

TERM
FOUR



Brunswick South PRIMARY SCHOOL

imparare insieme ♦ creare insieme ♦ vivere insieme

WHAT'S INSIDE

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06 november 2020 issue 15
NEWSLETTER

our values –
the moral fibre which
guides our culture

CONSTANT LEARNING
MUTUAL RESPONSIBILITY
COMPASSION
SENSE OF POSSIBILITY

CALENDAR DATES

NOVEMBER

Sun 8-Sun 15 NAIDOC Week
Fri 27 Transition to Secondary
Workshop

DECEMBER

Wed 9 Year 6 Graduation

NAIDOC WEEK

Sun 8-15 November

LE NOTIZIE DI TREVOR

It's funny how some of the small things we always took for granted now feel special. On Wednesday we had all students back on site by 9.00am. It was the first time we've had the whole school together in the one space since June. It was a nice way to start a very short week and a chance to appreciate something we'd usually take for granted.

START AND FINISH TIMES

We're back to maximising every minute of the school day and it's helped to return a sense of order to the school day. The arrangements with designated gates for drop off and pick up seem to be going well with sufficient space at each gate for parents and carers to distance. Remember, we are asking you to use the gate allocated to your youngest child to help ensure crowds are distributed.

If your child arrives after 9.00am they will need to enter through the Brunswick Road gate and sign in late at the office. All other gates will be closed at 9.00am when the teachers on duty head to their line up area.

TRAFFIC AND CONGESTION

With start and finish times aligned the congestion has returned around the school. Please be mindful of school speed limits, parking restrictions and modelling safe traffic habits for your children. The time it takes to find a car park a block away far outweighs creating a possible risk for you or your child.

ILLNESSES AND ABSENCES

One of the key changes we've had to make to our daily lives is our approach to when we become unwell. The motto of 'soldiering on' has been cast aside and over the last few weeks we've faced rising numbers of staff and students becoming

unwell and getting COVID tests. While the turnaround for test results is relatively quick, we are asking for unwell staff and students to remain away until all symptoms have resolved.

We know our kids have missed a great deal of learning time at school this year and this cautious approach means that some kids will miss more time. While it's not practical to set up remote learning for individual students on individual days, the teaching teams can provide some general resources and supports for your child's learning at home for longer term absences (anything 3 days or more). Please email your child's teachers through the office if this impacts your child.

OUR CURRENT FOCUS

As you know, the focus for the beginning of Term 4 was 'Wellbeing & Equity' and all teachers have worked tirelessly to ensure every single child has had a positive transition back to school. Moving through the term, our focus is shifting to Literacy and Numeracy as teachers collect evidence to plan according to student needs and inform Semester 2 reports.

We've been clear and transparent about what we realistically can achieve and conscious to not overburden or overwhelm our learners. Teachers are identifying students most at risk this year and working to catch them up, but also thinking ahead identifying students for 2021 who need intensive catch up support. DET is providing schools with additional funding to coordinate and undertake this work and we are well placed to hit the ground running having introduced an intervention role this year. Additional funds will allow us to extend this work and target more students across the school who need learning support in Literacy and Numeracy.

CAMP

Unfortunately, we have had to cancel our 5/6 Camp this year in line with DET regulations preventing school camps from occurring. We've tried to hold out as long as we possibly could before making the final call and, while the guidelines may change, this doesn't give us enough time to adequately plan for the camp to go ahead.

It is anticipated that camps will again proceed in 2021 and we are looking to lock in some dates very shortly.

***Have a great weekend,
Trevor.***

BSPS SCHOOL COUNCIL

- ◆ **President** James Henry
- ◆ **Vice President** Madeleine Aikenhead
- ◆ **Treasurer** Dan Ziffer
- ◆ **Parent Members** Vicky Wilson
- ◆ **Community Members** John Hajek, James Henry
- ◆ **DET** Trevor Strolla, Marg Weymouth, Ivana D'Aprano

SUB COMMITTEES

- ◆ **Building and Grounds** James Henry
- ◆ **Policies** Marg Weymouth
- ◆ **Community and Fundraising** Jean-Pierre Masclef
- ◆ **Bilingual** John Hajek
- ◆ **OSHC** Vicky Wilson



BOOK WEEK



YEARS 3/4

In **3/4** this term we are exploring heat. We have been experimenting with different heat sources around us, for example our hands and the heater in our classrooms to melt different objects and observe what melts and what does not, what changes shape and/or temperature. We have been making hypothesis and testing them out with more experiments, and we have started recording our data in tables and graphs.

Photo caption: Our very first experiment on heat and melting objects. We put un cucchiaino, burro, acqua, ghiaccio and cioccolato next to the heater and observed which object melted and which one did not. How long it took for each object to melt completely. Some objects melted in way we did not expect and some objects did not melt at all, just like we thought!



ASSORBIMENTO DELLA LUCE

In **5/6** we have been learning about Reflection, Refraction and Absorption of light.

We have been recently experimenting with Gummy blocks: recognizing that the colour of an object depends on the properties of the object and the colour of the light source.



YEARS 5/6

ART

The **Grade 3/4** students have been creating their own weaving looms by using old CDs and then weaving colourful wool strings to create some beautiful decorations for the school. After such a long time away from each other, it has been a great way to catch up with friends while 'weaving away' and celebrate being together. While the process involves quite a few steps and knots and can be frustrating at times, the students persisted and some even asked to take some CDs home to keep working! Some students discovered a new skill they didn't know they had: here is Jake Bejatovic, proud of his accomplishments (and he is working on a new one!).

If you feel like you would like to do this at home, as a mindful activity, I still have plenty of CDs and bags full of wool. I can send them home with students or can organize for families to pick up the materials through the office.

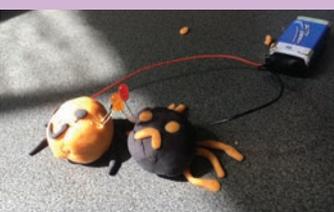
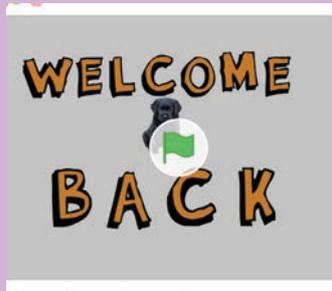
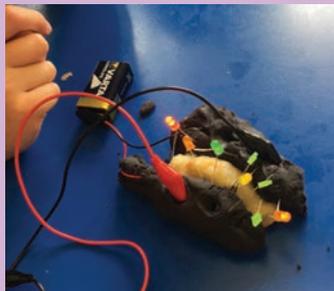
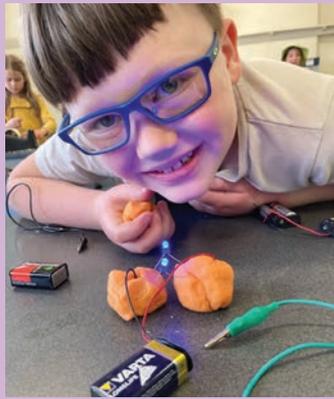
Since being back at school the **Grade 5/6** students have been experimenting with a technique called 'Dry Felting'. This technique involves using a very sharp barbed needle to poke wool into a piece of felt, which works as the canvas. In short, it's like 'drawing' with wool. After a brief consultation with the students, it was decided that students would be free to choose their subject, as you can see from the photos. We have some beautiful abstract pieces as well as nature, landscapes, food items, popular characters and of course a soccer field! The process is mesmerizing and quite relaxing, once the right technique is used. Although some band aids were needed and quite a few needles broke, students enjoyed the challenge! Next week some students are going to try some 3D felting, under the supervision of Ada, who has had experience with this medium.



STEM

This term, **Grade 3/4** students are learning computer programming using the educational platform, Scratch. Our first few weeks of term were consumed with setting up accounts and establishing how to use the platform but now we are up and rolling and ready to create some really cool games and animations. Soon we will be combining Scratch programming with an electronic invention kit called Makey Makey. The students will be able to use the Makey Makey to turn everyday objects into touchpads, which they can use to move a Scratch character and communicate commands.

Last week, we explored basic circuitry and conductivity by making 'squishy circuits' out of conductive and insulating dough. Whilst a few batteries were 'fried' 'in the name of science', the students quickly came to understand how a basic electronic circuitry works, lighting up their little play dough figures.



This term, **Grade 5/6** students are exploring the use of special effects in film and theatre. The topic commenced with a focus on levitation and the students attempted to make a 'Back to the Future' inspired hover board using magnetic repulsion and Lego. Next, we explored special effects make-up by making a 'fake wound' using fake blood, cocoa powder, tissues and glue. As expected, the students were pretty enthusiastic about this task and took it to the next level with their wonderfully gross looking self-inflicted gashes.

Last week, we investigated mechanical special effects; in particular the use of wire rigging for creating the effects of flying, levitating, and jumping. The students created their own rigging systems for toy figurines out of fishing wire and clips/pulleys. A couple of the figurines even 'commando jumped' out of the window, paying Trevor a visit in his office directly below the STEM room.



One of the most important things we can do to slow the spread of coronavirus (COVID-19) in our community is to stay at home when we are unwell, even when we have the mildest of symptoms.

What you need to know

1. If a child is unwell, even with the mildest of symptoms, they must stay at home

If a child becomes unwell during the day, they must be collected from school/early childhood education and care (ECEC) as soon as possible.

2. If a child has any of the symptoms of coronavirus (COVID-19) outlined below, however mild, they should get tested and they must remain at home until they receive their results:

- fever
- chills or sweats
- cough
- sore throat
- shortness of breath
- runny nose
- loss of sense of smell or taste.

In certain circumstances headache, muscle soreness, stuffy nose, nausea, vomiting and diarrhoea may also be considered symptoms.

For further advice:

- call the 24-hour coronavirus (COVID-19) hotline 1800 675 398
- call a general practitioner
- use the Department of Health and Human Services (DHHS) [online self-assessment tool](#).

Visit: [Where to get tested](#).

3. A child must stay at home until they are symptom free, even if their coronavirus (COVID-19) test is negative

If a person has tested positive for coronavirus (COVID-19) they must isolate until they receive clearance from the Department of Health and Human Services. Read the [What to do if you've tested positive for coronavirus \(COVID-19\) factsheet](#) (PDF) for more information.

If a person is a close contact of someone who has tested positive for coronavirus (COVID-19) the Department of Health and Human Services will get in contact to tell them they are a close contact of a person who is confirmed to have coronavirus (COVID-19). A close contact must quarantine at home. Read the [What to do if you have been in close contact with someone with coronavirus \(COVID-19\) factsheet](#) (Word) for more information.

For information on the minimum periods students and children need to stay at home for other conditions, refer to the [DHHS school exclusion table](#).

4. Children do NOT need a medical certificate before returning to school/ECEC

Once symptoms have cleared, there is no requirement from the Department of Education and Training or DHHS for children/students to have a medical certificate before they return to school/ECEC.

Thank you for your support in following these steps, together we can all stay safe.





Helping Children Manage Change.

Supporting Children’s Transition to School

With the many changes that children have faced this year, we invite you to join a panel of education professionals for this live webinar.

We will explore ways you will be able to support your child as they journey towards their transition from Kindergarten to Primary school.

- Linda Davison – Early Years Professional
- Wendy White – Primary School Principal
- Bonnie Thompson – Children’s Services Director
- Anita Siassios- Department of Education
- Jessica Calleri – Speech Pathologist, Merri Health

Event details

When: Tuesday 10 November

Time: 7pm - 8.30pm

Register: moreland.vic.gov.au/parent-information

If you have any questions you would like the panel to address on the evening, please email them to ecc@moreland.vic.gov.au by Wednesday 4 November.