



Newsletter

8th May 2017

8th May Curriculum Day

As many of you would be aware today is the penultimate curriculum day for 2017 with our final curriculum day on Monday, 6th November (day before Melbourne Cup Day). Today all staff were at Pearcedale Primary School as part of our Professional Learning Community network of schools combined curriculum day. The day was very busy with teachers having the chance to work with some outstanding mathematicians. Some teachers had the opportunity to work with Professor George Booker and six other professionals. Topics ranged from Challenging Maths Tasks for young people to Lessons in Financial Literacy.

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum. CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities. If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child. The annual CSEF amount per student is \$125 for primary school students.

How to Apply

Contact the school office to obtain a CSEF application form or download from www.education.vic.gov.au/csef

More Information

For the CSEF application closing dates and more information about the fund visit www.education.vic.gov.au/csef
Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their outcomes.

ARTICLE FROM THE EDUCATION REVIEW

This week I have included an article from the Education Review. I thought it was an article to make both teachers and parents take a moment to think about student disengagement. It is clear that we need to work in partnership to help our children/students who are disengaged in the classroom. This is an opinion piece but interesting to consider.

Opinion: student disengagement needs to be addressed outside the classroom

By: Cameron Schmidt in Opinion, *Top Stories* April 20, 2017 0

Student engagement has a correlation with academic results, that is, it can be assumed that higher grades from a student can be at least partly attributed to them paying attention. Disengagement, on the other hand, is the issue and isn't an easy problem to be solved.

A Grattan Institute report released in February shows that 40 per cent of students are unproductive. Of the 40 per cent that are regularly unproductive in a given year, the categories used to classify these students are passively disengaged, low-level disruptive and aggressive or antisocial.

It is the low-level disruptive and passively disengaged that are noteworthy. Their behaviour is not enough to cause widespread concern as aggressive and antisocial students are seen as far more challenged. However, these students are not entirely focused and it's contributing to their own disengagement as well as the disengagement of others in their classroom.

The types of student behaviour that are considered unproductive but not extreme include being noisy, restless, inattentive and interrupting others as well as avoiding schoolwork and using mobile phones.

While exact reasons for this type of disengagement are difficult to determine, there are studies that link it to boredom, while others may put it down to students finding the work too difficult.

Our Mission:

*To motivate to learn; to teach to think; to encourage to imagine,
and to show the compassion to care globally*



It's not just up to teachers

An abundance of methods for addressing apathy have been suggested and include things such as teachers becoming more equipped to prevent such behaviour through relationships and expectations, and to respond to the behaviour with corrections.

There is really only so much that teachers can do, especially with classroom sizes often exceeding 25 pupils. A significant amount of time cannot be spent on correcting such behaviour as learning for all students is a priority.

I think that as much as teachers can help manage disengagement, it needs to be addressed beyond the classroom, especially as that's where I believe the behaviour stems from.

Disengagement starts at home

It's fair to argue that disengagement doesn't start in the classroom at all. Kids have so many distractions with technology today and the importance of keeping up socially has never been higher. This ultimately cuts into time that could otherwise be spent keeping up with schoolwork, doing homework and studying for tests.

Fostering an environment at home that encourages a legitimate interest in school and education will lead to engagement. It is not until this ideal situation is reached at home that students will be able to be engaged in the classroom.

Parents play a role

If kids see their parents uninterested in their school work, it's not going to motivate them to care either.

Parents can play a part in the disengagement levels of their child through their influence and interest. By checking in with them, asking what they are learning and if they are finding it difficult, it can keep the kids on their toes.

It might make them pay attention if they know that they will be asked and can make them feel that they can talk about the areas they are finding difficult.

Parents maintaining an awareness of what their kids are doing at school is integral to their learning.

Uniform

Just a reminder to parents and guardians that we have BJC beanies for sale from the office. Also last year I did put a piece in the newsletter that the girls' summer dress was meant for the warmer months and was not intended to be worn all year round with skivvies (skivvies are not part of our uniform) and tights. College Council hope to put out a winter/summer uniform list shortly so it can be clearly understood.



\$13.95

NAPLAN 2017

The National Assessment Program – Literacy and Numeracy (NAPLAN) 2017 for Years 3, 5, 7 and 9 students will be held on Tuesday 9 May, Wednesday 10 May and Thursday 11 May 2017. NAPLAN tests assess student knowledge and skills in Writing, Reading, Language Conventions (spelling, grammar and punctuation) and Numeracy.

The results of the tests provide information for students, parents, teachers and principals which can be used to improve student achievement.

All students are expected to participate in the NAPLAN tests. During test week, catch-up tests will be available for individual students who are absent on test days. These students may undertake catch-up tests on the days in the test week after the scheduled test, up to and including Friday 12 May 2017.

Support can be arranged for students with disabilities, if the student regularly uses similar support for classroom assessment tasks.

Large print, braille and black and white versions of the tests are available for students that require them.

Exemptions may be granted to students with significant intellectual disabilities and to students who have been learning English for less than one year.

If your child is eligible for support due to disability or an exemption, you should discuss this with his/her teacher prior to the tests. Parental consent is required before any support due to disability or exemption is granted.

Students may be withdrawn from NAPLAN by their parent or carer. This is a matter for consideration by parents and carers in consultation with the principal. If, after consultation, you decide to withdraw your child, you must sign a Student Withdrawal form. These forms are available at the school.

Later in the year you will receive your child's personal NAPLAN report. The report will describe your child's particular skills in Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy. The report will also show how your child performed in relation to national minimum standards. These describe the minimum acceptable standards for students across Australia.

For more information about the tests, please visit the VCAA website at www.vcaa.vic.edu.au or the NAP website at www.nap.edu.au

Year 6 to Year 7 Transition

Year 6 to Year 7 Transition forms for 2018 have been sent home with your Year 6 student.

Please ensure that you have received these forms and that the Placement Form is completed and returned to school no later than Friday 12th May.



2017 Important Dates

Term 2

Tuesday 9th—Friday 12th May	Naplan Yr3 & 5
Friday 12th May	Year 6 Transition Forms Due
Monday 15th May	Book Club Due
Monday 5th June	Yr1 Professor Bunsen
Monday 5th & Wednesday 7th June	Family Life Education Session 1: Body Basics 5-6pm Session 2: Where Did I Come From? 6:15-7:15pm Session 3: Preparing for Puberty 7:30-8:30pm
Thursday 8th June	Prep Big Day Out
Monday 12th June	Queens Birthday Public Holiday
Friday 16th June	Year 6 Media Studies Roadshow
Monday 26th June	Whole School Japanese Drumming
Friday 30th June	Last Day Term 2—2:30pm Dismissal

NB: These dates are accurate at the time of publishing but may change according to school needs. Changes to this list will be published in future newsletters.

MOTHERS DAY STALL

On Tuesday 9th May all students will have the opportunity to view all the beautiful gifts available for purchase. Students will then attend the stall either Wednesday 10th or Thursday 11th May to make their purchase.

The stall will also be open before and after school on Thursday and before school on Friday.

Please ensure your child has their money on the day nominated by their classroom teacher.

Gifts will range from \$2—\$10.

Shhhhhh.....

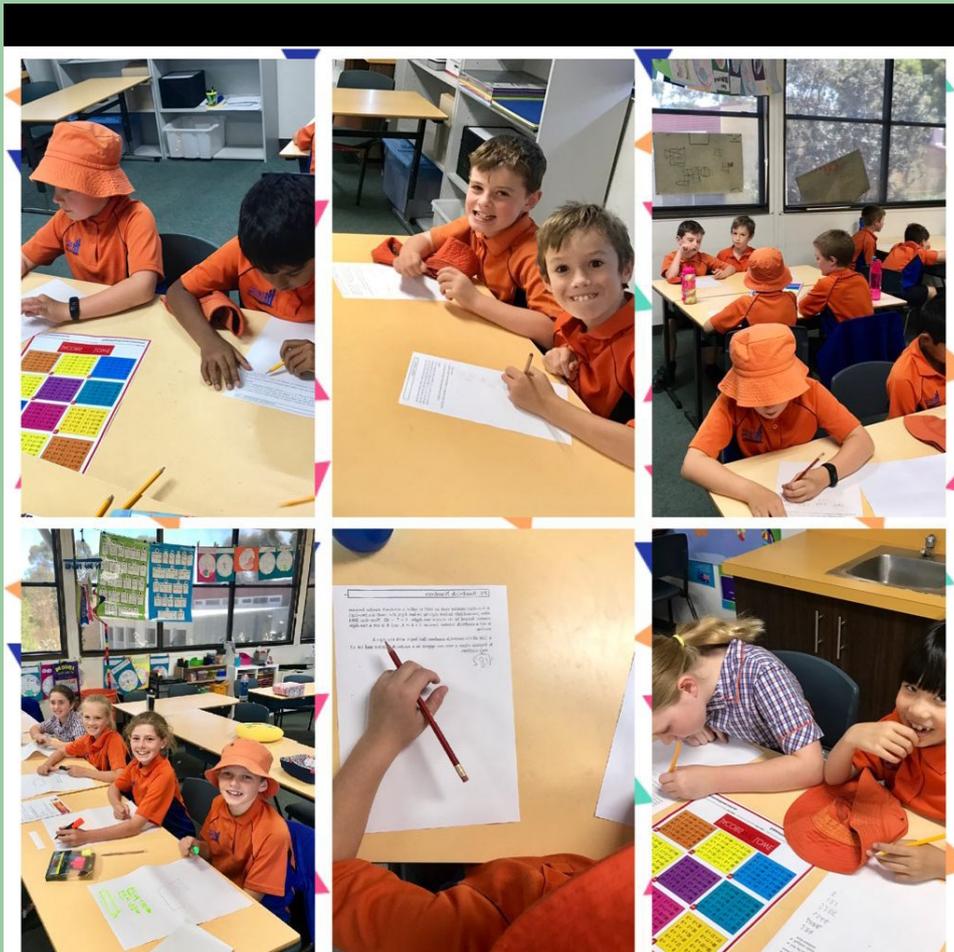
Don't tell Mum!!!!!!!!!!



Mathletes

At BJC, we run a lunchtime club called "Mathletes". This is one of the ways that we cater for those children excelling in their Maths learning. We started the Senior Mathletes last year, and were keen to welcome our enthusiastic Year 3 and 4 students to the Junior Mathletes.

Mathletes runs every Monday lunch play, with Mrs Walker, Mr Howse and Miss Hannan. We encourage the children to come each week and stay for as long as they wish. The Mathletes are about to tackle a mathematical inquiry of their own choice for the Maths Talent Quest, run by the Mathematical Association of Victoria. Working on their own, or in teams of up to 6, students will work on their Maths project over the next few months.



The Maths Olympiad is due to kick start in mid-May with the first of 5 contests for the year. Those students selected to participate need to return their permission forms to Mrs Walker as soon as possible. These are the kinds of challenges that make up the Olympiad ... see if you can work this one out ...

Five brothers, each born in a different year, share a gift of \$100 according to the following arrangement: each boy, except the youngest, gets \$5 more than his next younger brother.

How much does the youngest boy get?

Music News

Children in all year levels are enjoying music at Benton Junior College. The Year 2 children are especially excited to be making their own instruments out of recyclable household objects. Everyone will make their instruments at school (not at home) over a two week period. It could be strummed, plucked, struck, blown or even played in a new and novel way. It is entirely up to the children. The Year 6 children are busy working on their Hip Hop projects which will include music, lyrics, beat boxing and dancing. The Year 5's have begun African Drums with some interesting djembe patterns. All of the Year 4 children are learning the "12 bar Blues" boogie woogie pattern while Year 3 are continuing to learn the recorder. The Year 1 children have learnt all about the different instrument families while the Preps are fast becoming experts on high/low, soft/loud and many other sounds.

Production rehearsals are now in full swing and progressing well. The dates for the production have been confirmed as Tuesday the 15th and Thursday the 17th of August during Week 5 of Term 3. All cast members have been given a notice with all relevant details. Children must check the Senior Music Room door every day for rehearsal times/locations. More details for children who will assist backstage for the production will be coming closer to the end of term.

Members of the BJC rock band are reminded that we are well and truly back and into full rehearsals in preparation to play for the production. The band's main role will be to play during set changes and for an extended set during the interval. Practice takes place in the senior music room during lunch break each Wednesday and Friday. Instruments and music must be brought to each session.

Families are once again reminded that the Mornington Community Music Camp will take place during Week 1 of Term 3, Wed 19th to 21st July. Please sign authorisation, medical, T-shirt and DVD form and return ASAP to Mr Richards.

Paul Seaman and Ant Richards
Music teachers.

BJC Cross Country





THE PRIMARY YEARS PROGRAM IN YEAR 2

HOW THE WORLD WORKS:

CENTRAL IDEA:

Materials can be changed
or combined in a variety of ways.

Words that the Year 2 students
identified as key words for our
current Unit of Inquiry.



Chemical Science In- cursion

The Chemical Science In- cursion...

“We put vinegar, water and
baking soda together it turned
purple!”

“We made sherbet from icing
sugar, baking soda and citric
acid.”

“We put yeast in a jar and put a
balloon on the top. My favour-
ite part was when the lid flew
off!”

