

TERM 3 – WEEK 3

DATES FOR THE DIARY

TERM 3	
Tues 5 Aug	Book Week Musical
Tues 5 Aug	2:00pm P&C Meeting
Fri 8 Aug	'Jump Rope for Heart' begins
Tues 12 Aug	UNSW Mathematics Competition
18 -22 August is 'Book Week' and 'Science Week'...lots happening!	
Tues 19 Aug	Open Day
Fri 22 Aug	Science Show
Tues 2 Sept	2:00pm P&C Meeting
Weds 3 Sept	'Lunch with the Stars' library event
Thurs 4 Sept	Fathers' Day Stall
Fri 5 Sept	2:45 Fathers' Day afternoon tea
Mon 8 Sept	'World of Maths' incursion
Thurs 11 Sept	K-2 excursion – 'The Gruffalo' Glen Street Theatre
Fri 12 Sept	Jump Off!
Fri 19 Sept	K/2 and 3/6 lunchtime discos
Fri 19 Sept	LAST DAY OF TERM
STUDENTS RETURN ON TUESDAY 7 OCTOBER FOR START OF TERM 4	

From The Principal

Our Positive Behaviour Program

Current research into effective student wellbeing promotes the implementation of positive behaviour programs.

In Term 4 2012, Brookvale PS introduced the Positive Behaviour Engaging Learners (PBEL) program across the whole school. This program was implemented after the school's PBEL team had undertaken intensive training. The philosophy of this program aims to improve outcomes for all students by creating sustainable school-wide, classroom and individual systems of support that acknowledge the link between positive behaviour and enhanced learning environments.

PBEL provides students and staff at Brookvale PS with a positive and proactive system for defining, teaching and supporting appropriate student behaviours.

Three core behavioural expectations are taught to all students through formal social skills instruction. These expectations are applied across all areas of the school.



They are; **BE RESPECTFUL**, **BE RESPONSIBLE** and **BE YOUR PERSONAL BEST**. In understanding what these expectations are, how they apply to all areas of the school, and the clear consequences of not following these expectations, students gradually learn to regulate their own behaviours. In order to reinforce positive behaviours, students are rewarded regularly and acknowledged through the school merit systems and assemblies. Our reward system reinforces positive behaviour from students with mini-merits, certificates and star pins for displaying the three expectations.

Students who display inappropriate behaviour are given time to discuss this behaviour and reflect on their behaviour. A clear flowchart exists to enable students to understand the appropriate consequences of their behaviour.

PBEL increases student engagement and learning by increasing 'on-task' behaviours and decreasing distractions in the learning environment. The result at Brookvale PS is a positive school environment in which student academic and social outcomes are improved through increased teaching time and consistent expectations of behaviour.

Staff at Brookvale PS will continue to be assisted throughout the process so that they can intervene effectively to manage behaviours in non-classroom environments and also in the classroom settings. Data is collected and analysed regularly so that system changes can be made when necessary.

PBEL at Brookvale PS assists our staff in the delivery of the highest quality learning programs and improving academic and behavioural learning outcomes for all students.

Data on the effectiveness of the PBEL program is constantly being collected and analysed. We can see from our data evaluation that the program is highly successful in our school. In Term 1 of 2013 there were 189 recorded incidents of inappropriate behaviour (minor and major combined), and in Term 4 of 2013 this figure had decreased to 42. Last term (Term 2, 2014) there were only 28 incidents.

In Term 1 of this year, the PBEL co-ordinator for the Northern Sydney Region visited our school to carry out a survey of students and staff to assess the level of implementation, understanding and effectiveness of the program. Here are her findings:

I really enjoyed my visit and it was great to see how thoroughly PBEL has been implemented at Brookvale PS. I have attached the graph that has been collated from the findings of my visit. As you will see, the school received 100% on the SET.

The students and staff were very confident in recalling your three school expectations. This clearly demonstrates that your values are being taught and referred to on a regular basis. The students were also keen to tell me that they had received Mini Merits, some even wanted to let me know how many of each colour! They clearly seem motivated with the reward system you have in place.

As you know, I was also really impressed with the consistency amongst your staff about when they should complete a white card, for which behaviours and the importance of differentiating between minor and major behaviours. Several staff also explained how giving students a warning was a proactive part of their management of inappropriate behaviours. Their comments on how they manage inappropriate behaviours on the playground are excellent examples which I will share with other schools who attend our Universals training.

You obviously have a clear system for collating your incident slips and recording this data on Excel. It was great to hear that you have also begun to analyse the information which you have collated and shared this with staff. This should assist your PBEL team in identifying future target areas to work on.

I always enjoy hearing the success stories linked to PBEL as I travel around the schools. It was excellent to hear that at Brookvale there has been a reduction in the number of incidents, white cards and letters being sent home regarding inappropriate behaviour.

I hope that you will share these results with your staff (especially your PBEL team) so that they feel that their hard work has been acknowledged by our PBEL team.

If you would like to know more about the PBEL program, please do not hesitate to call in to see me or contact me by email or telephone.

Bev Maunder

Positive Behaviour, Engaging Learners (PBEL)

Congratulations to all students for following our school expectations and earning mini merits. Last week the Lucky Dip winners were:

RESPECT – Keeley Denoon

RESPONSIBILITY – Chanel Finau

PERSONAL BEST – Ethan Keil

Assembly Roster

TERM 3		
Assemblies are held every Thursday in the hall at 2:25pm. Parents and friends are very welcome.		
Wk 3	31 July	Awards
Wk 4	7 August	Awards
Wk 5	14 August	SRC
Wk 6	21 August	No Assembly
Wk 7	28 August	3/4A Performance
Wk 8	4 September	Awards
Wk 9	11 September	SRC
Wk 10	18 September	Gold, Silver, Bronze Awards

Mathletics and Reading Eggs Awards

Congratulations to our award recipients for Week 3!

	Super Mathlete	Reader of the Week
K-2	Qorina Lutfi	Anmol Hassan
3-6	Oman De Vorms	Paige Ronzini

Skye Surrest (Assistant Principal)

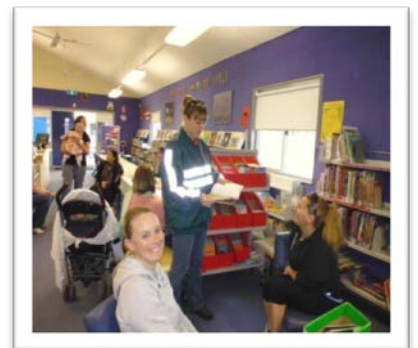
Library News



Hefzie Lutfi of 5/6P can't wait to read the new books he suggested the library should buy. Here he is holding 'Missing, Presumed Evil' and '12' the second book in 'The Last Thirteen' series.

Don't forget to check out <http://www.whonextguide.com/> which is a guide to quality children's literature arranged by age, author theme and genre. Brookvale School subscribes to this guide so see me for details about logging in. We already have 18 parents registered and the site has a licence for 50 users so please come to see me before we reach our quota!!

Parents and carers! Please join us for afternoon tea in the library every Wednesday at 2:45pm. These pictures show the parents investigating some of the library's resources.



On Open Day Tuesday 19 August our school will be holding a book fair where parents and carers have opportunities to donate specially chosen books to our school. Students and teachers together are creating wish lists for books they would like to add to the library's collection. Please talk to your child about their favourites and encourage them by discussing your favourite story.

Annette Murphy-Haste (Teacher Librarian)

Around the Stages – Stage 1

Stage One students have settled back quickly into school routines. We are delighted to welcome our new students, Alex and Erica, who are now classmates with 1/2LR children. This term we got off to a great start with gymnastics. You can see from the photos that we are head over heels with excitement!!



Maybe some future Commonwealth Games gymnasts in the making!!

We are very excited with our new Literacy unit centred around the book "A bus called Heaven" by Bob Graham. When you get a chance, come past our rooms and check out our own bus display complete with our thoughts on, "What does heaven mean to me?"

Here are some samples of our clever thinking...

My idea of heaven is playing with my friends and having fun. Anesita

My idea of heaven is eating hot chips at the beach and listening to the water and walking on the sand. Liberty

My idea of heaven is watching Frozen and eating popcorn all day long. Mackenzie

My idea of heaven is to have a surf for a long time, go back home to get my skateboard, go to the skate park, have a skate for a long time and have one million puppies. Max

We also had a great session with our scientist, David Morgan Marr, on Tuesday. He told us lots of interesting facts about dinosaurs. Who knew that some dinosaurs had feathers???

and that Velociraptors were really quite small??



Amelia and Brydie wrote this report:

Yesterday K-2 went to the library to see the scientist, David Morgan-Marr. He talked about dinosaurs. He said that some dinosaurs may have had feathers. Then he talked about dogs. The first thing he said was that dogs came from wolves. If you breed different dogs you will get different types of pups. For example if you breed a spotty dog and a fully brown dog you could get some spotty pups and some completely brown pups.

Louise Kovacs Rebecca Thomson Jemima McArthur

Mandarin Lessons



Our students have now been learning the Mandarin language and about the culture of China for two terms. The program is going very well and students are making great progress. Learning a second language has many more benefits than simply communicating with others. As English speakers, learning a language based on Greek or Latin can help with understanding grammatical features that are similar to our own. Learning Mandarin offers a range of other learning advantages, as explained in this recent article:

Scientists Claim Learning Chinese Makes You Smarter (Article from 'Brain Science' published on September 7, 2013)

New evidence suggests that learning Chinese may train a host of cognitive abilities not utilised in the study of other languages.

Chinese has a distinctly different effect on the brain. A study by researchers at the Wellcome Trust in the UK found the tones, sounds, and script of Chinese require the use of both temporal lobes of the brain. English speakers only use the left temporal lobe of the brain for language. The difference results from Chinese speakers using tones to distinguish between different words and their meanings.

Learning to hand write Chinese also seems to make you smarter, by aiding in the development of motor skills, learning shapes and letters, and the visual identification of graphics. Unlike English, which is mostly linear and written from left to right, Chinese characters have a complex structure. Writing characters involves strokes in several directions with sequential movements. These movements activate neural activity in the working, thinking, and spatial memory of the brain.

Evidence also indicates that learning Chinese makes you better at mathematics. Researchers from New Zealand observed that children whose native language is Chinese appear to gain a greater understanding of mathematical concepts than their English speaking counterparts. During the natural acquisition process of Chinese, the student is learning and reinforcing basic mathematical concepts. Character writing involves skills such as counting, grouping, ordering, and identifying similarities and differences, which are essentially mathematical skills.

Another study from New Zealand published in the Proceeding of the National Academy of Sciences found that "native Chinese and English speakers treat numbers with different cortical parts of the brain," and concluded that different language systems such as Chinese and English shape the way non-language information is processed.

While the research on cognition and Chinese language learning is not comprehensive or exhaustive, it does suggest that the cognitive benefits of learning Chinese are significant and merit further study.



Homework Help

If your child is working on a personal project or a school assignment and you want to help, don't forget www.SchoolAtoZ.com.au has lots of information and fact sheets to help with homework.

For students polishing their spelling skills, the free Spelling Bee mobile app also allows them to record a list of their own words and then test themselves. You might even want to challenge them with a list you create. Here's where you'll find the free app to download: <http://bit.ly/Q9ez0G>

Links with Pre-schools

'Making a Difference' Preschool Visit

Last Tuesday, 22nd July, Giulia, Zach, Holly and Vivian visited 'Making a Difference' Preschool at Narraweena. When we first got there we introduced ourselves to some of the children and played with them in their outside playground area. We then read to the children who wanted to hear a story. I know we all enjoyed reading to them as we all got through many books and read until we had to leave! It also helped our leadership skills as we communicated quickly and easily to them and we were asking them lots of questions about the books we were reading. We all had such a fun time and hope they had fun too.

By Giulia



Ethics Option at Brookvale

During Term 3 the first Ethics class included as part of the moral education program at our school, will commence.

Each Thursday all students attend a 30 minute class in one of the following options: Catholic Scripture, Protestant Scripture, Islamic Studies or non-scripture. Class availability is determined by interest of the school parent body. Ethics is now an alternative option for students during this weekly session and must be parent-nominated.

The Primary Ethics' curriculum spans all seven years of primary school, teaching children how to approach ethical issues while developing their capacity for moral reasoning.

Ethics classes encourage students to begin to start believing in their own thoughts, discussing issues with each other and respecting each other's ideas. Topics encourage students to explore the reasons for why something might be right or wrong, good or bad, by having them focus on issues relevant to their own lives and having them explore the basis upon which they ought to act. Ultimately the teaching of ethics teaches students to make better decisions about living a good life.

Evidence shows that well-reasoned moral judgement does not come automatically as young people mature and that these skills are best developed by engaging children in collaborative dialogue about a wide range of issues that matter to them. That's how the Primary Ethics' curriculum works.

For more information about Ethics classes, becoming a volunteer and to view the curriculum, visit www.primaryethics.com.au . If Ethics class was an available option for your child, and you would like your child to participate, please contact the school office.

Maria Kortekaas (Scripture Coordinator)

From the office

Term 3 accounts were sent home last week, prompt payment would be greatly appreciated.

School Banking

School banking is conducted every Wednesday, bank books are handed into the school office. If your child would like to start school banking please see Anne-Marie in the office.

P&C News

Your **HELP** is needed

There are only two more Sea Eagles home games and we need your help. If you are able to spare a couple of hours to help with football parking on any of the following dates:

Friday 1 August 7.45pm, Sunday 31 August 3pm

Text Brian on 0433-254-872

Your help is needed a couple of hours before the game starts

No experience is necessary.



Financial Counselling Service

It's best to seek help early so your problems don't get out of control.

Financial counselling can:

- help relieve your stress,
- help resolve your immediate financial problems and
- help you plan for the future.

Free

Financial Counselling Service

Naremburn Family Centre
Main contact:

(02) 8425 8700

email: naremburnfc@dbb.org.au
40 Merrenburn Avenue
Naremburn NSW 2065
Monday to Friday
9:00am - 5:00pm

Brookvale Family Centre
(02) 89685100
Unit 98, 44 Wattle Road
Brookvale NSW 2100
By appointment
9:00am - 5:00pm

If you require an interpreter, please call
TIS National 131450

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What we can't do

A financial counsellor is not:
A legal advisor,
A mortgage broker,
A financial planner,
A money lender or
An investment counsellor.

About us

We provide FREE, independent and confidential counselling to anyone having difficulties managing money.

Our Financial Counsellors can assist by helping you:

- prepare a budget or money plan,
- manage debt,
- set financial goals,
- understand your rights,
- negotiate with creditors.

We have offices in Naremburn and Brookvale.

The financial counselling service is funded by the NSW Office of Fair Trading.

Our services are FREE.

What can a Financial Counsellor do for you?

Financial Counsellors can:

- Listen in a non-judgemental and caring manner.
- Analyse and assess your financial situation.
- Give you information about credit and debt issues.
- Involve you in the process as much as possible.
- Help you develop a plan to improve your situation.
- If appropriate, act as an advocate for you and negotiate with the people you owe money to.
- Refer you to other services if necessary.
- Provide information on bankruptcy and assist you to explore alternatives.

Where you'll find us

Local Government Areas we cover :

Hunters Hill
Lane Cove
North Sydney
Mosman
Manly
Willoughby
Warringah
Pittwater

We are easy to contact:

Phone: 8425 8700

email: naremburnfc@dbb.org.au

