

Ballam Park PS Bulletin

2nd March 2022

www.ballamparkps.com.au

(03) 9789 5614



A MESSAGE FROM OUR PRINCIPAL - John Mace

The smiles that are getting out of cars, scootering, riding or walking through our gate each morning is truly gratifying. After nearly two years of onsite, remote, lockdowns etc. we are working towards consistency. Yes, there is some trepidation and anxious moments by some children, parents/carers (and staff) but that is to be expected. We all must have the patience to acclimatise to our new norm. I love greeting the children as they enter our school.

New Staff

With eight new staff members comes new ideas and many different experiences. These teachers and education support staff have come from a variety of schools that range from the other side of Melbourne to the Frankston area. It is an exciting time for so many reasons.

School Improvement

Teaching Partners - Differentiated Support for School Improvement (DSSI)

The first half of this year we are lucky enough to have one of three DET initiatives here at BPPS.

Teaching Partners is a Differentiated Support for School Improvement (DSSI) initiative, which provides a tailored response to school need. Teaching Partners work with schools across Victoria to support and develop instructional practice. The work of Teaching Partners is guided by each school's annual planning and the capacity building required to support the literacy key improvement strategies.

Teaching Partners work as part of a school improvement workforce with other teams to support an Area based strategy for school improvement. Teaching Partners support middle leaders, leading teachers and teachers to implement and monitor evidence-based practices drawn from the Framework for Improving Student Outcomes (FISO 2.0), the Literacy and Numeracy Strategy (LNS) and the Victorian Teaching and Learning Model (VTLM). They use their collective expertise to provide an agile response to the needs of schools.

Capacity building

Teaching Partners work with teams of teachers and leaders using evidence and data to inform practice and monitor student progress. Together they draw on a range of resources which scaffold critical reflection on instructional practice and build teacher expertise to meet student needs.

By working with teachers and leaders to build evaluative mindsets, initiative staff support a key competency for school improvement. When processes for continuous improvement are in place, schools are better able to sustain improvement efforts through cycles of implementation, monitoring and review of impact. Teaching Partners share practice and support teachers to use an improvement cycle to identify and respond to student learning needs.



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Healthier Identities

The Men's Project at Jesuit Social Services will present to staff, students and parents at Ballam Park Primary, Karingal Heights Primary and McClelland College on specific societal pressures on boys and the impact that these are having on people's wellbeing.

These sessions aim to encourage conversations among the school communities about healthier identities, respectful relationships and how we can all work together to improve the wellbeing of young people.

This is relevant for all people and we look forward to sharing useful, insightful and practical information for you to incorporate into your lives.

Following these sessions, school staff will have the opportunity to express interest in taking part in The Men's Project's **Modelling of Respect and Equality (MoRE)** program in early 2022.

The aim of this will be for staff across the three schools to collaborate on how to embed primarily, the prevention of violence and gender transformative work within their school communities.

*Please note that content includes references to topics such as violence, self-harm and depression.

The **'Parent Unpacking the Man Box'** Session is scheduled for ...

- ★ Wednesday, 23rd March 2022
- ★ 7:00 PM – 8:00 PM
- ★ Click this link to register — [Healthier Identities Webinar Registration via Eventbrite](#)
- ★ Watch this short video via the link below to give you a brief overview of the project

Exciting new project with MoRE

The rest of Term 1 and 2 will be focused on the MoRE training and community of practice.



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BSEM - Berry Street Education Model- What is it?

The Berry Street Education Model (BSEM) provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement. Our pedagogical strategies incorporate trauma-informed teaching, positive education, and wellbeing practices.

Many schools have taken part in BSEM training to address concerns including:

- teachers required effective strategies for student management and engagement to bolster positive behaviour
- students were confronting diverse and complex learning challenges
- teachers were facing significant professional and personal challenges to their own wellbeing when dealing with the diversity of student needs.

BSEM's unique approach is informed by the last 25 years of trauma-informed practice, positive psychology, and the science of learning research.

Growth of BSEM

More than 35,000 Australian teaching staff across more than 2000 schools have already experienced the training.

Ballam Park Primary School is undertaking this training to improve our teaching and learning. This is an important year as we need to get our students settled as quickly as possible.

We are getting better with every step we take as a team. We have already begun making subtle changes to processes and timetabling.

However, to support our students as they acclimatise to school, structure and social fairness, our staff must continue to adjust and learn how to support, guide and nurture our students to become a person who owns their actions and develops a strength of character for future, healthy learning.

**“Watch your thoughts, they become words.
Watch your words; they become actions.
Watch your actions; they become habits.
Watch your habits; they become character.
Watch your character; it becomes your destiny.”**

Frank Outlaw



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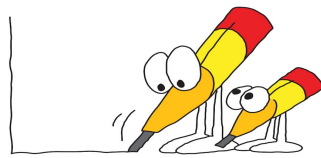
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ASSISTANT PRINCIPAL'S REPORT - Kirsten Edbrooke

Welcome to 2022 at Ballam Park Primary School! We have lots of new staff and new students ready to embrace this year, with the hope that it will be a more consistent year of schooling for all. It has been such a pleasure visiting classrooms and joining students in the yard in these early weeks of the year, seeing our students so happy to be back at school with their friends.

A key focus this year is to build a more consistent whole school approach to teaching and learning to ensure all students have the opportunity to maximise their learning and wellbeing.

The Science of Reading



Professional learning for teachers is vital in ensuring our instructional practice reflects the most up to date validated research and that we develop our knowledge to deliver lessons that demonstrate this growth. At the beginning of this year, all teachers, including the Principal Class and support staff, have received professional learning in '**Little Learners Love Literacy**' which is based on the science of reading.

This new learning has brought about a change in how we teach reading strategies in Foundation, Year 1 and Year 2. We have always taught phonics (letters and sounds) and phonological awareness, but the new key ingredient is using 'decodable' texts to support the development of these skills. A decodable text allows students to use the decoding strategy of 'segmenting and blending' the initial sounds of letters when encountering new words. These texts follow carefully sequenced 'stages'. Sounds and letters are grouped so children can apply this learning as they read carefully selected stories from the decodable texts. This eliminates 'guessing' words or memorising whole sentences based on the picture on a page, which has been identified as one of the major causes of reading difficulties. Decodable texts will be used in the classroom for guided reading, and as students demonstrate their sound/letter proficiency, a decodable text will become part of the home-reading routine.

All students will be supported at their point of need and advanced accordingly. The aim is to develop reading proficiency at the commencement of a child's learning and eliminate any practices that inhibit a child's ability to be a successful reader. Skilled reading is an essential skill for all curriculum areas, and we are working hard to ensure that these skills are highly developed in the Junior School.

If you are interested in more information, 'Little Learners Love Literacy' have more information on their website. I hope this provides more insight into how we are working to improve our teaching practices to ensure our students are continually achieving the highest possible standards.



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Mappen

Mappen is a resource we are using to support teachers to provide exemplary learning sequences using skills and strategies that support the development of learning in the 21st Century. Each term, the whole school will focus on a concept, and explore the concept with age appropriate inquiry questions.

Throughout Term 1, the whole school is investigating the concept of '**Community**'. Below are the questions students will inquire into:

Foundation	Year 1/2	Year 3/4	Year 5/6
Who is in my family and how are families different? How can I be a good friend to people in my community? How can I be safe and seek help at school or in an emergency?	What services are in my community? How can I use a map to navigate my community? Who in my community can help me in an emergency?	How did the First Peoples of Australia live before European settlers arrived? What were the causes and reasons for the journey of the First Fleet? What was the impact of the first contact between European settlers and the First Peoples of Australia?	What are the values of Australian democracy? What are roles of the levels of government in Australia? How are elections conducted in Australia? What are the responsibilities of leaders and followers?



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Teddy Bears Picnic

Friday 4th March



It is that exciting time of the year when teddy bears come out to help us celebrate the prep's first full week of school! So dust off your teddy bears and bring them along to the Teddy Bears Picnic this Friday!

Who: The whole BPPS school community (students, staff and parents/carers).

Where: The oval. Grade 6 students will sit with their buddies. Chairs and labels will mark the space.

When: Friday 4th March. Aim to be at the oval for a **1:15pm** starting time as students will pack up and head back to classrooms at **1:40pm** before going out to play at 1:45pm

What: A special time to sit and enjoy a picnic lunch together.

Bring: Picnic rugs, lunch, water bottles and teddy bears.

Why: To celebrate the Prep's first full of week of school and promote school engagement and wellbeing.

Questions: If you have any questions please contact the office.

Please note: Parents must check in at the office prior to moving to the oval.



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COVID Operations Guide - Victorian government schools

Victoria's Back-To-School plan

The measures set out in the Victorian Government's Back-To-School plan will ensure every possible effort is made to ensure staff and students are safe and that schools remain open.

The plan maintains the importance of the 3Vs:

- Ventilation,
- Vaccination *and*
- Vital COVIDSafe steps and introduces some new measures.

Rapid antigen testing

Free rapid antigen tests have been made available for all staff and students in Victorian schools throughout Term 1 2022. Rapid antigen testing will be voluntary for all primary, secondary and specialist school students and staff.

Category	Recommended rapid antigen testing schedule
Primary school staff and students	Twice weekly (school days) 1. Tuesday morning before school 2. Thursday morning before school

Parents/carers of students must report any positive test results to Ballam Park office and the Department of Health.

Managing a confirmed case of COVID-19 in schools

Students who report a positive result must isolate for seven days and not attend school during that period. Where a student is a household contact of a positive case (that is, they have spent more than four hours with someone who has COVID-19 inside a house, accommodation, or care facility) they must inform the school and isolate for seven days and not attend school during that period.

Principals must notify staff and the school community through a daily email (where applicable) when a student or staff member has (or multiple students or staff members) have returned a positive COVID-19 test result and had attended the school. The notification should include:

- Dates of attendance
- Affected group/cohort/year levels
- Any relevant extracurricular activities

The notification should be provided to all staff who attended the school during the period of attendance. For parents/carers and students, the notification can be provided to only the affected group/cohort/year level or to and can be provided the whole school.

Continued



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Scenario	Required actions for the staff member or student/family	Required actions for the school
A student tests positive to COVID-19, either through RA test or PCR test	Isolate at home or in private accommodation for 7 days (inclusive of weekends) and do not attend school during this period. Inform the school, that they have tested positive to COVID-19. A negative test is not required to return to school following completion of 7 days of isolation.	The school must always notify DET of positive student cases as well as notifying the school community that there has been a case at the school.
A student is a household contact or house-like contact*. <i>You have spent more than four hours with someone who has COVID-19 inside a house, accommodation, or care facility.</i> <i>Contact at school is not included in this definition, unless contact has occurred in a school-based residential setting, e.g. school camp or boarding school.</i>	Notify the school that they are a household or household-like contact. Students must quarantine for 7 days (inclusive of weekends) and must not attend school during this period.	No further action.
A student has been in contact with a case of COVID-19, including at school.	If asymptomatic , students should continue to attend school and monitor for symptoms. If symptomatic , all students must stay/return home, take a rapid antigen test, or get a PCR test if a rapid antigen testing kit unavailable. On receipt of a negative test result, the student can return to school. If students are too unwell to attend school, usual absence policies apply.	No further action. The school is not required to seek rapid antigen test results from the students or staff unless a positive test is returned.
Student has contracted COVID-19, completed their 7-day isolation period and is asymptomatic.	Students can safely return to school. They do not need to be tested if they have been re-exposed within 30 days of ending their self-isolation.	The school should confirm that the staff/student has completed their 7-day isolation period
Student has completed their quarantine period as a household contact and has returned a negative test result. However, during the quarantine period an additional member of the household has returned a positive result.	Student household contacts should quarantine for 7 days from the date of the first positive test of the household index case. Household contacts are not subject to rolling quarantine periods. If the index case remains in the household, or if subsequent cases are identified within the household, the quarantine end date for the close contact is unchanged. Students can safely return to school and do not require negative test documentation. Please note, if the student becomes symptomatic, they should get tested and not attend school.	No further action
Staff/student with a positive RAT (probable case) who receives a negative PCR test within 48 hours after the positive RAT	Staff/student can end their period of self-isolation period. They can safely return to school. Recommend that they notify school of negative PCR test result. If staff/students are too unwell to attend school, usual leave/absence policies apply.	The school will notify DET of the change in status of a student.

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Face masks

Please visit coronavirus.vic.gov.au for the latest face mask requirements.

For all school settings:

- Primary school staff will be required to always wear masks indoors.
- There is an exemption from this requirement if primary school staff are actively teaching and clear enunciation or visibility of their mouth is essential.
- Masks are not compulsory for staff outdoors, however they are strongly recommended if physical distance cannot be maintained, even outdoors.
- **Students in Grade 3 to Grade 6 must wear a face mask indoors, unless a lawful exception applies.**
- **Grades 3 to 6 students must wear face masks even if vaccinated.**
- **Grade 3 to 6 students are not required to wear masks outside, however they are strongly recommended if physical distance cannot be maintained or when students are not undertaking physical exercise (for example; masks are strongly recommended when classes are held outside). Staff in schools with both primary and secondary aged students must don face masks indoors when working in the primary education settings.**
- Everyone over 8 years old must wear a face mask when travelling to and from school on public transport, taxis or ride or share vehicles.
- Visitors aged 8 and above to schools that include Grades 3 to 6 must wear a face mask in all indoor spaces, unless a lawful exception applies.
- Students in Prep to Grade 2 are strongly recommended to wear a face mask indoors at school or an OSHC program.

There are [lawful reasons for not wearing a face mask](#), including for staff and students who are unable to wear a face mask due to the nature of their disability, medical or a mental health condition. **Parent/carers of a student/s who meet the criteria for an exception should provide their approval in writing for their child/ren to not wear a mask to the school.**

There is no requirement for a letter for a medical exception for not wearing a face mask from a medical practitioner.

Outside of lawful exceptions, schools should treat any deliberate and persistent non-compliance with the face masks direction as a serious matter. Usual school procedures for dealing with non-compliance with school rules should be followed, in the same way that school uniform enforcement is dealt with.

Breakfast Club!



Ballam Park Breakfast Club started up again on Monday and is fast gathering momentum.

It will operate from Monday to Thursday opening at 8.30 am and is located in the Breakfast Club portable at the rear of the school.

Students wanting to attend breakfast club will need to enter the school through the front gate.

From Monday 7th of March the front gate will open at 8:30 every day.

This is to accommodate the Breakfast Clubbers. All students will have access to the grounds.



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School Council Elections: Declaration

As you are aware, there were six parent category positions vacant on the school council. There were five nominations, this means that there wasn't any need to conduct an election. As a result the Parent Members of Ballam Park Primary School, School Council was automatic.

Special Council Meeting

We will hold a special council meeting to co-opt Community members. These positions cannot be voted in. At the moment we have two community members who have indicated they wish to be co-opted onto School Council.

I now call for members of the community willing to be co-opted onto school council.

We will hold this meeting at **TUESDAY 8th MARCH: - 5:00pm.**

First School Council Meeting of new committee

It is in this meeting that we elect office bearers. The principal will preside throughout this meeting.

We will hold this meeting at **TUESDAY 15th MARCH: - 5:00pm**

A school council must meet at least eight times a year, and at least once per school term. It is good practice to have two meetings per term.

BPPS Chaplain

Baden Harvey is our new Chaplain. Baden works at BPPS full time and is already well known amongst the staff and especially the students. He is experienced and has many skills to assist families and individuals. The term, Pastoral Care, can relate to more than just spiritual needs can help and support students from all religious backgrounds and cultures.

Community Engagement is his focus in the school. Baden will help in the following areas:

- Safety Plans
 - Any of the agencies that work with BPPS
 - Support Staff with urgent immediate incidents
 - Behaviour Support Plans
 - Class Crisis Management
 - Indigenous Support
 - Breakfast Club
 - Lunch Time Clubs
 - Staff and Student Wellbeing Programs
 - Regular Community Communications (Newsletter, assemblies, reports, etc)
 - Parent and Community Programs (Single Dad Programs, Info Nights, Workshops)
 - Liaising with families from different Cultural and Religious Backgrounds
 - School Pride
-
- If you wish your child to work with Baden, please contact the office and we'll send out a permission form for you to sign and return.

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Front gate opening at 8:30 every day from Monday 7th March



Annette,
why are we
changing the time?
I was used to it!

I don't believe it! Our
children think and act
positively all the time. They
would never make poor
choices. We trust them.
Trust is important you
know!



Basil! I agree with Annette because I've seen some
of the BPPS students, in full uniform, on their way
to school...

Throwing rocks at moving cars.

*Running in front of cars and back across the
road again.*

*Throwing their bags in the air as high as
possible and watching them land.*

*Riding across the car park and not bothering to
look.*

*Riding to school with their helmet swinging
happily on their handlebars.*

*Playing with an E-bike and throwing its helmet
away.*



Well you see Michael there are lots
of reasons, not all positive ones
though.

Firstly, it's to open up for Breakfast
Club, then there's the fact that
students are getting to school far
too early and wandering around
outside the school grounds and
making poor choices!



Parent and Carers, the staff at
this school and the many
parents/carers who have
reported these activities are
upset that this behaviour is
occurring with what seems very
little regard to the safety of
others, let alone themselves.



Talk to your child, remind him/her
about the dangers of making poor
choices.

We do not want a tragedy on our
hands.



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Spotlight on.....

Mrs Bronwyn Howell



Mrs Howell started at Ballam Park Primary School this year and is teaching 1/2 B. Here is a little bit of information about Mrs Howell:

I have been teaching for 34 years (yes a very long time!)

When I was younger and went to school I loved spending time with my friends, going on school camp and playing different sports.

I probably became a teacher because of my grade 5 teacher. He was fun, he cared and I enjoyed learning in his class.

I really wanted to be an air hostess and fly to many parts of the world – my Mum thought that was a dreadful idea, I remember her saying that is just being a waitress and you would never be home!

I am married and have two adult children. One of which is a teacher in Canberra and the other is a myotherapist.

I love reading books in my spare time and camping whenever I can.



Annual privacy reminder for our school community

Our school collects, uses, discloses and stores student and parent personal information for standard school functions or where permitted by law, as stated in the [Schools' Privacy Policy](#).

Please take time to remind yourself of our school's collection notice, found on our website under the Policy Page - Privacy Collection Statement.

For more information about privacy, refer to: [Schools' Privacy Policy — information for parents](#). This information is also available in ten community languages:

Amharic, · Arabic, · Dari, · Gujarati, · Mandarin, · Somali, · Sudanese, · Turkish, · Urdu, · Vietnamese.

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Important Dates

- 3rd-4th March - Life Education Van
- 4th March - Teddy Bear's Picnic
- 9th March - District Swimming
- 14th March - Labour Day (no school)
- 15th March - years 3-6 Athletics
- 16th March - Division Swimming
- 18th March - School Photos
- 21st March - Harmony Day
- 1st April - 3-6 Track Athletics
- 4th - 8th April - Year 6 Camp
- 8th April - last day of Term 1
- 26th April (Tuesday) first day of Term 2

School Uniforms

School Uniforms are available from PSW in Carrum Downs. You can also order online and they provide a click and collect service. For more information, please click on the logo below



Compass - How to?

Please take a look [here](#) for a Compass "how to". Otherwise, when you open Compass, press the three lines (top left) and press "open in browser". Click onto the Star and you will see two options - school website and the how to guide.



Canteen is open every Friday for lunch orders using:



**MY SCHOOL
CONNECT**

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Did you know that all schools have Policies that are updated and reviewed each year? There are around 60 policies relating to many areas of school, from Anaphylaxis to Yard Duty. Attached to the newsletter are two policies and we may highlight more in coming editions of our newsletter. Parent's can search for many aspects of The Department of Education on google and then within DET for further clarification.

This newsletter is highlighting:

Parent/Carers Code of Conduct Policy
Complaints Policy

Both are also available on our school website.

Compass Tip -

Did you know that you can send an email to your child's teacher?

At the top left of Compass you will see three lines - press those lines and then scroll down to "open in browser". From here you will see your child/ren and under their photo, a link to email their teacher.

If you are unsure how to use any of the features of Compass, pop into the office and we can help you out.

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SchoolPix is coming to photograph on:

Friday, 18 March 2022

ORDER ONLINE AT WWW.SCHOOLPIX.COM.AU

Early Bird orders with free delivery to your school close on
Tuesday, 22 March 2022.

A postage fee will apply for orders placed after this date.

Sibling orders must be placed prior to 8am on photo day.

Misplaced your order flyer? Please visit www.schoolpix.com.au and use the student search to find your child's order number or contact our Customer Service team on 1300 766 055.

Please note: Cash orders will not be accepted



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