any questions about your child's report, please contact the school.

Spelling rules you should know!

Remember that there are often exceptions to many rules! When used as a guide, rules can really assist children. Here are a few spelling rules to assist with spelling-

- **The letter combinations** t-i, s-i and c-i are used to say 'sh'. 'c-h' says, 'she' in a word of French origin.

For example: nation, session, special, chic

- **One-syllable words** that end in a short vowel and one consonant, double the final consonant before adding a vowel suffix (-ed, -ing).

For example: hop, hopping, hopped

- When a **two-syllable word ends with a vowel and a consonant**, double the final consonant when adding a vowel suffix, if the accent is on the last syllable.

For example : admit, admitted, admitting.

- **When adding a vowel suffix** (-ing, -ed) to a silent final 'e' word, drop the 'e'.

For example: have → having, mine → mining.

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.



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.

Quality of Time Versus Quantity of Time

Your child's self esteem is greatly influenced by the quality of time rather than the quantity of time you spend with them. Quality time means that you are available to your child when they want to discuss and deal with issues and concerns as they arise. Quality time shows children that you are truly interested in them, that you value and enjoy their company and want to know how they are experiencing their world. It provides a wonderful opportunity to get to know your child, to share things that have happened during their day or just share a happy moment. These interactions teach your child important life skills about relationships and intimacy and how to relate effectively with others. Quality time builds trust within the family so that your child knows that they can depend on their family when it really matters. Your children will know they can use the family as a resource, sounding board and a place to find comfort and support if you prioritise the time you spend with them from an early age.

Quality time means:

- Spending frequent small amounts of time together.
- When your child approaches you, be prepared to be attentive and interested.
- Make a date with your child or share a special activity (and keep to it!).
- Never underestimate the value of a short chat.
- Using open ended questions and not being too judgmental.
- Sharing opinions, stories and feelings in an environment of mutual respect and understanding.

Plan your next quality time together now!

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.

Stress

An increasing number of school children are being diagnosed as stressed. Stress is a natural human experience which helps us to perform better when we are feeling nervous, threatened or in danger. Sometimes we feel under pressure to perform; children experience this too. Some of the causes of stress in

children may be: difficulty with school work or friendships, family arguments or violence, moving house, illness or death of a close friend or relative, family split-ups, bullying or any form of abuse, feelings of insecurity and unworthiness.

Stress is nature's way of telling you to slow down and relax, to seek help or to talk to somebody about your feelings. It feels like you have a huge weight on your shoulders or a permanent knot or pain in your stomach. It can also manifest itself through headaches, nausea, sadness, fear of the future or of failure, confusion, anger, tiredness and lethargy or feeling overloaded. Sometimes it may not be one single event or cause, but a combination of events or situations, which cause the feelings of stress.

If you are concerned that your child may be feeling stressed, please talk to your child's teacher or take them to see your family doctor. Ensure that he or she has adequate sleep, eats lots of fruit and vegetables and drinks plenty of water. Encourage him to take deep breaths when feeling stressed and to get out and be active; exercise is a proven method of helping to reduce stress. Talking with your child about their feelings will help them to realise that they are not alone in their situation.

What Can You Do if Your Child Avoids Reading?

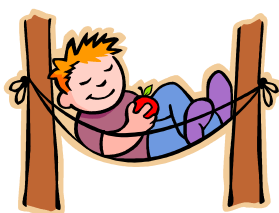
Remember that each child is an individual and there is a wide range in reading development and ability. Never compare your children with others and certainly don't make comparisons between your own children. Each one of us learnt to walk and talk in our own time, so it is with learning to read.

Children who dislike reading are generally those who are having difficulty with the task. They develop

avoidance strategies to delay the activity. At home they will want to go to the toilet, or they'll be hungry, thirsty, tired, hot, cold, itchy or feeling unwell. Many children use television or other homework as an excuse. They even use other chores to avoid reading. For many families, reading time can swiftly become battle time.

Try these strategies to help the struggling or reluctant reader at home:

- Make reading time short, frequent, enjoyable and unavoidable. Draw up a contract with your child which includes dates, times and durations. Begin with 5 minutes a day, 5 times a week. Make sure you discuss the purpose of the contract and reassure them that you want to help and support them. Children need to know that adults sometimes avoid doing things they don't like, but learning to read is far too important to ignore.
- Try the 'I read, you read, we read' approach. When it is **your** turn to read, make sure you read with enthusiasm and expression so that your child sees it as a fun activity. Encourage your child to follow the words with their finger if it helps. You set the pace when you **read with** your child and this will



help to develop confidence. When it is **their turn** to read be firm and encouraging, praising their efforts and rewarding persistence.

- The parrot approach is a structured way of helping your child learn to read. You read a sentence or phrase and ask them to repeat it. Keep up this 'my turn, your turn' method throughout the book and continue until they reach a point where they want to read it to you.
- Be confident that your child will learn to read, but remember that everyone learns to read at a different pace. Talk to them about being patient and persistent and let them know that it will eventually happen.

The single most important thing you can do to help your child is to **READ TO AND WITH** him or her regularly.

Ensuring a Smooth Return for Lost School Jumpers and Jackets!

We have an important request that will contribute to a seamless experience for our students. It has come to our attention that a few school jumpers and jackets have found themselves in the wrong hands, leading to some understandable mix-ups. But fear not, together we can tackle this issue head-on!

We kindly ask for your support in labelling your child's school jumpers and jackets with their name. By taking this simple step, you significantly increase the chances of their misplaced items finding their way back to their rightful owners. It's a small action that can have a big impact!

We understand that accidents happen, and in the hustle and bustle of school life, it's easy for clothing to be unintentionally switched. That's why we're reaching out to you, our awesome parents, to help us create a more organized and harmonious environment for everyone.

By clearly marking your child's name on their school attire, you not only assist in reuniting students with their beloved jumpers and jackets but also instill a sense of responsibility and attentiveness within our school community. Let's teach our children the importance of taking care of their belongings and looking out for one another!

Remember, the sooner any misplaced items are returned, the quicker we can restore order and ensure that every student has their cherished uniform back in their possession. Your cooperation and support in promptly addressing this matter are immensely appreciated.

Thank you for being part of our incredible team and for your dedication to creating a safe and positive learning environment for our students.

Safe People, Safe Places

Parents are constantly encouraged to reinforce the 'Safe People, Safe Places' messages with their children, including:

- Make sure your parents or another adult you know knows where you are at all times.
- Always walk straight home or to the place you are walking to. Walk near busier roads and streets, or use paths where there are lots of other people.
- Know where safe places are – a shop, service station, police station, library or school.

If you are ever frightened, you should go to one of these places and ask them to call the police.

- Learn about safe adults you can look for and talk to if you need help – police officers, teachers at school, adults you know and trust.

- Don't talk to people you don't know and never get into a car with someone you don't know. If a car stops on the side of the road and you don't know the person inside, do not stop.

- If you are scared and can use a phone, call 000 and tell them you are scared.

- If someone tries to grab you, yell out, 'Go away, I don't know you'. This lets other people know you have been approached by someone you don't know.

PUT IT IN THE DROP BOX!

Our school has a secure drop box built into the front office wall in which you can place all notes, money etc coming to school. Obviously, make sure any envelopes containing notes or money have your child's name and class written on it, along with what the payment is for.

Notes and money are not collected by class teachers, simply stop in at the office as you get to school in the morning and "CHUCK IT IN THE DROP BOX!"

Nationally Consistent Collection of Data– School Students with Disability

A fact sheet for parents is available from the Education Council outlining the Nationally Consistent Collection of Data for school students with disability (see link below) If you have any further questions regarding this process, feel free to contact Mr Attard at school.

<https://www.nccd.edu.au/sites/default/files/fact%20sheet%20for%20parents%20guardians%20and%20carers.pdf>

Student of the Fortnight

Class	Student of the Fortnight	Reason
KR	Rivah Black	For using sounds to help him spell words in writing tasks.
1/2B	Dax Boland	For willingness and enthusiasm to adopt helpful strategies to increase focus time on learning.
1/2WM	Adam Al Harere	For working hard to improve his writing.
3/4J	Memphis Marshall	For using his strategies to help him in the playground.
3/4M	Alexander Riqueleme	For his positive class attitude and for seeking teachers feedback to improve the quality of his work.
5/6B	Phoebe Stewartson	For consistently demonstrates a sensible and responsible attitude towards her learning, settling to work promptly and independently.
5/6M	Jackson Anderson	For being kind and empathetic towards his peers.

South Coast Rugby League

Well done to Will in Year 5 who represented the South Coast region at the inaugural NSW School Sport Games in Blacktown in Week 6. Will will also represent South Coast in the 11 years Rugby Union team in August. Awesome work Will!

Stage 3 Soccer Gala Day

Two teams of Stage 3 students will attend a soccer gala day on Fri 27 June. Thank you to Mrs Mears for organising this fun opportunity for our students and to our students' family members for your support with transport for the day.

Ms Whyte
Sports Organiser



Premier's Sporting Challenge

10-week Challenge Launch

<https://app.education.nsw.gov.au/sport/premiers-sporting-challenge/10wC-launch>

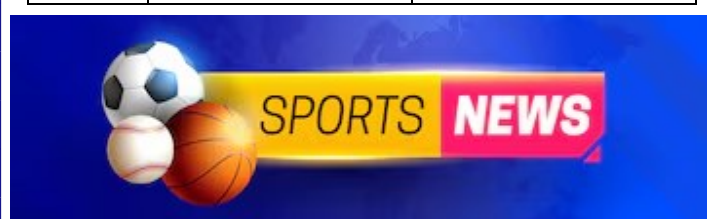
This year our school has registered to participate in the NSW Premier's Sporting Challenge. The purpose of the Challenge is to encourage students to participate in sport and physical activity to lead a healthy lifestyle.

Throughout Term 2 and Term 3, our school will be monitoring physical activity levels during class time, at recess and lunch as well as during sport lessons. Physical activity outside school hours will also count towards the Challenge award. The aim is to work towards an average of at least 60 minutes of activity a day for ten weeks. This Challenge will commence Week 5 Term 2 and finish in Term 3. We would like to invite families to support us in encouraging students' healthy use of leisure time and to experience the joy of being active together. Physical activity is valued for its physical, social and emotional benefits. It also helps young people to develop communication skills, confidence and resilience.

Each student in years 3-6 will be issued with a logbook to record their daily physical activity. Whilst K-2 students will work towards a Gold class award level.

Students completing the Challenge will receive a personalised certificate (Diamond, Gold, Silver or Bronze), signed by the Premier of New South Wales.

Kind Regards, Mrs Haynes



District Athletics

Students who have qualified for the District Athletics Carnival (taking place in Week 1 Term 3, Thurs & Fri 24/25th July) have received permission notes. Note and payment must be returned to the office by 9.00am Wednesday 18th June so that entries can be confirmed with the District organisers.

South Coast Cross Country

Congratulations to Curtis and Braxton in Year 6 who represented the South Wollongong District at the South Coast PSSA Regional Cross Country in Week 7. Both boys achieved fantastic results on a very hilly and muddy course.

Library News



Sandwich filling inspiration

Sandwiches are a great everyday lunch option! Looking for inspiration to try some new sandwich fillings? Why not try:

- Bulk out the sandwich with vegetables. Try using carrot, tomato, lettuce, baby spinach, avocado, beetroot or cucumber.
- Try using leftover lean meats, boiled eggs, reduced fat cheese, BBQ chicken (skin removed), canned fish, turkey, roast vegetables, falafel or tofu to switch-up fillings!
- Swap your spreads! Instead of butter or margarine try cream cheese, cottage cheese, avocado, hummus or tzatziki.



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

ILLAWARRA SPORTS HIGH SCHOOL

TALENTED SPORTS & DEVELOPMENT PROGRAM

YEAR 6 TRIAL #2

Thursday August 21st
9.30am to 12.00pm

Register online through school website or Facebook.
Call the front office if you have any queries.
All details of trials will be emailed to you once registered.

Basketball, Cricket, Football & Sydney FC, Girls Tackle, Hockey, Rugby League, Surfing, Girls Touch & Tag.

Days missed = years lost

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

When your child misses just...

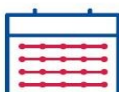
they miss weeks per year

and years over their school life

1 day per fortnight



4 weeks

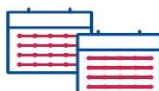


Over **1** year missed

1 day per week



8 weeks



Over **2.5** years missed

education.nsw.gov.au