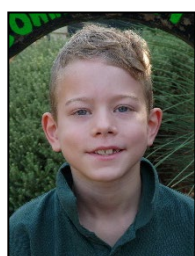




Student of the week



Equipping, Inspiring, Belonging

BPS -Equipping for the future, Inspiring to make a difference & Belonging in the present.

CHOOSE YOUR
ATTITUDE

The only thing any of us really controls in this world is our choices. When you take responsibility for how you react to what life throws in your path, you gain tremendous personal power. *You* Choose Your Attitude, not the other way around.

FISHphilosophy.com

FISH!

PLAY

Engage everyone around you with fun in mind. Play with ideas. Play with customers. Play with coworkers. Make the experience fun for them.

FISHphilosophy.com

FISH!

Back in full swing

Student of the Week

Lower Division

Week 4 – Oliver M – great work with his number talk.

Week 5 – Roman S – trying really hard in art and spending a lot of time on his attention to detail.

Upper Division

Week 4 – Sarah N – great work effort at home.

Week 5 – Zarah H – positive attitude.

Home Reading

50 nights – Hayden R, Xavier M, Bailee D

75 nights – Hayden R, Hunter M, Georgia P, Noah B, Lily C, Heidi D, Matilda McD, Mitchell S, Chloe R, Jack K, Valentina M

Upcoming Dates for your Diary

Mondays - Hot food



MAKE THEIR
DAY

If you always give people more than they expect, you will make their day every time.

FISHphilosophy.com

FISH!



BE THERE

The FISH! Philosophy is a language. It helps people communicate how they are *being* with each other, and opens the possibility of honest, authentic communication.

FISHphilosophy.com

FISH!

Being fair shows you care – FISH! for life

Broken Crystal Ball

My apologies for the intro to our last newsletter. I could not have been more incorrect, after having little information provided and expecting no change to learning from home, the media announced to us we would be skipping a couple of phases and full time face to face teaching and learning was to occur very, very quickly. I hope that my poor predictions did not cause anyone any inconvenience.

Wow- first week back at full time teaching and learning has come and gone so very quickly! Thank you to those of you who have already been able to provide feedback on the kid's progress during the learning from home phase. It is a requirement of the amended Semester 1 student progress reports. If we haven't yet had chance to discuss the progress with you, and you prefer not to fill out the hard copy, please call the school to arrange time to chat, or return your written copy as soon as you can. I am also spending time one on one with all of the kids to get their feedback. You will find attached to this newsletter a hard copy of a Learning From Home PROCESS survey, that was also posted to Skoolbag yesterday (just in case you prefer that method of responding) Apologies for the amount of correspondence around this, but to ensure we have plans in place should we ever have to move to learning from home again - we are ready to effectively support our community.

Student Welfare

The surveys about student progress and the learning from home process are important, but the greatest feedback I am after may not be something that you are willing to commit to in a general survey. Although we have all tried to keep to regular routines and to shield our kids from the effects of the pandemic the world is experiencing, it's not always easy to know how the kids have interpreted anything they have seen or heard or in fact, what they may have seen or overheard. For some of our kids the learning from home period may have the very least been a disruption from seeing their friends, for others it may have been a closer than usual attachment to home, or an aversion to returning to school. You may even see changes to behaviours, actions and reactions. I am in no way a qualified child psychologist or psychiatrist, so it would be inappropriate for me to give any specific advice, but as a teacher I would encourage you to keep a quiet eye out on your child, perhaps even attempt to engage them a little more than usual about the events of their days or how they are feeling - just to see if you notice any changes. For many kids there will be very little to no emotional impact but on the off chance that you have any questions or concerns about your child's actions reactions, attitude or demeanour during or after the current changes to routine, please feel free to contact me or your child's class teacher to arrange a time to chat.

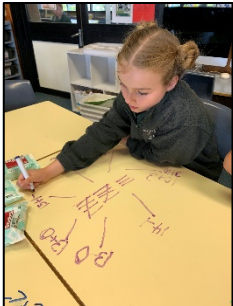
Safe Practices at School

Although it has been deemed that kids are safe at school and are not required to observe social distancing at school, we are attempting to keep the momentum alive in respect of safe personal distancing and hygiene practices. Children should be discouraged from sharing items such as hats, pencils, rubbers, glue sticks and from remaining inside someone's personal space. Children should be aware no high fives, braiding each other's hair, hugging or contact games. As we are seeing cases of COVID-19 rise and creep into more rural settings - even though they are in other states, we still need to remain vigilant. We continue to provide plenty of soap and spray heavily used areas with disinfectant regularly, the personal actions of individuals can certainly have the largest impact on infections, not just of COVID19 but colds and flu as well. Games involving impact are also discouraged until further notice.

Old Furniture

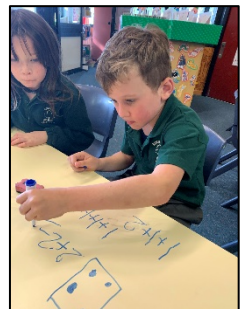
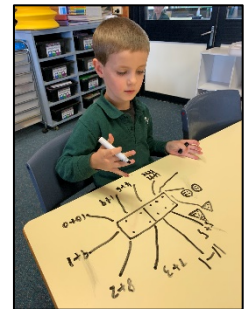
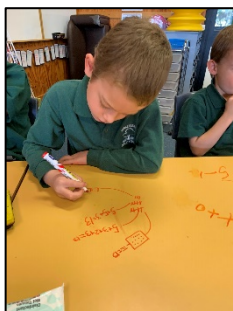
We are in the process of clearing one of our storage containers of some excess furniture. Old school desks, some old plastic chairs and some office furniture is available. If I remember I will list some pics in the newsletter, but if I forget, you can call me to arrange to come in after school one afternoon and have a look to see if you are interested in anything on offer.

K-2 news



It is so great having the k-2 students back and getting back into some sort of normality.

Something I noticed with the 'home learning packs' was that the number talks were really starting to evolve and expand. So we jumped straight back into our number talks but with a twist. Instead of working through them on the board or on our paper, we wrote them on the desks. Each year level was given a visual representation of a number (e.g. tally marks, tens frames, domino face) and they had to write all of their working on their desks. Then the students did a walk of the room, reading some of the other methods their classmates had used. They were given the opportunity to also add their own strategies to their peer's tables. It was amazing to see them all working hard sharing their knowledge.



Just a reminder about Home Readers- As we attempt to get back into a routine please bring readers in everyday, signed by an adult. It is the only homework the kids are asked to do. Miss Hanns

Big Class news

Well we have had a full week back and the children have settled back in remarkably well. I did discover however that 'snacking whenever you want' was going to be sorely missed. The kids have enjoyed being back together and have been loving their time playing games, sport and building a mega cubby.

Last week I spent time with each of the children to talk about their ANZAC Biographies. I was impressed with their enthusiasm to share the stories of their chosen soldier. It was great to see so many of the children's own ancestors represented. The stories will be kept in a folder and be available for the children to share and read. Assignment feedback sheets were given out to everyone on Friday.

Please ensure the children come to school prepared - in particular glue stick and rubber. These are the only items we require you to purchase. Both are available to buy for a nominal price from the office. Keep smiling 😊 Mrs Faulkner

Student Leaders report

Hello Fletcher here, we've started the second week of being back to school after the isolation. Everyone is happy to be back. Today we've got pie orders, on every Monday we have pie orders you can order party pies, large pies and sausage rolls but the pie orders have to be handed in on Friday. Our school is getting new wicking garden beds that will be put together in the next few weeks. Wicking beds are garden beds that are watered from the bottom of the garden bed so there's no problem with all the water going everywhere and preventing weeds from coming through but we're getting concrete being put down under the wicking beds, the wicking beds will be put on the south side of the office. This week the big class will be finishing our Covid-19 posters. The

Covid-19 posters are about what life was like in isolation and what good came out of isolation. Our Covid-19 posters will be put in the library for all the smaller generations so they can see what happened in 2020. Also Monday, Tuesday and Wednesday we will have Mrs Williams teaching us. On Thursday and Friday Mr Faulkner will be teaching us unless he has a meeting because Mrs Faulkner will be away for the entire week. That's most of the things we will be doing this week thank you for reading this week's student report. Fletcher G

Applying for Year 5 entry to an opportunity class in 2021

Application website **opens**: Tuesday 9 June 2020.

Application website **closes**: 5pm, Friday 26 June 2020.

Opportunity Class Placement test sat: Wednesday 16 September 2020

You **must apply online** at: education.nsw.gov.au/public-schools/selective-high-schools-and-opportunity-classes/year-5



FREAKY FACTS

Bananas are berries... and strawberries aren't!

Avocados are fruit.

Raspberries are a member of the rose family.

Broccoli contains more protein than steak.

Giggle Spot

I was struggling to figure out how lightning works, but then it struck me.

I've been to the dentist many times so I know the drill.

A boiled egg every morning is hard to beat.

A bicycle can't stand on its own because it is two-tired.



QUOTE OF THE WEEK

"Nothing is particularly hard if you break it down into small jobs." – Henry Ford



Happy Birthday to these recent and up coming party goers.

25 May

Valentina M

26 May

Tyler H

30 May

Pippa M

8 Jun

Matilda McD

10 Jun

Ethan B

19 Jun

Georgia P

22 Jun

Oliver M

26 Jun

Hamish H

28 Jun

Joe P



2020 school term dates

Term 1 29-1-20 - 9-4-20

Term 2 27-4-20 - 3-7-20

Term 3 20-7-20 - 25-9-20

Term 4 12-10-20 - 16-12-20

Mr Faulkner

1 June 2020

Supporting Early Learners at Home K-2

Everyday Mathematics at Home

Parents can give their young children a boost in learning mathematics by noticing, exploring and talking about maths during everyday activities at home or out and about in your community.

Parents play a key role in helping their children learn mathematics concepts involving time, shape, measurement and number.

What parents can do to promote maths at home?

Discussing and exploring mathematics with children requires no special resources, just your time and some simple objects that can be found around the house.

Possible activities include:

1. Comparing objects and describing which is longer, shorter, heavier, or holds less.
2. Playing with and describing 2D shapes and 3D objects.
3. Describing where things are positioned, for example, north, outside, behind, opposite, under, left.
4. Describing, copying, and extending patterns found in everyday situations e.g. repeating pattern in a beaded chain, increasing and decreasing pattern in a picket fence.
5. Using time-words to describe points in time, events and routines (including days, months, seasons and celebrations).
6. Comparing and talking about the duration of everyday events and the sequence in which they occur.
7. Saying number names forward and backward in sequence to ten (and eventually to 20 and beyond).
8. Using numbers to describe and compare collections e.g. counting toys collections and comparing larger and smaller quantities.
9. Playing dice games that encourage children to automatically recognise dot patterns.
10. Showing different ways to make a total (adding groups of objects together) e.g. adding forks and knives on the table.
11. Matching number names, symbols and quantities up to ten.



Jeralee Brown – Instructional Leader

Supporting Early Learners at Home K-2

Developing Sight Word Knowledge

Why are learning sight words important for my child?

Sight words are very important for your child to master, because they make up around 75% of words children will come across in their reading material. As sight words appear with such high frequency in books we must support children to recognise them automatically. Most sight words cannot be sounded out, so memorising them is essential.

Knowing a bank of sight words will build your child's reading confidence. By increasing the number of sight words your child can recognise you are helping them to be more independent in reading without stopping to problem solve these common words. The chances are they will feel encouraged to read the book all the way through, focusing their reading effort on understanding the story and building their confidence as a reader.

Where can I get a list of sight words for my child?

The best place to find a list of sight words for child is with your classroom teacher. They will know where your child is up to and guide you on what words they need to learn next. Learning sight words is progressive and teachers start teaching smaller words, building up to larger words. So, before you start ask your teacher for the words your child needs to practice at home.

What can I do at home to help my child learn sight words?

Tips for setting up sight word practice routines:

- Write words onto cards in clear print.
- To build success only introduce a small number of words at a time 3 to 5.
- Words are recognised by sight, so flashing the word up for 5 seconds will allow them to build visual recognition and avoid sounding them out.
- Short sessions of 8-10 minutes are more productive than longer sessions.
- Set goals with your child and celebrate each success.

Most of all...have fun!!!

Here are some ways to make sight word practice fun for all!

Window Writing Fun

Children love this idea! Use a window marker to write sight words on glass surface like a window or sliding door. The writing comes off easily with a damp wipe! Have your child pick three or four sight word flashcards suitable to their level, flash the word, they say the word aloud, write the word, check the word. Repeat with next word.

Sand or Rice Writing

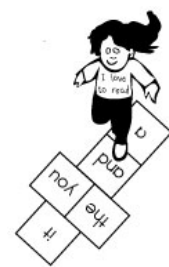
Use sand or even rice in a tray. Flash the word and have your child read it then write the word in the sand or rice, repeat with 3-5 words. Place a sheet of coloured paper on the bottom of the tray for a more visually appealing activity.

Sight Word Paper Cup Tower

Using paper cups, write sight words to each cup. Children must correctly say the word on each cup before they can place it on their 'sight word tower'. Challenge your child to create the tallest tower!

Sight Word Hop

Inspired by hop scotch, find a tiled area and write one sight word on each tile. Toss a marker onto a sight word, they must say each sight word as they hop on it to get to the marker. Repeat until they reach home.



Sight Word Memory

Write each word out onto card, making two cards for each word. Place cards face down and take turns to turn two cards. The child reads the words on each card turned and if they match they keep the pair. Increase the number of words as your child grows confident with recognising the words instantly.

Jeralée Brown – Instructional Leader