

The Crest



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Term 4 Week 10 14 December 2022

Dear Parents and Carers

Can you believe it is the end of 2022 already!

This year we were relieved to be able to have face to face learning with out any lockdowns. It was fantastic to be able to welcome our community back onsite with limited restrictions.

We have so many achievements to celebrate both academically, extra-curricular, and of course all the fantastic environmental changes that have taken place during 2022.

Our students have shown tremendous resilience and perseverance to embrace learning opportunities and have continued to achieve, succeed and thrive in their learning. Their flexibility, determination and positive attitude towards learning is a credit to them and it is inspiring to see them grow in both their learning and in confidence. Congratulations to all our award winners who received awards during Presentation Day and especially our new student leaders.

I'd like to take the time to our BPS parents and carers who have supported their children. We thank you for your partnership in the education of your children and your ongoing support. You are truly appreciated.

We thank our outstanding P & C and Canteen for their ongoing partnerships and congratulate them for their numerous successes this year including our brand-new oval, the beautiful eye-catching mural of the black cockatoo, the BPS Spring Fair which raised \$30 000 for our school and gaining a \$20 000 Community Building Partnership grant for the resurfacing of the basketball court which will be completed next year. We are grateful for such a supportive and dedicated P&C and look forward to working with you next year and beyond.

During 2022, we build a new partnership with our new Out of School Hours Care providers TheirCare. We thank them for their continuous support in ensuring our students have a safe and engaging learning environment before and after school, and during vacation care and we look forward to strengthening the partnership we have with them.

I'd like to acknowledge our executive team: Mrs Beckedahl, Mrs Boon, our Relieving Assistant Principals Miss Sinead Simmons and Mrs Alison Withford and our Aspiring Assistant Principal Ms Elky Roberts for all their focus on ensuring our School Improvement Plan is on track.

A massive thanks to our outstanding teaching and SAS staff for their professionalism and dedication to our students. Their tireless ensured opportunities and successes for all students. Thank you for making sure our students remain our number one priority.

I wish all our families and merry Christmas and a safe and relaxing break over the holidays.

We look forward to seeing you all in 2023 when we return.

Vicky Wallace



P&C News

"2022 was a very successful year for our P&C. We attracted a wider audience to our monthly meetings and were able to engage directly with many parents about the school and how the P&C should support better learning outcomes and better facilities. We will always have an open-door policy to new members and will look to attract new volunteers in 2023. We manage the canteen, uniform shop and band, whilst raising much need funds to help your child prosper in a happy and safe environment. The school year was capped off with an amazing Spring fair that will live in our minds forever. We raised over \$30,000 from that event alone and a significant amount of that money will go straight back into classroom resources. We have also recently been successful in winning a State Government grant to resurface our Netball/Basketball court. Hopefully, this will be completed 1st half of next year and will look amazing next to our refurbished oval. In 2023 we will also continue to stage discos, special event morning teas whilst our quarterly working bees continue to gain momentum. In closing I wish all members of our school community a very Happy & Safe Christmas and NY. I also acknowledge my fellow P&C executive team and all our volunteers. Our school is nothing without you and I acknowledge your contribution and say Thanks". Simon Spencer President.

Presentation Day Awards 2022

AWARD

RECIPIENT

| | |
|--------------------------------------|------------|
| Dux | Matthew T |
| Mills Family Citizenship K-2 | Elyse D |
| Mills Family Citizenship 3-6 | Charlie E |
| Public Speaking Stage 1 | Emilia P |
| | Mika G |
| Young Communicators Junior | Luke G |
| Young Communicators Senior | Emma W |
| Year 6 Community Service | Emmett S |
| Rotary Citizenship K-2 | Maddison M |
| Rotary Citizenship 3-6 | April A |
| Outstanding Progress and Application | Kaelan J |
| Blackwood Family Trophy | |
| Matt Kean Visual Arts | Ashleigh J |
| Julian Lesser Parliamentary Award | Freya N |

CAPA

| | |
|-----------------------------|-----------|
| McNeill Memorial CAPA Award | |
| Drama Senior | Zali H |
| Choir Senior | Ellen L |
| Choir Senior | Beth W |
| Dance Junior | Jasmine A |
| Dance Senior | Emma W |

BAND

| | |
|----------------------------------|-----------|
| Perpetual Trophy | Ellen L |
| Conductor's Award | Ryan O |
| Recorder Ensemble/ | Matthew T |
| Outstanding Achievement in Music | |

SPORT

| | |
|-----------------------------|------------|
| Swimming Senior Girls | April A |
| Swimming Senior Boys | Callum H |
| Swimming 11 Years Girls | Mia L |
| Swimming 11 Years Boys | Tacean P |
| Swimming Junior Girls | Nya N |
| Swimming Junior Boys | Jake R |
| Cross Country Girl Champion | Maddison B |
| Cross Country Boy Champion | Xavier A |
| Athletics Senior Girls | Emma W |
| Athletics Senior Boys | Brady M |
| Athletics 11 Years Girls | Maddie B |
| Athletics 11 Years Boys | Tahj K |
| Athletics Junior Girls | Evie M |
| Athletics Junior Boys | William S |

| | |
|-------------------------------------|------------|
| Sports Champion Parry Family Trophy | Maddison B |
| Premier's Sporting Challenge Medal | Brady M |

HOUSE TROPHIES

| | |
|---------------|-----------|
| Swimming | Kangaroos |
| Cross Country | Koalas |
| Athletics | Emus |

OUTGOING SCHOOL LEADERS

| | |
|------------------|----------|
| Outgoing Captain | Zali H |
| Outgoing Captain | Emmett S |



| | |
|-----------------------|----------|
| Outgoing Vice Captain | Bilal Y |
| Outgoing Vice Captain | Triyog K |

INCOMING SCHOOL LEADERS

| | |
|-----------------------|-----------|
| Incoming Captain | Skye B |
| Incoming Captain | Sienna R |
| Incoming Vice Captain | Ben C |
| Incoming Vice Captain | Robert P |
| Prefect | Chloe W |
| Prefect | Tristan E |
| Prefect | Ruby M |
| Prefect | Isben B |
| Prefect | Serene D |
| Prefect | Dana D |

INCOMING HOUSE CAPTAINS

| | |
|----------|-------------|
| Emu | Stephanie S |
| Emu | Riley U |
| Kangaroo | Harrison C |
| Kangaroo | Tacean P |
| Koala | Ewan H |
| Koala | Luca R |
| Wombat | Gia M |
| Wombat | Dylan H |



Presentation Day 2022 – Class Awards

| | NAME | AWARD DESCRIPTION |
|------------------------------------|------------|-------------------|
| K Red | | |
| Academic Achievement | Oliver P | |
| Achievement in a Key Learning Area | Eleanor H | English |
| Consistent Application | Hazel M | |
| Citizenship | Lina M | |
| K Yellow | | |
| Academic Achievement | Kayli A | |
| Achievement in a Key Learning Area | William F | English |
| Consistent Application | Aurora J | |
| Citizenship | Cindy M | |
| 1K | | |
| Academic Achievement | Emilia P | |
| Achievement in a Key Learning Area | Mia Z | Mathematics |
| Consistent Application | Driscoll C | |
| Citizenship | Isla B | |
| Academic Achievement | Cooper V | |
| Achievement in a Key Learning Area | Edie M | English |
| Consistent Application | Sofia S | |
| Citizenship | Milike G | |
| 1/2A | | |
| Academic Achievement (year 1) | Nivin V | |
| Achievement in a Key Learning Area | Elyse D | English |
| Consistent Application | Leonard B | |
| Citizenship | Emily P | |
| Academic Achievement (year 2) | Mika G | |
| Academic Achievement | Elodie B | |
| Achievement in a Key Learning Area | Patrick H | Mathematics |
| Consistent Application | Alicia U | |
| Citizenship | Hayley C | |
| 3/4B | | |



| | | |
|------------------------------------|------------|-------------|
| Academic Achievement (Year 3) | Madeline B | Mathematics |
| Achievement in a Key Learning Area | Jonathan T | |
| Consistent Application | Nya B | |
| Citizenship | Sam S | |
| Academic Achievement (Year 4) | Ishaan M | |

3/4G

| | | |
|------------------------------------|-----------|-------------|
| Academic Achievement (Year 3) | Oscar H | Mathematics |
| Achievement in a Key Learning Area | Hayley H | |
| Consistent Application | Lucy C | |
| Citizenship | Niall H | |
| Academic Achievement (Year 4) | Nethula S | |

3/4P

| | | |
|------------------------------------|-----------|-------------|
| Academic Achievement Yr3 | Noa G | Mathematics |
| Achievement in a Key Learning Area | Patrick F | |
| Consistent Application | Isla C | |
| Citizenship | Aoife O | |
| Academic Achievement Yr4 | Emma P | |

3/4S

| | | |
|------------------------------------|-------------|-------------|
| Academic Achievement (Year 3) | Alexander D | Mathematics |
| Achievement in a Key Learning Area | Ollie F | |
| Consistent Application | Rachel Y | |
| Citizenship | Liana F | |
| Academic Achievement (Year 4) | Ryan O | |

5/6B

| | | |
|------------------------------------|-------------|---------|
| Academic Achievement | Ethan N | Year 6 |
| Achievement in a Key Learning Area | Sophie Y | English |
| Consistent Application | Bilal Y | |
| Citizenship | Lauren B | |
| Academic Achievement | Stephanie S | Year 5 |

5/6C

| | | |
|------------------------------------|----------|-------------|
| Academic Achievement (Year 5) | Dylan B | Mathematics |
| Achievement in a Key Learning Area | Fiona M | |
| Consistent Application | Sienna T | |
| Citizenship | Zali H | |
| Academic Achievement (Year 6) | Ryan H | |

5/6G

| | | |
|------------------------------------|-------------|-------------|
| Academic Achievement (Year 5) | Chloe W | Mathematics |
| Achievement in a Key Learning Area | Benjamin CI | |
| Consistent Application | Ruby N | |
| Citizenship | Sierra B | |

| | | |
|-------------------------------|---------|--|
| Academic Achievement (Year 6) | April A | |
|-------------------------------|---------|--|

5/6H

| | | |
|------------------------------------|----------|-------------|
| Academic Achievement (Year 5) | Sienna R | Mathematics |
| Achievement in a Key Learning Area | Oliver B | |
| Consistent Application | Ella A | |
| Citizenship | Ayden P | |
| Academic Achievement (Year 6) | Emmett S | |



Mini Fete





BPS 2022 HZSS



League Tag



Musical Society

6 of our students have performed in the Berowra Musical Society Christmas pantomime at Berowra Community Centre for 4 performances over the last 2 weekends and had the best time!

The students are:

Emma P
Zali H
Xander D
Erin P
Lucy C
Annika S

Lots of other students and their families attended and enjoyed the show!



On Saturday 3rd December the school recorder and string groups played at the Berowra Uniting Church markets. The recorder group entertained shoppers with Christmas songs and the string group played a lively selection of toe-tapping tunes. The groups were well received by the crowd and were a real credit to the school. Well done to Sue Thorvaldson and all the students for their hard work!

Inclusive, Engaging and Respectful Schools

The DoE has released a new reform Inclusive, Engaging and Respectful schools which brings together new policies and system-wide supports on inclusive education for students with disability, student behaviour and restrictive practices, to ensure every student can reach their full potential in NSW public schools.

BPS has started the process of consultation. Below are student focus group responses around our current BPS Behaviour Management Procedures. In 2024 we will provide the communication and opportunities for the staff and the community to be involved in the consultation process to help develop our new School Behaviour Support and Management Plan is implemented.

Behaviour Management Student Focus Group T4 2022

17 K-2 students and 26 3-6 students randomly surveyed.

How are students rewarded at school for doing the right thing?

K-2

- Merit certificates, gotchas.
- They say good job.
- Gotcha or a merit certificate.
- With a merit certificate and a report.
- Merit award.
- Gotchas.
- Merit awards.
- They get dojo points, certificates.
- Get dojo points.
- It feels nice and you get gotchas and sometimes a merit award.
- Stickers to get a prize from the prize box or they get gotchas.
- Gotchas and awards.
- Gotchas, stickers or merit certificates.
- Gotchas.
- Dojo points, merit awards, gotchas.
- The teachers says 'on fire', points.
- Gotchas, dojo points.

3-6

- Saying good job or awards.
- PE, gotcha, free time.
- Gotchas, class dojo points.
- They get gotchas, dojo points, free time.
- Gotchas for good behaviour and if you get enough you get an ice block for a reward.
- I think they are rewarded with silent reading which is good because it's still learning. Toy prizes.
- Gotchas, awards merits, pennants, medallions.
- Gotchas, dojo points.
- Gotchas, be on the good teachers list.
- Gotchas, prize box like Kindy.
- Merit certificate, gotchas.
- With merits, sports, respect.
- Gotchas. Sometimes teacher do their own points system with sport or choose what they want to do.
- By getting gotchas.
- Gotchas.
- Gotchas, merits and honors and medals, and pennants.

- Gotchas and merits.
- Merit certificates or gotchas.
- gotchas, merit awards, dojo points, honor, pennant, medallion. Get a good job.
- Gotchas and points.
- Gotchas. Sometimes if you are really good merit awards.
- They are given merits and gotchas.
- Let a few kids out early.
- They get gotchas.
- Gotchas, fitness time.
- Gotchas.

How do you feel about the reward systems?

K-2

- Good
- Could be better.
- I quite like them.
- Excited
- Happy
- Good
- Good
- I think they are pretty good.
- Good
- I think they are pretty good but I don't really know how they work.
- I like it because then if kids don't work hard they can't get it but if they do work hard they get it.
- They are good because they reward you when you do good things and bad things make you sad and get a punishment.
- Good because if you get one you know you are being good but if nothing happens you never know.
- Good
- Happy
- Happy
- Good

16/17
Are happy with
the reward
systems

3-6

- I think they should be improved because when you add up all the gotchas you can just have an ice block at home.
- Good
- They are fine but they don't always work.
- Pretty good I feel like if you added lollies and stuff it would be to over the top.
- Balanced
- I like it.
- I feel like they are good and don't need to be improved.
- Good
- Feel good
- Good
- Yeah
- To be honest it depends on if you are looking at the right people. There might be someone doing the right thing but not being rewarded because the teacher is looking at someone who is not focused.
- I feel like it's good but I feel like with COVID we stopped doing assemblies and the kids haven't had a chance to be rewarded properly.
- I think they are pretty good as its only behaviour you are being rewarded for so it shouldn't be a big prize.
- Oh yeah merits. When I got my first merit I thought wow what are these for and I was so happy I was smiling a lot. There are good reward systems at the school.
- I feel like it's a bit harder when some people get gotchas or merits for things that are pretty basic. The younger kids get more merits and gotchas than the older.

20/26 – positive
6/26 – need
improvements

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|---|--|
| | <ul style="list-style-type: none"> • I think it's good because everyone wants to get the end of term rewards. • I think they are good • I think it's good but sometimes it's a bit tough when you lose awards at home. • I think they are pretty fair and the teachers try their best to make reward systems as best as they can • They're pretty good • I feel like the gotchas are a good way to create competition between the houses and the merits give you a sense of honour. • I think it's ok but some kids are picking up rubbish and getting a whole stack of gotchas. That isn't evenly shared out. • I think they are pretty good. • They're good. • Good |
| Are there other ways you'd like to be rewarded? | |
| K-2 | <ul style="list-style-type: none"> • I don't think so. • Gotchas • Being given a chance for the class to make you feel special and like you've done the right thing. • Trophies or medals. • No • No • Congratulated by your friends and teachers more. • If other people in the class are not being naughty maybe they can get their own dojo points. • No • No • Extra prizes in the prize books or the class gets a big treat if the kids are good like extra art. • Not really because it would be hard to reward people if you give them too many rewards and it's hard to make them. • I can't think of anything. • No • With a dance party • No • No |
| 3-6 | <ul style="list-style-type: none"> • No • Maybe but I can't think right now. • I don't know. • Not really, it's fine the way it is. • There could be a couple more ways for winning as well as the gotchas. • No • If you pick rubbish or return stuff to their owner you should get a better reward like more gotchas or something different. • Not really. • I don't know probably not. • No • No • Class cash to buy sport time or something. • Maybe with some sort of thing like the teddy bears picnic. Like students who have done well can go and get ice blocks and play. • No • Extra fitness time or maybe some free time. |

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| | <ul style="list-style-type: none"> • End of term ice blocks, you can just buy one from the canteen. It feels less rewarding. Something more expensive like a frozen yogurt. • A class reward for the end of the year. • Not really. • I think that is a lot of rewards already. • Not really. • Not really. • No, not really. • I think yes. Sometimes the class reward system doesn't benefit most children. Instead of class rewards I think we should have individual systems where you can choose what you want. • Not really. • I think its fine as it is. • Not really. |
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How do you know the school expectations? Do teachers teach it? Do you use the signs? (Kindergarten didn't know the word expectations so the word 'rules' was used instead)

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|------------|---|
| K-2 | <ul style="list-style-type: none"> • My teacher reminds and tells me about them. I use the sign at the canteen and tell my friends to follow them. • My mum and dad tell me, sometimes my whole class says it. No (to knowing the signs). • The teachers have taught them. I know the signs are there but I don't use them. • What are expectations? I know the school rules because the teachers teach them. I didn't know there were signs. • I don't know them. Yes, the teachers teach them. I didn't know there were signs. • My teacher teaches them, I know about the signs but I don't use them. • I don't know them and I didn't know there were signs. • Sometimes they tell us in assembly. I didn't know there were signs. • What does that mean again? We have posters in the classroom and it says the rules of the school. Didn't know about the signs. • From learning and teacher telling us what the right thing is and the wrong thing. • Because of the signs that say respect. If someone is being bad then a teacher will remind us. • When we first came here they all talked about the school expectations. Yes, I use the signs. • I've been at school for 3 years and every year they talk about respect and what being respectful to other is. • The teachers tell me • Our teachers have told us and how to respect them. • My teacher taught me. • Our teacher told us. No (about knowing the signs). |
| 3-6 | <ul style="list-style-type: none"> • What are expectations? Because I listen to them and I learnt all of them in kindergarten. Sometimes I read the signs and I also follow the six L's. • The class makes them at the start of the year with the teachers. Sometimes I look at the signs. • Teachers always say it. In assembly and class. I just know the signs are there. • My teacher tells me and puts it up on the board. I didn't know there were signs in the playground. • I learnt them from assemblies and teachers explaining them. I don't think I've seen the signs. • We talk about it at the start of the year. I know that the signs are there but don't use them. • I memorize them. When I was in Kindy I said each important rule and if a new one came I would say it ten times at bed time when I can't get to sleep. I know they (signs) are there but I don't read them because I know the rules. • The teachers sort of tell us about it. I know the signs are there but I don't read them. • Because the teachers tell you and it says it literally everywhere around the school. • Because of the signs in the playground. Some teachers tell me. • Because they have signs everywhere and we get told most of the time. The teachers teach them. |

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| | <ul style="list-style-type: none"> • Its common sense. Teachers tell us we need to behave. I already know the rules so I don't need to look at the signs. • Because all of the year 6 classes have a sign that says respect self, others and community and their own class ones. So, when you go around the school you can see what other classes have. The teachers teach it but in year 6 they expect us to know it. We only have lessons about it at the start of the year. • You get reminded by teachers a lot and there are also posters about it. • Because I have been here for six years and the teachers are constantly telling me. There are respect signs all over the school. • Learning about them through doing work and getting to know people at school. Also, through the boards that say respect and things like that. Also, through your teachers. • I just know it. • The teachers say them a lot and we have things in the classroom that say them. I know the signs are in the playground but I don't use them. • They have signs around the school about the respect stuff. You get told every year and are constantly reminded. • They have been repeated and there are signs all over the school. • There are quite a few signs around and also the teachers tell us about them. • Looking at the expectations posted around the school and if you look at them long enough you can just remember them. At the beginning of the year teachers make them with the students. • There are signs around the school and they are heavily enforced by the teachers. Classes make their own and they are hung around the classrooms. • Over time we learn them. • In Kindy I was taught them and its self-explanatory what you should do at school. • Because we get taught them from Kindy and they remind us all the time to be respectful. |
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What would help you learn and follow these?

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| K-2 | <ul style="list-style-type: none"> • Have a good night sleep. • I already know them really well. • Join classes that can help you memorize them. • To have a day where you learn them. • Pick up rubbish. • I don't know. Talk about them. • Teach them more. • If people were being too noisy you could go to a different class that are less noisy. • Maybe doing them, practicing them over and over. • If they got talked about more. • Nothing really because I already follow them. • If we would talk about them every second week. • The teachers teaching it more than once a year and having problems we have to solve like what we could do to be respectful if something happens. • Being a good boy. • To do more learning. • Practice. • By not hurting people. |
| 3-6 | <ul style="list-style-type: none"> • For reflections have a punishment like picking up rubbish instead of sitting out of play for lunch. • Maybe read them out in assemblies. • I don't know all people are different. • If they were on display in the classrooms. • Having more things to tell you about and teach you more of the rules. • Maybe you could read them when you walk by. |

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| | <ul style="list-style-type: none"> • Teach them a lesson or give them a trouble record and reflection room helps a lot. That's how I got better at being good. • A good teacher. • I don't know. • Listening • I don't really know. • Cameras or something. Or teachers in different stations so if they get caught they will have a bit of guilt. • If we had more signs because there are ones in the playground but none in the morning play area. We could have expectations for each subject. • A quiet classroom and probably more cooperative people. • Maybe if they had more friends in their class and had a better focus. • A bit more punishment for doing the wrong thing instead of a warning. Instead of minutes at lunch do it at recess as well. • Teachers teaching them. I know you do them every year but explain them more. • I'm not sure, I think we are already doing enough. • Remind them about it again. • Put them in more detail, I think I am pretty good at following the expectations. • I don't really know. I try to be respectful. • By being in a positive quiet environment. • Just reinforcement and being told them a lot. My teacher keeps reinforcing them and pointing them out so that it is visible and we know what to do. • Maybe if school was a bit more fun. • More signs. • Looking at the self-respect, others and community signs in the school and seeing other people get awards on stage. |
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Have you been to the reflection room?

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|------------|--|---------------------|
| K-2 | <ul style="list-style-type: none"> • No • What's that? • No • No • No • No • No • No • Once • No • Never • No • No • Never • No • No • No | <div>1/17 Yes</div> |
| 3-6 | <ul style="list-style-type: none"> • No • Yes • No • No • No • No | |

| | | |
|--|--|----------------------|
| | <ul style="list-style-type: none"> • Yes • No • Never • Yes • Once • Yes • Yes • Once • Yes • No • No • No • No • Never • Yes • No • No • Yes • Never • No | <div>10/26 Yes</div> |
|--|--|----------------------|

What is the purpose of the reflection room?

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|------------|---|
| K-2 | <ul style="list-style-type: none"> • If you've been naughty. • I don't know. • So kids who haven't been on their best behaviour try harder to be on their best behaviour. • You get time away from the other kids so you don't be mean to them. They say why they did it in the reflection room. • For being naughty. • I don't know. • To learn that if you get in trouble you go there. • To teach you to get better and be good. • For you to stay in for a little bit of lunch • To talk about what you have done. • Like a detention where the kids get to talk about what happened. • To think about your behaviour, write it down and apologise to the teacher and who you did it to. • If you've done something you shouldn't have done, it gives you time to think about what you've done and think about you never doing it again. • Because they were being very bad. They sit down. • I don't know what it is. • I think it is when you have to tell the teachers what you did. • I don't know what it is. |
| 3-6 | <ul style="list-style-type: none"> • So that you reflect back on your behaviour. • So that the people can reflect on what they have done and write it down. • To reflect on what you have done. • To reflect on how you acted and that you shouldn't do it again. • To reflect on what you've done and what you've been in trouble for. • To stop people from doing what they did wrong so they remember not to do it again. • To teach you a lesson by spending your time off the playground. What you did was very wrong and you can't get awards for that and you shouldn't be happy about what you've done. • To reflect on what you did and why you did it. |

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| | <ul style="list-style-type: none"> • When your bad and you do something that the teachers don't like you to do. I think that they have to tell the teacher what they did. • If you do something naughty you go there for more questions. • You have to talk about what you've done and write down what you did wrong. • Reflecting on what you have done to show that what you have done was a mistake and don't do it again. You will get a bit of self-guilt or stress so you won't do it again. To teach you your actions have consequences like karma. • To reflect on what you have done that is wrong and try to be a better person and follow the rules. • To get kids to reflect on what they have done and also to make them think that it was wrong so they won't do it again. • To reflect how bad your behaviour has been. What you did and how your behaviour impacted on other people. • To reflect on your actions and know why what you did was wrong. • To learn from your mistakes. • So, they can have a look at themselves and think about what they have done. • To reflect on your actions for which you have been sent there for. • To make kids behave I think and for them to learn about their mistakes. • You want the person who goes there to learn a lesson and not break the rules again. • To reflect on your actions. • To discipline children and make sure they understand what they did wrong. • To teach kids not to do it again. • So that you can think about your actions. • To reflect on what you've done and help you improve so you don't do it again. |
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Do you think it helps improve behaviour?

| | | |
|------------|---|--|
| K-2 | <ul style="list-style-type: none"> • Yes • I don't know. • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Sometimes. I don't know because I have never been there. I think they might learn not to do that thing but they might do something else. • Normally yes but sometimes kids don't really care and they don't talk. • Yes • Yes • Yes • Yes • Yes • Not sure. | <div> 13/17 Yes 4/17 Sometimes 0/17 No </div> |
| 3-6 | <ul style="list-style-type: none"> • Yes and no. Yes, because it helps them think they have done the wrong thing but no because they don't really get a punishment. • Sometimes for some people. • Maybe | |

- Yes, but I haven't actually been there. If they know they will get sent to reflection room they are a bit better behaved.
- Yes, because a stern punishment will help balance the students out.
- Yes
- Yes
- Not really because - has been to reflection room lots and still does the same things.
- I don't know because I haven't been there.
- Yes
- Yes
- Sort of. Kids get annoyed that they were in reflection room and that teaches them to get mad before they get sent but it could teach them a lesson of doing it.
- Yes, but sometimes kids get overwhelmed with it.
- Sometimes. Some kids keep doing it after reflection room but it does help sometimes.
- Yes
- Knowing some kids who go to reflection room and still do the same things over and over I would say it is not as effective. But if they skipped school and then got suspended that is just rewarding them with more time off. But I understand the punishment is up to the parents.
- Yes, because everyone like lunchtime.
- Sometimes
- Definitely for some.
- Kind of but I think most kids would keep on doing what they did.
- Yes
- I think it helps people look back on what they did. It might help them but not too much.
- Yes, because some kids get in there once and they realise what they have done wrong and they try and improve.
- It kind of does because you have to write about it.
- Well yes for some people and some people get angry after it. So maybe it helps behaviour but not emotions.
- Most of the time.

12/26 Yes
14/26 Sometimes
0/26 No

If you do the wrong thing at school what do you think the consequences should be?

K-2

- Go to reflection room.
- Send me outside to think about it.
- Maybe that you don't get to do something you really like for a day. That can be your punishment.
- I don't know.
- Sit with the teachers at lunch.
- I don't know.
- I don't know.
- That you get no play.
- Minor or reflection room.
- I think they should change it to four minor incidents and then reflection.
- You should sit out of something really fun once.
- Go to reflection room for the whole lunch and if you keep doing it maybe get suspended for a day or so.
- To go outside and take a walk or something. Your teacher can come out and talk about it with you.
- To go reflection room.
- Make a special area to calm us down.
- Go to reflection room.
- I don't know.

3-6

- What we already do.
- Keep them in for the whole lunch and make them say why they did it.
- Not sure.
- I think it should be what they are now.
- Should be staying in at lunch for five minutes and reflecting to the teacher or staying under the cola by yourself.
- The same as it is.
- Spend lunchtime in reflection room doing nothing while you have to write down a hundred things you feel sorry for.
- Stay in the classroom for five minutes if you get in trouble in class.
- What they are now.
- Reflection room.
- I think sometimes it depends how bad. Something really little just gets told off and sent out of the room.
- Depends on what it is. Reflection room for serious. I would say the consequences are pretty good as they are.
- I think it would be better if we had more of a heart to heart talk instead of us feeling scared. Like its ok to do stuff but learn how to make better choices. Instead of giving reflection room for minors give warnings.
- Nothing serious unless what you did was serious. Just reflect on what you have done which is what you are already doing.
- Just the same, reflection room.
- Instead of suspension, stay in for recess and lunch. Expulsion is good if they have done something very very bad.
- Maybe affecting your whole class like maybe they miss sport.
- Sent to another classroom or having a talk to the teacher.
- It depends on what you do. If you are talking in class and you've been asked and don't stop them you could miss out on five minutes at lunch but if it's worse you go to reflection room.
- I don't know.
- I think they are fine how they are.
- It depends on how serious but I think we should be given a minor at worst.
- It depends because if it is something small the teacher should just inform you that it is wrong. If it is major or huge it should be reflection room and then if it is done again suspended.
- Be told not to do it. If it's there first time don't do the normal teacher thing and go off at them just guide them around it.
- Reflection room and helping out teachers in your lunch and recess.
- Getting banned from school activities.

Do your parents talk to you about school expectations?

K-2

- Not really.
- Sometimes
- No
- Yes
- No
- No
- Sometimes when I've be in trouble.
- Not usually but sometimes.
- Not that much, mainly in the afternoons.
- Yes
- No because they know I always follow them.
- Yes
- Not really because they say I already know all about them.
- No
- No

3/17 Yes
6/17 Sometimes
8/17 No

| | |
|-----|---|
| | <ul style="list-style-type: none"> • No, they don't even know them. • No |
| 3-6 | <ul style="list-style-type: none"> • Yes, when one of our family members do something wrong. • Yes, when I've done something wrong. Also, sometimes in the morning before I go to school. • No • Not all the time but I talk to them about it sometimes. • A little bit. If I mention something they sometimes talk about them. • No because they don't know what they are. • No • Sometimes, when I get in trouble. • Yeah kind of, when I do something wrong. • No • Yes • They know what they are and If I have done something bad they talk to me about them. • When I have made a mistake, they will have a chat with me about the school expectations and what kind of person I should be. • Sometimes randomly. • Yes • Yes • No because I really haven't got in trouble that they needed to know. • Sometimes. They don't bring it up every day but they ask me about them sometimes. • Sometimes on the occasion where the school has sent an email about other students messing around in the toilets. • Not usually because they think I am really good. • Sometimes, if the school calls them. • No not really. • Yes, they make sure I am doing the right thing and know them. • No • Yes • Yes, if you're in trouble. <div style="border: 1px solid black; padding: 10px; text-align: center; margin-top: 20px;"> <p>10/26 Yes 9/26 Sometimes 7/26 No</p> </div> |

The Catholic Scripture teachers from Ku-Ring-Gai Chase Parish wish you and your families a joyful Advent, a Happy Christmas and wonderful summer holiday break. +

Click on the link below to receive your Christmas card, a variety of craft and cooking activities, as well as links to Advent and Christmas songs, family prayers and lots more.

[A Advent and Christmas Gift from Catholic Scripture Teachers](#)

BPS TERM CALENDAR

***Please note calendar events are pending Covid-19 restrictions and DoE guidelines at the time of the event.**

| Term 4 | | |
|---------|-----------------------|------------------------------------|
| Week | Date | Event |
| Week 10 | Wednesday 14 December | Year 6 Farewell |
| Week 10 | Thursday 15 December | Talent Show |
| Week 10 | Friday 16 December | Year 6 Clap Cut |
| Week 10 | Friday 16 December | Last day of school for students |
| Week 11 | Monday 19 December | SDD – staff only |
| Week 11 | Tuesday 20 December | SDD – Last day of school for staff |

Intake area adjustment for Asquith Boys and Asquith Girls High Schools

As part of the department's assessment of school infrastructure in our area, a need to expand the enrolment intake area for Asquith Boys and Asquith Girls High Schools has been identified. This change will provide more certainty to families in our area knowing they will be able to enrol their child/children at their closest government high school.

From Tuesday 6 December 2022 students living in the local intake area of our school will have the in-area entitlement to enrol at Asquith Boys High School and Asquith Girls High School. This will be in addition to our current co-educational option of Ku-Ring-Gai High School.

- All prospective parents and carers are encouraged to look at the School Finder website from Tuesday 6 December to view the updated intake area for the Asquith schools.
- There is no change to the co-education option and intake area for our school community, this remains Ku-Ring-Gai High School.
- Families who have already completed an out-of-area application for Asquith Boys or Girls High School will be automatically considered in area from 6 December and do not need to complete another application form.

Students who wish to enrol at a school that they do not live in-area for are able to apply and will be considered on a case-by-case basis in line with the [department's enrolment policy](#).

Prospective and current families are invited to contact us with questions or for further information.

5/6B Poetry

NAMES

I've told you once
I've told u twice
And now it's been a thousand times.
That's not my name
It will never be,
So, don't call me a ranga!
Nor an orangutan that belongs in the zoo.
And, I'm looking at you!
So don't bother denying it!

Written by Ashleigh

The Trees Waved

The trees waved goodnight
As the bushes rustled to sleep.
The moon opened his eyes
Shining like the brightest star
in the sky.

The sun slipped into the corner
Tucking her light away.
Goodnight everybody, we will
see you another day.

Written by Chloe

MY SIX HOUR HOME

Where I spend 6 hours a day,
You would not wish to go.
What once was a dragon,
is now a teacher.
Though the dragon is not all
gone
It's still trying to reach her.
And enslaved by the dragon,
are kids doing sums.
And the village next door
sounds like their playing the
drums.

Written by Sam 5/6B

Riptide

The wild whooshing
the water, wicked waves.
Caught in the riptide
Panic, panic is not to do
though to be calm
it may not be you

Written by Orrin



5/6B tried experimenting with literary device
for effect and connection.

Can you find examples of alliteration,
metaphor, personification?