

TERM
FOUR



Brunswick South PRIMARY SCHOOL

imparare insieme ♦ creare insieme ♦ vivere insieme

WHAT'S INSIDE

LE NOTIZIE DI TREVOR . GRADE 3/4.
GRADE 5/6. P.E. BSPS NOTICES.
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Sibling
enrolments for 2018
are now due



20 October 2017, issue 15

NEWSLETTER

CALENDAR DATES

OCTOBER

THUR 26 Foundation Transition Session 1 (2018 families)

FRI 27 Ciao Down Friday

FRI 27 OSHC Fundraising and Parent Engagement Event

MON 30 - WED 1 NOV - Grade 3/4 Camp Wilkin

MON 30 - Getting organised for Transition to Secondary
School - Grade 6

NOVEMBER

MON 6 - Student Free Day

TUE 7 - Melbourne Cup Day - Student Free

ASSEMBLY TIMETABLE

FRI 27 OCT- GRADE 3/4

FRI 10 NOV - GRADE 1/2

SCHOOL COUNCIL

President Gabrielle Marchetti
Vice President Monique Dawson
Treasurer Jeremy Schreurs
Community Gabrielle Marchetti
Building and Grounds Geoff Cope

OSHC Monique Dawson
Policies Marg Weymouth
Community Partnerships Monique Dawson
Members Tim Schork, Sara Rossen, Sarah Moon
DET Marg Weymouth, Trevor Strolla

www.brunswicksouthps.vic.edu.au

That's a wrap!

What an amazing performance from everyone involved in our production last Thursday and Friday night. Our students showcased their theatrical talent and their language skills – leaving the audience in awe at how marvellously it all came together.

A special grazie mille goes to Daniele for his tireless work writing, directing and producing Il Circo A Brunswick. Each year we are treated to such a high standard of production and this year was certainly no exception! Of course a job so big cannot be done alone and Daniele has been supported by a dedicated team of teachers, parents and students this year;

- ◆ **Anna Robinson** – Music Composition & Arrangements
- ◆ **Francesca Di Muccio, Colin Masters & Kylie Riddell** – Music Assistants
- ◆ **Fiona Figliomeni** – Costume Designer
- ◆ **Katharine Davies, Jacob Williams & Sarah Kreigler** – Props Designers
- ◆ **Atalanti Dionysus, Arnold Norris, Michael Loftus-Hills, Anton Harrison-Kern & Nicholas Fernandez** – Video Production Crew
- ◆ **Luke Flood** – Graphic Designer
- ◆ **Clare Harding** – Merchandising
- ◆ **Antonella Ursini** – Stage Assistant
- ◆ **Alan Brough & Jacob Williams** – Light Technicians

- ◆ **Melania Sannino** – Language Assistant & Assistant Director
- ◆ A special thank you goes to **Fiona Figliomeni** and her Brunswick Circus Project activity group at Workskil for all those fantastic costumes!

It seems like only yesterday that we welcomed our Foundation students to BSPS and next Thursday (26th October) we will be welcoming our new group of students for their first 2018 transition session. We currently have 53 students enrolled for next year and this will ensure our enrolment strength over the coming years. Our Year 6 students have also begun their transition into Year 7 through the school-based 'Launch' program. This has been timetabled and allows our Year 6 students the opportunity to prepare for the transition ahead, as well as helping to calm some of the nerves!

This week Ivana and Nancy will be travelling to Canberra and attending the National Conference- Australian Teachers of Italian on behalf of BPS. We are also taking this opportunity for them to visit Yarralumla Primary School (an Italian Bilingual School). Building partnerships and networks with other schools is another strategy for us to build our practice at BPS which helps us to further improve what we do.

I came across an article online, and have shared it with our staff and wanted to share it with our community. John Hattie is Professor of Education at Melbourne Educational Research Institute at University of Melbourne and in this short article he dispels some common educational myths. What was fantastic for us was that many of the items discussed are already things we do here at BPS. Have a read for yourself. It is at the back of the newsletter.

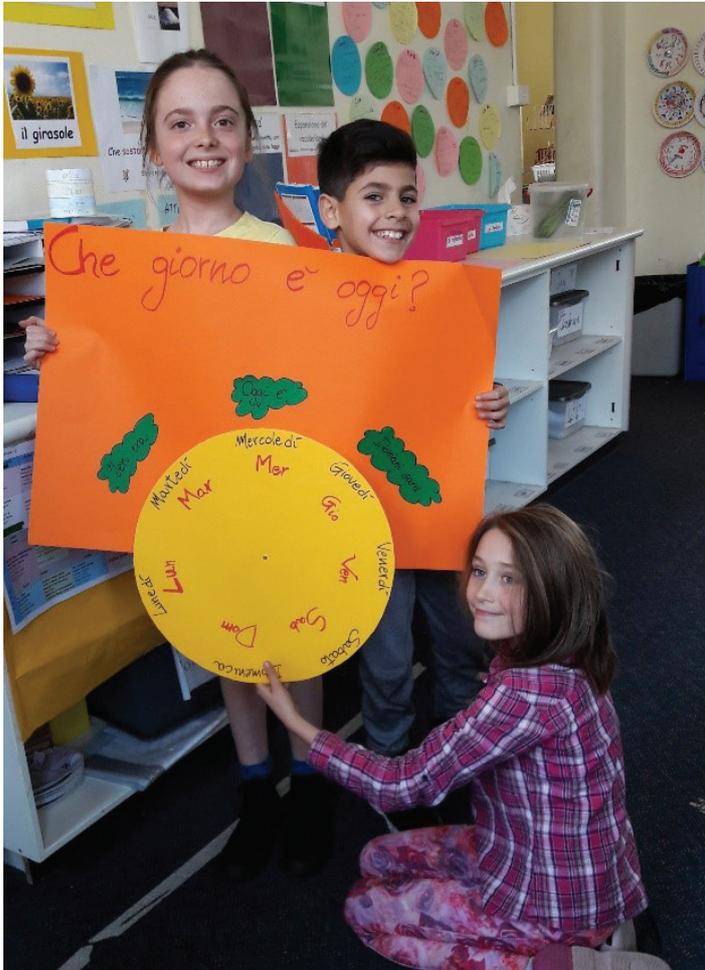
Have a great fortnight,
Trevor.

HANDS-ON ACTIVITIES IN ITALIAN

In Italian, we are exploring our learning through hands-on activities. Thanks to our language assistant Melania we have new resources helping us to revise the days of the week and investigate the relationship between past, present and future.

Join us saying "oggi è lunedì, ieri era domenica, domani sarà martedì".

GRADE 3/4



DIVISION IS SHARING, SHARING IS CARING!

In maths we have been exploring divisions. Working in teams we have been learning the importance of sharing equally. We have played games such as "Grouping" and "Oreo divisions" in order to revise of multiplication facts. We have shared equally some pasta and cooked it! Yum!



BACK STAGE. BY MATTY CARUANA 3/4

I was back stage at the production. We had to move props around and it was really fun. We helped 3 classes get ready to go on stage. All the kids going on stage were very nervous. We could see the crowd from behind the curtain. I felt really confident because we got to do a practice run at the rehearsal during the day. Everyone did a great job.



PHYSICAL EDUCATION

Congratulations to those who attended and participated in Regional Athletics.

Congrats to George Wheeler who qualified for regional Aths in the 100m sprint and shot put. Also well done to Oliver Adams, Ethan Hall, George Wheeler and Aidan Turnbull who qualified for regionals in the 4x100m relay.

Well done to Otto Hawthorn who came 3rd in the 1500m sprint, and the 11 year girls 4x100m relay who got through to the second heat.



PERFORMING ARTS

Well, what a fantastic and energetic start to the term!! I hope you enjoyed the production as much as the students and I did.

I would like to express my gratitude to a number of people who have been supporting the idea of this year school production, and have assisted me in the planning, organising and staging of it. All the people listed below have been involved in some way in bringing to life my idea and vision for the show.

My thank you goes to: Trevor Strolla, Marg Weymouth, Mary Glendza, Sanae Arnavas, Des Tona and ALL the teachers at Brunswick South Primary school for the support they provided me during the past term at school.

To Fiona Figliomeni, Nancy Cozzo, Rouada El-Hajja, Luke Flood, Claire Harding, Jacob Williams, Sarah Kriegler, Alan Brough, Melania Sannino for not giving up during the times of uncertainty, when things didn't turn out as was expected. Your creativity, resilience, problem-solving abilities, flexibility and sense of responsibility have been key in helping me stage the show.

On stage and in the emotion of the moment I forgot to thank a number of people and I apologise for my shortcomings. I would like to thank the following people for their wonderful work and their immense help on both nights of the production.

Katharine Davies: for sourcing, creating and assembling most of the stage props. Katharine and I have been collaborating for four years and she has been a true asset in the production team. Thank you Katharine!

The video production crew: Atalanti Dionysus, Arnold Norris, Michael Loftus-Hills, Anton Harrison-Kern and Nicholas Fernandez. Thank you so much for your professional approach and for providing your time, knowledge and skills during both nights. Welcome Nicholas, and thank you for coming on board. Having collaborated with Atalanti, Michael and Anton for the last four years, I know you will produce a memorable artefact for both students and parents/carers. Thank you to all of you!



Antonella Ursini: for helping me move a multitude of young people at the theatre from A to B and back. This was Antonella's first year and she certainly did a great job. Thank you Antonella!

Annette and Adam Woodward: for transporting with care all props, instruments and costumes to and from the theatre. Thank you!

I hope to have the opportunity to collaborate with you all again in the future.

Last, but not least, I would like to extend my thank you to the whole school community for coming together, as one audience, on both nights of the production. As a naturalised Australian I have heard people reciting an old saying that has stuck in my mind and upon which I often reflect upon. It says: You need a village to raise a child. Well, in my eyes you are the exemplary village.

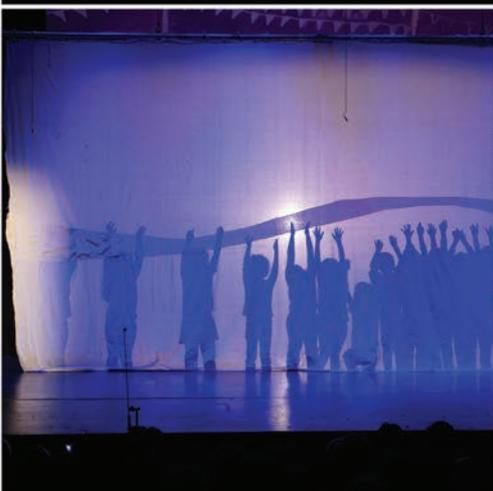
Finally, photos of the production will be posted on the school website and downloadable free of charge. The DVD will take a little bit longer and is set to be sensational!!

Grazie mille a tutti

Daniele Vitali

IL CIRCO A BRUNSWICK





FESTA ITALIANA 2017

Italian day was a treat for all. With the help of Jill and her fantastic team from Bigpocket we all made wonderful tagliatelle, yes, even the teachers, which we took home to share with our families.

We called out to our inner artist and worked on the Mona Lisa, adapting her to some very interesting and sometimes hilarious makeovers. Everyone was treated to pizza and gelato for lunch and in the afternoon we all participated in the slap stick antics of La Comica's Mangia Banana-Mission Gnocchi!

Grazie a tutti per una bellissima giornata!



Professor John Hattie has looked at thousands of studies involving millions of students to analyse a number of myths versus reality in regards to teaching and learning outcomes.

Myth: Teaching at private schools is better than teaching at public schools

Reality: Professor Hattie says research suggests this is not true. When it comes down to the quality of teachers, it's very, very hard to find evidence that there is any major difference between public and private schools in terms of the growth, the value that teachers add. In fact it's almost a myth to believe they're that different. You get some of the best teachers in Australia in some of our poorest school areas. What really matters is good leadership within a school, and how teachers are selected and developed, no matter whether it is private or government.

Myth: How much you spend on your child's education equates to how well they will do at school

Reality: Evidence shows that it is the quality of teaching that matters most. Professor Hattie says parents can choose schools, and choose to pay private school fees, but they can't choose their child's teachers. There is no linear relationship between what you might spend on a child and the education outcome for the child.

Myth: Homework is a necessary evil

Reality: Meta-analysis has shown that the amount of homework a student does in primary school has no effect on student achievement or progress. The research is not saying that there should be no homework, but if schools are going to set homework (which many parents expect) then the focus should be on the type of homework given. Homework does have more effect on results for secondary school children, but generally students are given way too much. A short time spent practising what was taught that day can have the same effect as one or two hours of study. Professor Hattie says what happens in the classroom is what matters most. Five to 10 minutes practising what was taught at school that day has the same effect as one to two hours studying something different. The worst thing you can do with homework is give young kids projects to do.

Myth: Reducing class size leads to better outcomes for students

Reality: Reducing class size can enhance student achievement but generally the effect is only marginal. What really matters is that the teacher is effective and having an impact, no matter what size the class is. Professor Hattie says the preoccupation with class size is an enigma; what's really important is that the teacher learns to be an expert in their own class, no matter what size it is.

Myth: We should be happy if our children are 'doing their best'

Reality: Not so. Professor Hattie says telling a student to 'do your best' is the worst thing a teacher or parent can do. Some of the most effective learning happens when teachers ask students what they predict their results will be before a test. Upon establishing a student's expectations of their own abilities, a successful teacher will challenge them by saying they can do better. What a student achieved yesterday should never be okay tomorrow.

Myth: Teachers should be experts on their subject and do most of the talking in class

Reality: Most teachers talk between 80 and 90% of the time during a lesson. The research has shown that students are more engaged and learn more when teachers talk around 50% of the time, or even less. Evidence shows that children can learn very effectively from their peers; when another student explains concepts to them. The best teachers encourage their students to be active and engaged in the classroom, exploring ideas, and not just passively listening.

Myth: Wearing a school uniform has a positive impact on students' results

Reality: Research has found wearing a uniform has no impact at all on educational outcomes. Professor Hattie says conversations about school uniforms are distracting; it doesn't matter if uniform is compulsory or not as it makes no difference whatsoever to student achievement. A school should decide whether they want to enforce a uniform or not but waste no further time debating it.

Myth: Academic achievement of secondary school students is better at single sex schools

Reality: Professor Hattie says research has found that co-educational school students perform the same as single sex schools.

Myth: Extra-curricular activities distract and diminish school performance

Reality: Professor Hattie says extra-curricular activities are actually powerful in terms of helping children learn. The best predictor of health, wealth and happiness in adult life is not academic achievement at school but the number of years schooled; extra-curricular activities can be a fun and inviting way to get children to enjoy school and want to spend more time there learning.

Myth: TV has a negative effect on a child's learning progress

Reality: Not directly. Professor Hattie says the problem with a child watching too much television is that it stops them from spending that time learning in more productive ways, such as by reading or developing their communication and relationship skills.

Myth: A child's birth date can have a negative impact on learning

Reality: Professor Hattie has found that the date which a child's birthday falls in the school year has an effect on their progress initially, as there is a big difference in the ability of a child who is 5 years 1 month and one who is 5 years 11 months. However, no difference is found after two to three years of schooling. What has a more dramatic effect on a child's academic achievements is whether a child makes a friend in their first month at school.

Myth: Children Learn Best When They Discover Things On Their Own

Reality: The idea that children learn best when they discover things on their own is well entrenched in the minds of many educators – but it is a myth. Professor Hattie says this theory is not based on evidence. Research shows that when teachers actively teach kids, they have more than three times more effect on students' results than when simply facilitating learning. While we want our students to become free-thinking, independent citizens leaving them to learn independently is not the way to do this.

Myth: Children Learn More When They Have Control Over Their Learning

Reality: This is another popular theory that has no grounding in evidence. It's called student-centred learning and Professor Hattie says it has been blindly accepted by many educators as a good idea. Rather than having the teacher decide what students will learn, advocates of student-centred learning believe that you need to be guided by students' interests. The idea is that giving students choices about what they learn helps them to learn more effectively. It doesn't! Research shows that giving students control over or choice about what they learn has absolutely no impact on their subsequent results. Interestingly, giving students choices about trivial things (e.g. what colour pen to write in) does have small but positive effect on student outcomes.

Myth: Special Diets Help Behaviour

Reality: Many parents and teachers believe that certain foods lead children to misbehave. One common belief is that sugar leads to hyperactivity and subsequent misbehaviour. Professor Hattie says a review of 16 double-blind, placebo-controlled studies investigating the link between sugar and hyperactivity found that no such link exists. Rather, the misbehaviour of some children can be attributed to parental (or teacher) expectations, the child's expectations (many children have been told that sugar makes them hyperactive), an externalised locus of control and parenting. Another common belief is that food additives cause higher levels of hyperactivity in some children. A review of meta-analyses on the topic, showed that there is little if any link between food additives and how children behave in the classroom.

Myth: Teachers need to soften criticism with praise

Reality: While giving students positive reinforcement is important, Professor Hattie says coupling critical feedback with praise negates the impact the feedback has on improving student learning. Teachers should work to create a positive, nurturing environment so that students trust their teachers and set high expectations. However, critical feedback should be delivered with a different tone so students understand the importance of improving their work.

Myth: Teachers need deep content knowledge to be effective

Reality: Some reform initiatives focus primarily on ensuring teachers have deeper content knowledge, particularly in secondary subjects. Yet most teaching today occurs at the surface level, so in-depth subject knowledge is not as influential as many believe. It is only when there is the right mix of surface and deep learning does content knowledge matter. Expert teachers use their content knowledge to make meaningful connections between concepts by using students' prior knowledge and adapting lessons to meet students' needs.

Myth: Repeating struggling or immature students accelerates their learning

Reality: Professor Hattie says repeating a grade actually has a negative effect on student achievement (at every age) and is correlated with negative social and emotional adjustment, behaviour and self-concept. Research has shown that struggling students who progress to the next grade often out-perform their peers who have repeated. It should be noted though that academically gifted students who are accelerated forward in a school tend to do well both socially and academically. Research has shown that academically gifted students have more social problems when they are not accelerated.

Myth: Ability grouping is effective

Reality: Professor Hattie says many educators believe grouping students by ability allows teachers to customise learning to students' learning pace. However the opposite is true – it has little impact on achievement. The greatest negative effect is that students from minorities are more likely to be in the lower ability groups and such equity issues should raise major concerns.

<https://www.slrc.org.au/dispelling-educational-myths/>



SUN SMART POLICY

Brunswick South Primary School

Policy	Review Date	Responsible for
Implementation Date	October 2018	Review
October 2015		Policy Subcommittee

Rationale

This policy applies to all school activities on and off site.

A balance of ultraviolet radiation (UV) exposure is important for health. Too much of the sun's UV can cause sunburn, skin and eye damage and skin cancer. Sun exposure in the first 10 years of life is a major factor in determining future skin cancer risk. Too little UV from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles, and for general health.

Aim

By implementing a SunSmart Policy, BSPS aims to:

- ensure all students and staff have some UV exposure for vitamin D
- encourage the entire school community to use a combination of sun protection measures whenever UV Index levels reach 3 and above
- work toward a safe school environment that provides shade for students, staff and the school community at appropriate times
- assist students to be responsible for their own sun protection
- ensure that families and new staff are informed of the school's SunSmart policy

Brunswick South Primary School staff accesses the SunSmart UV Alert at sunsmart.com.au to find out daily local sun protection times to assist with the implementation of this policy. Staff use a combination of sun protection measures for all outdoor activities from September to the end of April and whenever UV levels reach 3 and above, the level that can damage skin and eyes.

Implementation

Shade

- A shade audit is conducted regularly (The Environment Sub Committee) to determine the current availability and quality of shade.
- The school council makes sure there is a sufficient number of shelter s and trees providing shade in the school grounds particularly in areas where students congregate during lunch, outdoor lessons and outdoor play.
- Teaching staff considers peak areas of UV exposure and the availability of shade is considered when planning excursions and all other outdoor activities.

- In consultation with the school council, shade provision is considered in plans for future buildings and grounds.
- BSPS staff encourages students to use available areas of shade when outside.
- Students who do not have appropriate hats or outdoor clothing are asked to play in the shade or a suitable area protected from the sun.

Hats

- BSPS requires all students and staff to wear hats that protect their face, neck and ears, i.e. legionnaire, broad brimmed or bucket hats, whenever they are outside. Baseball or peak caps are not considered a suitable alternative

Sunscreen

- Unless specified otherwise, all student and teachers are required to apply sunscreen whenever UV levels reach 3 and above
- Parents wanting children to wear sunscreen can supply appropriate sunscreen. Students are responsible for applying their own sunscreen.
- Sunscreen will be applied by students at least 20 minutes before going outdoors and reapplied every two hours if outdoors
- Strategies are in place to remind students to apply sunscreen before going outdoors (e.g. reminder notices, sunscreen monitors, sunscreen buddies).
- Students with naturally very dark skin can, with parental consent ask to be exempt from wearing sunscreen to help with vitamin D requirements

Staff OHS and Role modelling

As part of OHS UV risk controls and role modelling, when the UV is 3 and above BSPS staff and families and visitors participating in outdoor school activities:

- Wear sun protective hats, clothing and sunglasses when outside
- Apply SPF 30+ broad spectrum, sunscreen
- Seek shade whenever possible

Curriculum

- Teaching staff includes programs on skin cancer prevention and vitamin D in the curriculum for all year levels.
- BSPS regularly reinforces and promotes SunSmart to the whole school community through newsletters, parent meetings, staff meetings, school assemblies, student and teacher activities and on student enrolment.

Alignment with related school policies

- OHS policy

Ratification and implementation

This policy was ratified in 2015.

COMMUNITY NOTICES



FUNDRAISING FOR YOUR SCHOOL



Try us out
at a Trial Week!

B2S Fitness is a unique fitness program that enables parents to fundraise for their school while spending active time with their kids, getting to know their community and getting fit.

Sessions are run at the school, by qualified Personal Trainers, at times tailored to meet the needs of busy parents and 10% of fees go straight back to the school fundraising account, adding average of over \$2000 a year to the bottom line!

WW.B2SF.COM.AU



How can I get involved?

- Like us on facebook and instagram
- Tell us what times you like to exercise!
- Tell us what type of exercise you enjoy!
- Book into a session and trial us out
- Encourage your friends to join you at a session (its easier with a mate!)
- Post about us in your facebook school and local community groups

EAST COBURG COMMUNITY HOUSES PROGRAM

PH: 9913 5472

32 NICHOLSON ST, EAST COBURG



KIDS SEWING CLASS

SLOV

WORK WITH FIONA THE COSTUME CREATOR FOR THE
BRUNSWICK CIRCUS PRODUCTION

YOUR CHILD WILL LEARN THE FUNDAMENTALS OF
SEWING AS YOU MAKE YOUR OWN PIECE, INCLUDING CARE
AND USE OF SEWING MACHINES, SEWING STRAIGHT LINES,
CORNERS AND CUTTING

FOR ENQUIRIES & BOOKINGS PLEASE USE OUR WEBSITE
eastcoburgch@moreland.vic.gov.au