



# THE BULLETIN



## Electives this term

Second week of electives, what an amazing time our students are having. There has been an amazing amount of electives to choose from, ranging from music, cooking, puzzles, sewing, woodwork, art, dance, plus much more!

Issue 12, May 14 2018

### Principal's Corner



More improvements to our grounds.

2



Attendance Update

4



Classroom Sharing

6

Inquiry based maths in year 3/4

Learning & Leading *through Languages*

## Key Dates- for your diary

### Term 2

Mon May 14	Open morning 9am—10am
Tue May 15	New Date for Yr 6/7 Pizza Night
Tue May 15	NAPLAN Writing Yrs 3 & 5
Wed May 16	NAPLAN Reading Yrs 3 & 5
Thur May 17	NAPLAN Numeracy Yrs 3 & 5
Fri May 18	District Cross Country 9am
Fri May 18	Walk to school day
Fri May 18	Open Morning 10am—11am
Mon May 21	Dental Forms Due Back
May 21-25	Swimming Prep-6
May 21-25	Book Fair 8.45-9.15 & 3.15-4pm daily
Wed May 23	Open Night 6.30pm—7.30pm
Wed May 23	Book Fair 6.30pm—7.30pm
Thu May 24	Open Morning 9am—10am
Mon May 28-31	Dental Van at school
Mon May 28	Choir at TTHA 2.30pm—3.30pm
Mon June 4	Nissan Raffle tickets & money due Back (sold or unsold)

Mon June 11	Queen's Birthday Holiday
Tue June 12	Curriculum Day
Wed June 13	Winter Sport
Fri June 22	Reports sent home
Fri June 22	Last day to lodge CSEF forms
Mon Jun 25	Learning Celebrations
Wed June 27	Learning Celebrations
Fri June 29	End of Term 2

### Term 3

Mon July 16-18 Year 5/6 Camp

### 2018 Term Dates

Term 1	January 29—March 29
Term 2	April 16—June 29
Term 3	July 16—September 21
Term 4	October 8—December 21



## Principal's Message– More Improvements to our Grounds

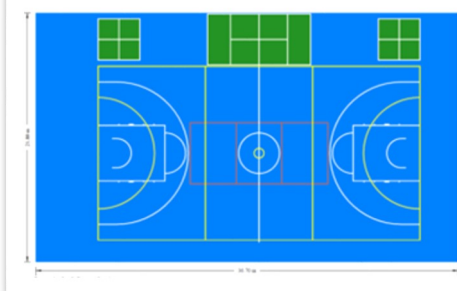
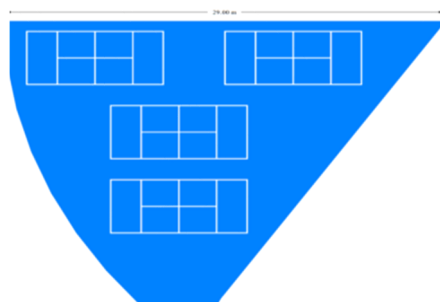
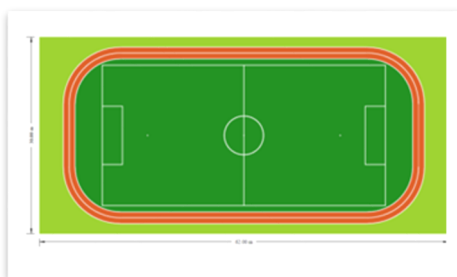
Dear Parents, Staff and Students,

### Facilities – More Improvements

At assembly today we were able to share some wonderful news that the Playground Regeneration Project A (The oval) is to commence this term, with new synthetic grass ready to use at the start of term 3. This is exciting news for our community as we continue to build on an array of improvement work that has been completed at BSPS over the last 3 years. Together with Parents' Club fundraising support, the support of our BSPS families through fundraising and donations, staff and student voice and some DET funding we have renovated our *prep area*, *purchased new furniture for prep and the LLC*, *purchased more lap tops and ipads*, *re-carpeted and painted the portables* and *introduced new air conditioning and heating*, *updated our school grounds and gardens*, *introduced a new synthetic grass diamond area* and *recently replaced our old projectors with new TVs in years 3-6*.

In another surprise, we have successfully been able to negotiate a new synthetic basketball and four square area, that will also be welcome additions to our recreational space and sport facilities. Below are some of the designs we are working with and finalising within the next two weeks.

THE OVAL



At assembly today we were able to share some wonderful news that the Playground Regeneration Project A (The oval) is to commence this term, with new synthetic grass ready to use at the start of term 3

## OHSC

Council this week sat to further discuss OSHC and we are able to share with you further information regarding the tender process. At present tender invitational letters have been sent to a number of service providers, with May 21<sup>st</sup> the deadline for submissions. Council will then work through the applications during the next week with a formal decision to be made in an extra ordinary meeting at the end of May. Shortly after, final negotiations will take place with the successful candidate and a new contract will be signed. The new contract will begin on July 2<sup>nd</sup>, 2018. We will keep our community informed through future Bulletin reports.

## New Preps for 2019

It is that time of the year again when school tours and prospective families come to BSPS to help make the important decision of where to send their child to school. **We ask for any of our families who have younger siblings intending to start in prep for 2019, to get their enrolment forms in before May 25.** This of course helps with our planning and ensures a place for the 2019 school year. I know we already have a high number of applications submitted for 2019, so if you have friends who are thinking that BSPS is the place to be, please encourage them to contact the school and arrange a tour. We are requesting that all new families have their applications in by June 29.

Have a great weekend

Jayson Williams

Principal

[williams.jayson.s@edumail.vic.gov.au](mailto:williams.jayson.s@edumail.vic.gov.au)



@principalbsps

We ask for any of our families who have younger siblings intending to start in prep for 2019, to get their enrolment forms in before May 25.



**Tweetification of the week**  
**Exciting new playground news**

*Follow US!*

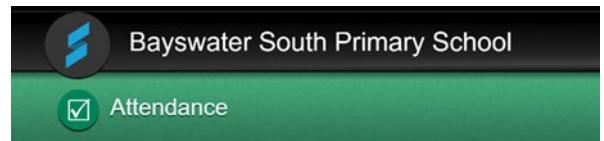


@principalbsps

This week's Oscar was presented to - Ethan N



## From the Assistant Principal



# Attendance Update

Dear BSPS community,

Bayswater South Primary school is in the process of changing the way in which we take student attendance and document absences. In order to be in line with future government requirements in this area, we will be looking carefully at the reasons behind all student absences.

*"A child missing one day a fortnight will miss four weeks in a year, and more than a year of school by year 10."*

As you would be aware, explanations are required for any student absence and starting next week with our year five and six students, we will be trialling a system whereby parents will be contacted on the morning of any documented **unexplained** absence. A student has an 'unexplained absence' if they are marked absent, without the school receiving any clarifying information.

As part of this new trial, any student in year five and six who is absent from school without explanation, will be immediately identified in the morning and their parent will receive a text message from BSPS asking for immediate clarification of the absence. The purpose of this trial will be:

1. To test the effectiveness of this system
2. Track and clarify ALL student absences
3. Check and maintain correct parent contact details
4. Strengthen school/home avenues of communication

Following this trial, we will assess its success and look at the possibility of implementing it school wide, from prep to year six.

Bret Mottrom  
Assistant Principal



***Birthday Wishes go the following students who had a birthday last week.***

*Mahdi J, Chayanne R, Charlotte CC, Joel J*

## BSPS Reminder & News Snippets

- ✓ **Emergency details**– It is every parents' responsibility to ensure your emergency details are updated regularly.
- ✓ **Bike safety** - Students are reminded to walk their bikes and scooters on school grounds. While on pathways all students must look out for pedestrians and keep a good distance between themselves and other children.
- ✓ **Dogs on the school grounds**—Could parents please refrain from bringing their dogs onto the school grounds, as per School Council regulations. Any dog on school grounds must have obtained special permission from the Council.

### BSPS Effective Communication Channels

- ◆ Student query/issue= Contact the classroom teacher
- ◆ School wide query/issue = Contact Jayson or Bret
- ◆ Financial - Administration query /issue = Contact the office.

NB. Our Parents' Club's Facebook page is not an *official* communication channel of BSPS.



## From the Office

### Grade 5/6 Camp

The second instalment of \$100 is due Tuesday, 22<sup>nd</sup> May.

### Scoresby District Cross Country

Permission forms were sent home this week and are due with the \$6 payment on Monday, 14<sup>th</sup> May.

### 2018 Fees Instalment

The last instalment of \$70 is due Thursday, 17<sup>th</sup> May.

### Swimming Program.

This week those students participating will be provided with the Pyjama Day information as well as their lesson and bus departure times.

### School Photos

School Captains, Choir Captains, House Captains and Year 6 Leadership Team photos are **available for purchase online UNTIL MONDAY, 14<sup>TH</sup> MAY** using the following process:

Go to the Elite School Photography website [www.eliteschoolphotography.com.au](http://www.eliteschoolphotography.com.au) and click **Order Now**.

1. Type in the password **espextras** and click continue.
2. Fill in the student details. Select the school in the drop down box
3. Under **Photograph Title**, ensure the correct name of the captain photograph is typed, eg: House Captains, Choir Captains etc...

Follow the prompts using your credit card details.

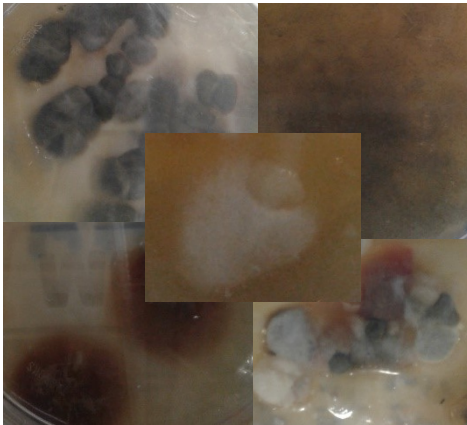
*If anyone is experiencing difficulty making the requested payments, please contact Noleen Maxwell (Business Manager & Parent Payment contact) to discuss payment arrangements or support options.*

Noleen Maxwell  
Business Manager



## Inside the Classroom - Inquiry Based Maths in Year 3/4

### Inquiry based Maths / Forschende Mathematik



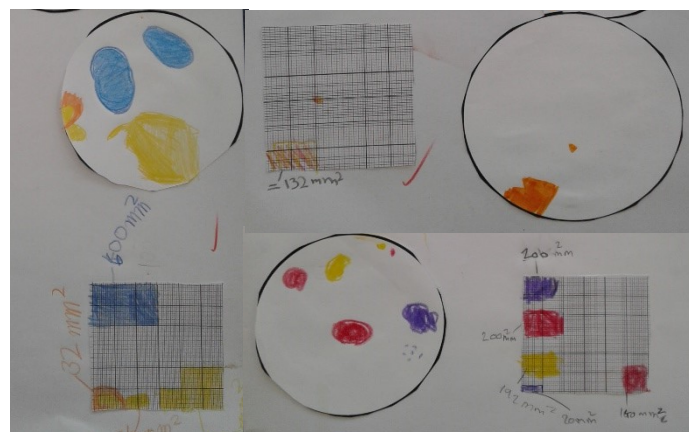
Successful cultivation of micro-organisms.

Erfolgreiche Kultivierung von Mikroorganismen.



Students tracing the outlines of microbiological colonies.

Studenten fahren den Umriss von mikrobiologischen Kolonien nach.



The Students are calculating the area populated by microorganisms and are keeping track of their growth.

Die Studenten berechnen die von Mikroorganismen besiedelten Flächen und protokollieren den Wachstum.

## From Our PYP Coordinator

### Term 2 Units of Inquiry

Last term we wrote a short article about the importance of teacher collaboration and curriculum design. As a staff team, we spent a significant amount of time working together to create units of inquiry that align with the expectations of the International Baccalaureate's Primary Years Programme. Though not a significant departure from the way we approached the planning of units of inquiry in the past, planning within the structure of the PYP exposed our teachers to a framework that supports the creation of significant, challenging, relevant and engaging units of inquiry for our students.

Below are the overviews of these units of inquiry, including the 'big ideas' that will be addressed in each of the subject areas in an effort to strengthen student understanding of the Central Idea/unit question.

### Prep

Grade Prep (4-6)

Term 2 (2018)



<p><b>Key Concepts</b></p> <p><b>form</b>   <b>connection</b>   <b>perspective</b></p> <p>What are the parts?   How is it connected to other things?   What are the different points of view?</p>	<p><b>Transdisciplinary Theme</b></p> <p><b>WHERE WE ARE IN PLACE &amp; TIME!</b></p> <p><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p> <p><b>Learners will understand that...</b></p> <p>Stories help us to learn about different cultures and traditions</p> <p><b>Unit Question</b></p> <p><i>How do stories help us to learn about different cultures and traditions?</i></p> <p>Through an inquiry into...</p> <ol style="list-style-type: none"> <li>1. Personal culture and traditions (Form)</li> <li>2. The cultural diversity in our classroom/prep (Connection)</li> <li>3. How stories communicate culture (Perspective)</li> </ol>	<p><b>Learner Profile</b></p> <p><b>Open-Minded</b></p>
<p><b>Related Concepts</b></p> <p><b>Stories</b> <b>Data</b> <b>Text Connections</b> <b>Difference</b> <b>Sequencing</b></p>	<p><b>Approaches to Learning</b></p> <p>Thinking   Social   Communication   Self-Management   Research</p> <p><i>Acquisition of Knowledge   Respecting Others   Observing   Organizing Data</i></p>	<p><b>Leader in Me</b></p> <p><b>Seek First to Understand...</b></p>

Literacy			Key Understandings/Big Ideas in the Disciplines			Science
<p><b>Writing</b></p> <p><b>Narrative Writing (Memoir)</b></p> <ul style="list-style-type: none"> <li>- Draw a picture and tell a story about it</li> <li>- Draw a sequence of related pictures and tell about them</li> <li>- Tell, draw, or approximate writing about stories they have heard or read</li> </ul>	<p><b>Reading</b></p> <p><b>Summarizing:</b></p> <ul style="list-style-type: none"> <li>- Talk about important information after reading</li> <li>- Remember and talk about the important events in a simple text</li> </ul> <p><b>Predicting:</b></p> <ul style="list-style-type: none"> <li>- Make predictions based on information in pictures that closely match the text</li> </ul> <p><b>Making Connections:</b></p> <ul style="list-style-type: none"> <li>- Make connections between personal experience and texts</li> </ul>	<p><b>SRL</b></p> <p><b>Social Interactions:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate respectful listening behaviours.</li> </ul>	<p><b>NSA</b></p>	<p><b>Numeracy</b></p> <p><b>MSG</b></p>	<p><b>S&amp;P</b></p> <ul style="list-style-type: none"> <li>- Understand that data can be collected, represented and interpreted in different ways</li> </ul>	<p><b>Science Skills:</b></p> <ul style="list-style-type: none"> <li>- Understand that we can use informal measurements in the collection and recording of observations</li> <li>- Use a range of methods, including drawings and provided tables, to sort information</li> </ul>
<p><b>Geography</b></p> <p><b>Place, space and interconnection</b></p> <ul style="list-style-type: none"> <li>- Identify how people are connected to different places</li> </ul> <p><b>Data and information</b></p> <ul style="list-style-type: none"> <li>- Represent locations and places on maps and globes</li> </ul>						<p><b>Summative Assessment</b></p> <p>Students choose a story and explain how it connects to cultures and traditions. They can do this by drawing a picture and orally explain what they have learnt about that culture through the story.</p>

Grade 1/2

## Years 1/2

Term 2 (2018)

<b>Key Concepts</b>  How does it work?    How is it connected to other things?    What are the different points of view?	<b>Transdisciplinary Theme</b>  An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. <b>Learners will understand that...</b> Colours help living things read and understand the world <b>Unit Question</b> How do colours help living things read and understand the world? Through an inquiry into... 1. How we are connected to colours (Connection) 2. How colours communicate meaning (Function/Perspective)	<b>Learner Profile</b> <b>Communicator</b>
<b>Related Concepts</b> Emotion Colour Light Identity Symbolism	<b>Approaches to Learning</b> Thinking: Analysis Social: Cooperating, Respecting Others Communication: Non-verbal communication Self-Management Research: Observing	<b>Leader in Me</b> <b>Synergize</b>



## Key Understandings/Big Ideas in the Disciplines

Writing	Literacy Reading	S&L	NSA	Numeracy M&G	S&P	Science
<b>Poetry</b> - Understand poetry as a way to communicate about and describe feelings, sensory images, ideas and stories - Understand that language helps us to paint a picture in the reader's mind - Understand that language helps us to describe abstract concepts	<b>Analysis</b> - Understand that we can use some specific language to talk about book and print features - Notice a fiction writer's use of poetic and expressive language - Notice that illustrations add to important story action - Understand the characteristics of fiction and non-fiction texts	- Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background - Identify language that can be used for appreciating texts and the qualities of people and things			- Understand that data can be displayed in different ways and can be interpreted in a range of ways	<b>Physical Sciences:</b> - Understand that light is produced by a range of sources and can be sensed - Understand how colour can be mixed and separated <b>Science Skills:</b> - Understand that we can compare observations and predictions with those of others
<b>Intercultural Capability</b> - Understand that we can identify and discuss cultural diversity in the school and/or community			<b>Visual Arts</b> - Understand that we can respond to visual artworks, including artworks by local Aboriginal and Torres Strait Islander peoples, by describing subject matter and ideas		<b>Summative Assessment</b> Students will explore a range of images that communicate meaning to the viewer. Students will work to categorize these images in a way that represents what they mean to them, justifying their choices in a medium of their choice. Students will produce a portfolio of creative texts that reflect how they see colour conveying meaning.	

Grade 3/4 (8-10)

## Year 3/4

Term 2 (2018)

<b>Key Concepts</b>  How does it work?    What are the causal relationships?    What is our responsibility?	<b>Transdisciplinary Theme</b>  An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. <b>Learners will understand that...</b> Living things are interdependent on other living things, past, present and future <b>Unit Question</b> How are living things interdependent on other living things, past, present and future? Through an inquiry into... 1. Needs and wants of living things (Function) 2. The interdependence of living things (Causation) 3. Our contribution to the future of life (Responsibility)	<b>Learner Profile</b> <b>Inquirers</b>
<b>Related Concepts</b> Persuasion Ecological Niche Ecosystem Interdependence Fact vs. Opinion	<b>Approaches to Learning</b> Thinking: Acquisition of Knowledge, Analysis Social Communication: Presenting Self-Management Research: Formulating Questions	<b>Leader in Me</b> <b>Think Win-Win</b>

## Key Understandings/Big Ideas in the Disciplines



Writing	Literacy Reading	S&L	NSA	Numeracy M&G	S&P	Science
<b>Persuasive Writing</b> - Understand the structure of various persuasive texts - Understand that the purpose of persuasion or argument may be to convince the reader to take a writer's point of view, take action, or improve some aspect of the world. - Effective language and other language techniques can be used to persuade - Use opinions supported by facts	<b>Summarizing:</b> - Summarize a writer's argument or main idea <b>Analysis:</b> - Notice and think analytically about a writer's use of argument or persuasion - Identify the point of view in a text, and suggest alternative points of view	- Understands differences between the language of opinion and feeling, and the language of factual reporting or recording	- Understand the function of operations		<b>Recording and processing:</b> - Use a range of methods including tables and column graphs to represent data and to identify patterns and trends <b>Chance:</b> - Understand that chance is about the relationship between variables	<b>Biological science:</b> - Different living things depend on each other and the environment to survive. <b>Recording and processing:</b> - Use a range of methods including tables and column graphs to represent data and to identify patterns and trends <b>Communicating:</b> - Represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal language.
<b>Geography</b> Plan, rehearse, publish and deliver imaginative and persuasive multimodal texts. <b>Diversity and Significance of Places and Environments:</b> - Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably					<b>Summative Assessment</b> You are a biologist, tasked with investigating the interdependence contained in a local ecosystem. You will be presenting this information to the school in order for them to develop a plan of action in improving the school's environment for future generations.	



Grade 5/6

Years 5/6

Term 2 (2018)

<p><b>Key Concepts</b></p>  <p>What are the causes?    How do we know?    What is our responsibility?</p>	<p><b>Transdisciplinary Theme</b></p>  <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; <b>rights and responsibilities</b>; what it means to be human.</p> <p><b>Learners will understand that...</b> Setting and pursuing challenging goals helps us to develop</p> <p><b>Unit Question</b> How do I, and society, set and pursue challenging goals in an effort to develop?</p> <p>Through an inquiry into...</p> <ol style="list-style-type: none"> <li>1. Why, as individuals and society, we set goals (Causation)</li> <li>2. How we identify areas of development (Reflection)</li> <li>3. How we plan for and work toward achieving significant goals (Responsibility)</li> </ol>	<p><b>Learner Profile</b></p> <p><b>Reflective</b></p>
<p><b>Related Concepts</b></p> <p><b>Argument/Persuasion</b> <b>Bias</b> <b>Structure/Patterns</b> <b>Goals</b> <b>Evidence</b></p>	<p><b>Thinking</b> Evaluation</p> <p><b>Social</b> Accepting responsibility Group decision making</p> <p><b>Approaches to Learning</b> Communication Self-Management Presenting</p> <p><b>Research</b> Planning</p>	<p><b>Leader in Me</b></p> <p><b>Sharpen the Saw</b></p>

## Key Understandings/Big Ideas in the Disciplines

Literacy	Speaking and Listening	N/A	Numeracy	Science
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Understand that there are specific techniques used to persuade an audience and that they must be specifically chosen for their audience (Argument/Bias)</li> <li>- Understand that sentence structure is important when attempting to convey a message</li> <li>- Understand that when we plan writing, we must take into account our audience</li> <li>- Understand that we can take a side in our writing, or provide a balanced argument</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Analyse the effect of a persuasive text on an audience</li> <li>- Understand that authors use a range of techniques to persuade a reader</li> <li>- Analyse the way in which authors use sentence structure to convey a message</li> <li>- Understand that we can critique to writing of others</li> </ul>	<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>- Understand the uses of objective and subjective language and bias</li> <li>- Participate in formal and informal debate and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis</li> </ul>	<p><b>N/A</b></p> <ul style="list-style-type: none"> <li>- Understand that we can identify patterns and structures in mathematics (Structure/Patterns)</li> <li>- Understand that we can use brackets and an order of operations to write number sentences (Structure)</li> </ul>	<p><b>SBP</b></p> <ul style="list-style-type: none"> <li>- Understand that we can investigate data representation in the media and discuss the message the author might want to convey (Bias/Evidence/Evaluation/Presenting)</li> </ul>
Design and Technologies	Geography	Critical and Creative Thinking	Summative Assessment	
<p><b>Evaluating:</b></p> <ul style="list-style-type: none"> <li>- Negotiate criteria for success that include consideration of environmental and social sustainability to evaluate design ideas, processes and solutions</li> </ul> <p><b>Planning and managing:</b></p> <ul style="list-style-type: none"> <li>- Develop project plans that include consideration of resources when making designed solutions</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that we can identify and describe locations and explain spatial distributions and patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Understand common reasoning errors including contradiction and inconsistency, and the influence of context</li> <li>- Experiment with alternative ideas and actions by setting preconceptions to one side</li> <li>- Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities</li> </ul>	<p>Students will present a portfolio of their personal goal setting throughout the term, reflecting on the evidence they have provided and how it has helped them develop as a learner.</p> <p>Students will identify an area of significant need in the community that they will create a persuasive campaign that draws attention to the issue as well as the goals and action they are personally taking to support the issue.</p> <p>This will occur during the 2018 learning celebration as a pre-cursor to the Exhibition.</p>	

I would personally like to commend staff on their excellent work during these sessions, and strongly believe that our students will thoroughly enjoy engaging with the bid ideas embedded in these units of inquiry.

Benjamin Zonca

PYP Coordinator

## Extra Curricular Activities

Term 2 Electives are in full swing and many happy faces can be seen in the different electives. Students have learnt how to make yummy biscuits, be mindful while doing yoga and sewing cushions and on bags among many others. Electives are a great opportunity for students to interact with other children from other grades and year levels and learn new things or do activities they enjoy.

We look forward to three more fun Tuesday afternoons this term 😊



## From Our Academic Captains

Hi, our names are Cameron and Kaya. We would like to tell you about NAPLAN, which the grade threes and fives will be doing next week, on Tuesday, Wednesday and Thursday (15<sup>th</sup>-17<sup>th</sup> of May).

NAPLAN is an assessment done in all Australian schools by years three, five, seven and nine, so the government knows how well students are doing academically in English and Math. This helps the government provide better guidance for schools when planning their curriculum.

NAPLAN includes assessing students in the areas of reading, writing, language conventions (spelling, grammar etc.) and numeracy (Math). The results will be given to parents later in the year.

This is all for this week, have a great weekend!



## Sick Bay Roster

Fri May 18	Eiko Naruse
Fri May 25	Angela Cotter
Fri June 1	Kathy Herrmann
Fri June 8	Erin Kennedy
Fri June 15	Monika Thornley
Fri June 22	Angela Murray
Fri June 29	Nicole Kuruwita
Fri July 20	Magda Tapias
Fri July 27	Jessica Brown
Fri Aug 3	Eiko Naruse

## LEADERS OF THE WEEK AWARDS

Student	Grade	For
Patrick M	P-M	Always trying his best and being an enthusiastic learner. Keep it up Patrick!
Lillia L	P-P	Growing in confidence. Well done Lillia!
Abby C	P-S	Concentrating so well on her learning! Well done Abby!
Nadia N	1-B	Being proactive with her homework! Toll!
Patrick M	1-B	A fantastic and detailed letter in writing! WOW!
Alice R	1-G	Great teamwork when solving a location problem in maths.
William M	1-G	Showing whole body listening during our English mini lessons. Keep up the great effort William.
Declan C	1-W	Creating a fabulous family collage for homework! WOW!
Aaron C	1-W	Developing his writing skills through poetry!
Shaylea J	2-D	Working really hard on her reading! Keep it up Shaylea.
Griffin H	2-W	Fantastic synergizing in the classroom, working well in groups and getting along with others!
Gabby C	3/4M	Increased participation in class discussion. SUPER!
Zoe M	3/4W	Her excellent effort in all her reading tasks.
Genevieve W	3/4Z	Always thinking win-win and considering others.
Dylan M	5/6C	Putting first things first and giving his best effort in class. Great job!
Zac E	5/6S	Proving that maths can be art, by creating an amazing string art picture and using nearly 500 nails and 100m of string.
Sienna M	5/6Z	Composing an incredibly engaging piece of writing that made it to round 2 of Write4Fun.
Austin B	5/6Z	Advancing to the second round of the Write4Fun competition as a result of his unique idea development.





## From Our School Council President

Well, the season of Winter has hit us with a really chilly blast of rain coming from the south.

It's my first opportunity this year to see my beloved footy team play in Melbourne – but I don't fancy fronting up to the MCG in this weather!!

Speaking of chilly weather, I notice that many students are wearing their bomber jackets, spray jackets, royal blue pants and winter skirts with warm tights. All the staff and Council members are pleased that the majority are wearing their correct uniform. It would be great if all parents could assess their Child/ren's School Uniforms and be sure that they are within our Dress Code.

Next week at assembly we will have a display and a chat about how the School Uniform should be worn.

In our last couple of Council Meetings we have had lots to talk about and to be as efficient as possible we have spent part of a meeting in two groups:

- **Playground Regeneration:** is a hot topic right now. At Assembly this morning we heard Mr. Williams speak about plans for the top oval and surprised everyone with a further announcement that the area in front of the office and the area between the Grade 3&4 buildings and the LLC will also be rejuvenated. Further in Council we are discussing the other areas of the Playground and how they can be enhanced and made more inviting.
- **50 Year Anniversary:** in 2019 our School celebrates it's 50<sup>th</sup> Year. We have a small group making plans and developing ideas to make the celebration really special.

At some point we will ask for input from the wider community so watch out for any opportunity you may have to put your ideas forward.

I hope all the Mothers in our community are spoiled for Mothers' Day and that you enjoy the gifts your children chose from the Parents' Club stall as much as they did choosing them.

I wish you all wellness and warmth for the weeks ahead!

Martine Edlinger

School Council President



### WE'RE TAKING IT IN OUR STRIDE ON FRIDAY 18 MAY 2018

Well it's that time of year again when our school seriously starts talking about walking!

Walk Safely to School Day asks that we all consider our transport habits and try to incorporate more walking as part of a healthy, active way to get around. And although walking all the way to school isn't realistic for many of us, it's quite easy to figure out how you can build a walk into your family's daily routine.

You can teach your child the healthy habit of walking more by:

- Walking with them the whole way to school
- If they get the bus or train, walk past your usual stop and get on at the next stop
- If you have to drive, park the car a few blocks away from the school and walk the rest of the way.

Regular exercise like walking with your child not only helps them (and you!) beat chronic problems like obesity, heart disease, behavioural and mental health issues and diabetes. It also gives you a great opportunity to teach your child safe ways to behave around roads and traffic.

Remember, Active Kids are Healthy Kids so get planning your own Walk Safely to School Day journey for Friday 18 May 2018!

For more information, visit [www.walk.com.au](http://www.walk.com.au)



### CHANGE OF DATE FOR YEAR 6/7 PIZZA NIGHT

**FROM TUESDAY 8TH MAY TO TUESDAY 15TH MAY BETWEEN 6.00PM—7.30PM**

Due to unforeseen circumstances it has been necessary to change the date of this event. We apologise for any inconvenience this may cause.







# Open Sessions

**Bayswater South P.S.**



Monday, May 14	Open Morning	9am—10am
Friday, May 18	Open Morning	10am—11am
Wednesday, May 23	Open Evening	6.30pm—7.30pm
Thursday, May 24	Open Morning	9am—10.00am



*Personal tours can also be arranged with our Principal, Jayson Williams by either ringing or emailing the school on the addresses below.*



Bayswater South Primary School  
Enfield Drive  
Bayswater South  
9723 1107  
[bayswater.south.ps@edumail.vic.gov.au](mailto:bayswater.south.ps@edumail.vic.gov.au)  
[www.baysouthps.vic.edu.au](http://www.baysouthps.vic.edu.au)



**BSPS Arts Extravaganza is Coming on Open Night!**  
**Wednesday, 23<sup>rd</sup> May, 6:30 – 7:30**



This year the theme for Education Week is “Celebrating the Arts”, so we are excited to present some of our visual and performing art works during our School Open Night.

<b>What:</b>	Arts Extravaganza - Visual Arts Displays Buskers Recorder Group Choir (7:15pm)
<b>When:</b>	Wednesday, 23 <sup>rd</sup> May
<b>Time:</b>	6:30 p.m. – 7:30 p.m.
<b>Venue:</b>	Upper Corridor, Hall, Music Room, and Art Room
<b>Who:</b>	Everyone is welcome to attend (no cost)

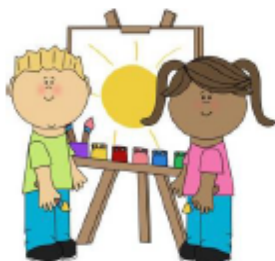
The concept is that students who particularly enjoy the Visual or Performing Arts can have a further opportunity to showcase their work.

Any students wishing to busk/perform a musical work should speak with Herr Roe ([roe.linton.j@edumail.vic.gov.au](mailto:roe.linton.j@edumail.vic.gov.au)).

Any students wishing to have their own, personal visual arts work displayed should speak with Frau Murrihy ([murrihyruff.petra.i@edumail.vic.gov.au](mailto:murrihyruff.petra.i@edumail.vic.gov.au)).

Visual Arts works will be on display for the whole evening and musical items will be performed in the corridor, music room and the hall. Visitors may choose to come in and out of the performance areas in between items. The parent club will offer tea and coffee in the hall for any parents who would like to have a chat or a drink. The choir close the evening at 7:15 p.m. in the hall.

☺ Petra Murrihy and Linton Roe – The Arts Team



## Do you love the Arts? Don't Miss Out!!

We are looking for interested students to join in an exciting workshop program run by experienced and talented Knox musicians.

Workshops will be run on Monday morning – May 21<sup>st</sup>, May 28<sup>th</sup>, and June 4<sup>th</sup>. BSPS will arrange a teacher to go with the lucky students and a free bus will be arranged to transport students to and from school to the workshop venue in Knox.

The first 35 students will be accepted, please notify the office via [bayswater.south.ps@edumail.vic.gov.au](mailto:bayswater.south.ps@edumail.vic.gov.au)

**The only condition apart from being enthusiastic and away from normal classes for the workshops, is a commitment to attend and participate in a performance at KCAC on Thursday June 7<sup>th</sup> at 7pm.**

See below for further information. Contact Patrick if you have further questions: [patrick@idiomatic.com.au](mailto:patrick@idiomatic.com.au)



### Knox: AMPLIFIED 2018

#### A Creative Suburbs Funded Program

KNOX: AMPLIFIED sees professional musicians deliver a series of participatory music-making workshops alongside local communities, focusing upon skill development, creative partnerships, audience development and strengthening the local arts scene. Targeting local communities including schools, youth, multicultural and seniors as well as musicians and families, diverse communities will collaborate on new musical works that culminate in a suite of unique public performances in Knox.

The act of music making in a group context enables participants to not only think about their own musicality and physicality, but the way they work together and interact with fellow participants as they create sounds, rhythms, lyrics, movement and ultimately, a sense of collective community wellbeing. Through a series of immersive workshops, the community and professional artists will work together to evolve their instrumental, performance and vocal skills that will result in the development of new work to be shared at a collaborative public performance at Knox Community Arts Centre (KCAC)

#### Artists and Workshop Leaders

For Primary Schools we are working with Penny Larkins, Carl Pannuzzo and The Mighty Buzzniks. The Mighty Buzzniks take the genre of children's music and infuse it with an original and quirky mélange of rock, country, folk and pop. They believe that children have sophisticated ears that relate to 'real' contemporary music and interesting rhythms. Through their music and workshops the Buzzniks create surreal musical stories and the humour, bringing a broader language of music to children with a lyrical content that teaches them something about the world. "Music is a shared experience – we want parents to connect with their kids and have fun through the music."



[www.mightybuzzniks.com](http://www.mightybuzzniks.com)





## The 2018 Great Community Raffle

### What is the 'Great Community Raffle' ?

The Great Community Raffle is an initiative of the Ferntree Gully Motor Group. The Principals at Ferntree Gully Nissan had built their business and reputation by offering a high level of customer service with a sound product, linked to a genuine sense of their community. They wanted to create a project that would enable local community groups to generate additional funds for their organisations.

The concept was to donate a new car as the first prize in a raffle, print raffle tickets and distribute the ticket books to interested Community groups within their area of business. Those Community groups would then have the opportunity to sell as many \$2 raffle tickets as possible.

Because the Ferntree Gully Motor Group generously donates the prizes for the raffle, there is no cost to the participating Community groups. Every dollar that the groups raise by selling raffle tickets, they keep.

Previously Bayswater South Primary School has raised  
\$2136 (2016) - \$2060 (2017)

With the support of our B.S.P.S. community we are once again participating in the raffle. Our hope is to exceed last year's total and with the funds raised contributing to our fundraising focus for this year which is the improvement and redevelopment of our school playgrounds.

With first and second prizes being a car it is certainly an event that appeals to many. Sell tickets to your neighbours, work colleagues, friends and relatives. The more tickets sold the more money we raise - with all money raised being kept by the school !!

Your family has been issued with a book of **10 tickets to be sold for \$2 each** a total value of \$20. The tickets and money must be returned **SOLD or UNSOLD** by **Monday 4th June 2018**

*If you do not wish to participate please return the tickets to your child's class*

*teacher or the office ASAP. Every ticket allocated to our school must be accounted*

*for so please be careful to keep them safe.*

Your continued support of the Parents' Club and our activities is greatly appreciated.

## **HOT FOOD DAYS**

**Now on Tuesday & Thursday!!**

**Returning for terms 2 & 3**

**Starting Tuesday 17th April**

### ***What is 'Hot food Tuesday & Thursday' ?***

It is a Parents' Club fundraising activity, where children can bring something for lunch that is suitable to be placed in a low temperature oven (pie warmer) to be heated up. Then it will be nice and hot for your child at lunch time. **The cost is \$1** (this includes tomato sauce if they would like it).

### ***What do you need to do?***

Your child's food item must be suitably wrapped. The best way is in foil or in a small foil container. **NO PLASTIC please.** It must have your child's name and grade written on the wrapping. Don't forget to attach or include your money also.

Please remember that lunch is at 11.00am, therefore all food items **MUST BE DEFROSTED** (a good tip is to place it in the fridge the night before)



### ***Stuck for ideas on what to send?***

- \* Make some sausage rolls (and hide some extra veggies in them)
- \* Cook up some extra dinner and send a serve to be heated up (spaghetti bolognese is a good one) Don't forget a fork !
- \* For something sweet, an apple pie
- \* A proven favourite, party pies, pasties, sausage rolls etc

If you have any questions please contact me or speak to your child's classroom teacher.

Nicole Higham at [bspsparents@gmail.com](mailto:bspsparents@gmail.com)

*Thank you for your support.....BSPS Parents' Club*





9/62a Albert Street  
Preston, VIC. 3072

Ph (03) 9972 8713

info@schooldental.com.au

www.schooldental.com.au

## MOBILE SCHOOL DENTAL SERVICE

### School Dental Clinic – Medicare Child Dental Benefits Schedule

School Dental will be visiting *Bayswater South PS* from the *May 28—31* to provide dental check-ups and treatment for students that is bulk billed for eligible students under the Child Dental Benefits Schedule.

**To be eligible for dental treatment coverage you need to be receiving a payment from the Australian Government.**

School Dental will check eligibility when your child's Dental Form has been returned and advise parents who are unsure if they are able to have their child's treatment bulk billed through Medicare. Students who may not qualify for treatment coverage under this dental scheme, can be seen as private patients and will be billed at a rate LOWER than Medicare dental rates. (This may also be claimable under your private health insurance).

Your child will receive the highest quality dental treatment from our dental team, all of whom are police and working with children certified. Our state of the art equipment is used to make your child feel more relaxed and make their visit with us more pleasant.

Your child will receive the highest quality dental treatment from our dental team, all of whom are police and working with children certified. Our state of the art equipment is used to make your child feel more relaxed and make their visit with us more pleasant.

**In order for your child to be seen by one of our Practitioners you must complete and return the Dental Consent Forms to the school signed by a parent or guardian by MAY 21 at the latest. Forms are available at the School Office.**

**School Dental cannot see your child if the Dental Consent Forms have not been completed correctly."**

For the next week or so, Beleza is trialling new hours. They will now be open 6 days a week. If this proves successful, they will consider making this a permanent thing.

Don't forget that Beleza have also moved to 4/216 Dorset Road, Boronia—9753 5788.



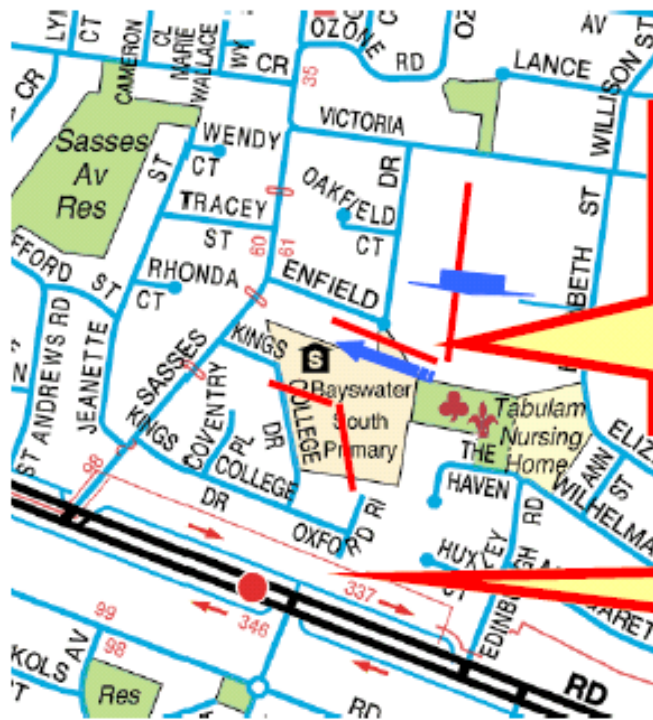
**BELEZA BORONIA**  
**BUSINESS HOURS**

<b>Monday</b>	<b>10:00am to 5:00pm</b>
<b>Tuesday</b>	<b>10:00am to 5:00pm</b>
<b>Wednesday</b>	<b>10:00am to 5:00pm</b>
<b>Thursday</b>	<b>10:00am to 5:00pm</b>
<b>Friday</b>	<b>10:00am to 5:00pm</b>
<b>Saturday</b>	<b>10:00am to 1:00pm</b>
<b>Sunday</b>	<b>Closed</b>

**Shop online at**  
**[store.beleza.com.au](http://store.beleza.com.au)**

**AS A COURTESY, PLEASE DO NOT PARK ACROSS OUR NEIGHBOUR'S DRIVEWAYS. WE HAVE HAD A CALL FROM ONE OF OUR NEIGHBOURS IN KINGS COLLEGE DRIVE WHO HAS HAD CARS PARK ACROSS THEIR DRIVEWAY ON SEVERAL OCCASIONS.**

# PLEASE TAKE NOTE SCHOOL PARKING



During Drop Off & Pick Up Times it would be appreciated if we could all make:

### Enfield Drive a 1 Way Road!

Entering via Victoria Road  
Exiting via Sassas Avenue

This only takes 1 more minute out of your daily travel time

### KINGS COLLEGE DRIVE

PLEASE:  
NO PARKING IN OR ACROSS  
ANY DRIVEWAYS

**NO PARKING**  
in the School Grounds  
or Staff Parking area

**TO ALL PARENTS**

**AS A COURTESY AND FOR THE SAFETY OF ALL OUR CHILDREN**

Please help follow these guidelines during school peak times

**Please take note of the permanent 40km speed zone in surrounding streets**

### **WHEN PARKING:**

Please take an extra minute to be courteous and allow enough room for cars to manoeuvre in and out without damaging others!

Please do not take up 2 car spaces—allow for extra cars to park

By following the above guidelines, traffic and parking through the school zone will flow smoother and will keep traffic congestion to a minimum.

Thank you

School Council

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## Community News

### **A NOTICE FOR THIS WEEK'S SCHOOL NEWSLETTER.**

St Stephens hall, Bayswater, cnr of Phyllis Street and Warraga Avenue, are providing an information night on **'The Effects of Drugs on our Community and other Interesting Topics'** this Friday evening 11<sup>th</sup> May at 7:30pm and are inviting anyone interested to come and listen. Presented by Gwen Neylon who achieved a high award last year for her many years of work with St Johns First Aid. A light supper will be provided.

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## Bayswater South Primary School

Values : *Respect Empathy Honesty Teamwork*

Enfield Drive  
Bayswater, Victoria, 3175  
Australia  
Phone: 03 9729 2862  
Email: [bayswater.south.ps@edumail.vic.gov.au](mailto:bayswater.south.ps@edumail.vic.gov.au)  
Web: [www.baysouthps.vic.edu.au](http://www.baysouthps.vic.edu.au)

