On Thursday, August 11, BSPS conducted their own mini Olympics. You only have to have a look at some of the pictures to see how much fun they were having!

Key Dates- for your diary

**Term 3**
- Sun Aug 14: Bunnings BBQ 9am—4pm
- Tue Aug 8: Senior Hooptime
- Fri Aug 19: Science Day
- Aug 15-25: Swimming P-4
- Mon Aug 15: 2nd instalment 3/4 camp due
- Wed Aug 17: Prep Transition 2.30—3.30pm
- Mon Aug 22: Final instalment Yr 5/6 camp
- Mon Aug 22: Parent Club Meeting 2pm
- Thu Aug 25: Gr 5 Seussical Production Exc
- Fri Aug 26: Family Fun Night Prep & Gr 1
- Fri Aug 26: Summer Sport Round Robin
- Wed Aug 31: Prep Transition 2.30—3.30
- Thu Sept 1: Fathers’ Day Stall
- Fri Sept 2: Prep Fathers’ Day Breakfast
- Wed Sept 7: Prep Excursion

**Term 4**
- Wed Sept 7: Arts Extravaganza 7pm—9pm
- Thu Sept 8: Summer Sport Round Robin
- Fri Sept 9: Footy Special Lunch Day
- Fri Sept 9: Grade 2 Sleepover
- Mon Sept 12: Final instalment 3/4 camp due
- Sept 12-15: Grade 5/6 Camp

**Term Dates**
- Fri Sept 16: Term 3 ends
- Oct 17-18: 3/4 Camp
- Mon Oct 3: Term 4 begins
- Tue Dec 20: Term 4 ends

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**Principal's Corner**

**School Improvement**

100+ tools for differentiating instructions through all social media.

**Inside the Classroom**

Grade 1—“What if you were 1cm tall?”

**Learning & Leading through Languages**
Principal’s Message— School Improvement

Dear Parents, Staff and Students,

The quest for improvement is never ending. The past year we have had a large focus on our school environment, school marketing and communication, and Student Wellbeing. An enormous amount of hard work by our school community has made a big difference. But now that quest is being concentrated on some of the key goals in our Strategic Plan, namely improvement in student outcomes in mathematics and writing.

So how are we approaching our goal for improvement in these important areas? Firstly, many of our discussions have centred on consolidating on our shared understanding of what is the best way to teach maths and how to effectively track the progress of each student. Effective tracking allows teachers and students to assign goals which are reasonable, engaging and challenging. We are in the process of implementing a whole school online system of pre and post testing that will further support the teaching and learning in the area of mathematics. In the area of writing we are introducing and will further implement a whole school writing framework that will assist students in understanding the dynamics of writing and allow greater feedback of the writing process. Soon we will begin to share in the Bulletin more information about these important initiatives.

So it would be fair to say a greater emphasis at present is being placed on academic improvement, which aligns itself firmly with our School’s Strategic Plan. In other exciting news, we as a school have begun to examine the possibility of introducing the International Baccalaureatte (IB) into our school. I have asked Council on behalf of the parent community to consider such a move and I am in discussions also with our teaching staff. Feel free to check out this initiative via www.ibo.org

Our quest to improve never ceases and we appreciate the support of our community throughout this learning journey.

Have a great week!

Jayson Williams
Principal
williams.jayson.s@edumail.vic.gov.au
@principalbsps

Last week’s Principal’s (Oscar) awards were presented to: – Kevin, Fox, Jane & William

Tweetification of the week—
100+ tools for differentiating instructions through all social media.

Follow US!
From the Assistant Principal

Swimming August 15—25—Knox Leisure Centre

To ensure the program runs smoothly, please make sure of the following:

- Students should wear their bathers to school underneath their uniform
- Remember to pack underwear and in a plastic bag so it remains dry
- Students must bring a towel and any personal swimming equipment e.g. goggles
- Please place all items in a separate swimming bag
- Please ensure ALL items of clothing are named
- Include a plastic bag for wet items such as bathers and towel

Swimming will begin on August 15 and will conclude on August 25. Medical information has been sent out to those children who will be participating in the program. Please make sure that you return all the relevant paperwork to school asap as we need to pass this information onto the swim centre.

All swimming needs to be fully paid for by Monday August 8. Unfortunately non payment may result in your child not participating in the program.

I have listed below times when students will be at the pool:

9.30am—10.15am  Prep-P, PSB, half of 1-W (bus leaves at 9.05am)
10.15am—11.00am  1-S, 2-M, other half of 1-W
11.00am - 11.45am  2-W & 3/4W
11.45am—12.30pm  3/4R & 3/4H

Parents are most welcome to come to the pool to watch their child/ren swim.
## Inside the Classroom - 1S “What if you were 1cm tall?”

Last week, Year 1 students were presented with a writing prompt ...  

‘What if you were 1cm tall ...’ enjoy reading just some of their stories!

<table>
<thead>
<tr>
<th>Story</th>
<th>Illustration</th>
<th>Text</th>
</tr>
</thead>
</table>
| I was 1 cm tall and I went on a lot of adventures. Once I went to a big swimming pool with my friend; but then I got lost in the maze of legs and then my friend went home and the pool was closing. They were cleaning the pool and I got caught in the net, then they saw me and I was saved, hooray!!  
*Written and Illustrated by Ella* |
| ![Image](image1.jpg) |
| I looked in the mirror, I was the size of a spec. I was so tiny I knew what I was going to do next. I snuck out through the crack through the door. I ate one slice of pizza.  
*Written and Illustrated by Kellen* |
| ![Image](image2.jpg) |
| One day there lived a fairy, she once explored the human world. Then when she got back she became the Queen that all the fairies could go out whenever they wanted. She said, “Hmmm, well ... yes.” It was fun being a fairy until Jack Frost came to town. That day, the fairies learned that he had goblin servants and they were naughty. Then one day two girls found the fairies; their names were Rachel and Kirsty. From then on they were there whenever the fairies needed help. And they all lived happily ever after.  
*Written and Illustrated by Zoe* |
| ![Image](image3.jpg) |
| Once a 1 cm person woke up early in the morning, he ate breakfast and went to his shelf. Everything was on his shelf. He found a map that he had not seen for ages and ages. It lead to the legendary coin. His house was down at Mount Toe. He started to follow the map directions to the legendary coin. When he reached over to the legendary coin, there was an invisible wall; he went through the invisible wall and got the legendary coin.  
*Written and Illustrated by Ashish* |
| ![Image](image4.jpg) |
| If I was 1 cm tall I would get a pencil and the pencil would be “gi-normous” and then I would draw. My drawings would be scribbly. Then after drawing I would go to the swimming pool. I would get into my bathers. I would try to swim but I would sink instead. I kicked my legs very hard, then I started swimming. It was time to go home. My Mum came to pick me up, so I jumped into my Mum’s hand. After we changed, I jumped into my Mum’s hand again. When we were walking home I was on my Mum’s hand, and I told her everything I did.  
*Written and Illustrated by Eunice* |
| ![Image](image5.jpg) |
**Student Wellbeing**

**Girlsquad and Coolblokes.**
Building resilience can help children manage stress and feelings of anxiety and uncertainty. Resilience is being able to adapt well to adversity, trauma, tragedy, threats or even significant sources of stress. While being resilient does not mean that children won’t experience difficulty or distress, resilience helps children to cope better with challenging situations.

BSPS has been very fortunate to have had the support of Knox Council’s School Focused Youth Service to teach resilient behaviours to our Year 5 students over the past term.

Some of the resilience activities that students have undertaken include learning about ‘Animal Behaviours’ that represent positive and negative behavioural responses when faced with a challenge or conflict.

**Dolphin, Mouse, Crocodile, Fox Behaviours**
For most of us, when we are faced with conflict we have a ‘default’ setting, a way of behaving that is often unhelpful and can sometimes makes things worse.

Students were taught the three most common responses, along with an effective alternative: Dolphin or assertive behaviour. Although it takes practice, when positive Dolphin behaviour becomes a habit children can resolve conflict more effectively, feel better about themselves, relate better to their friends and family, and do better at school.

**Mouse (Passive)**
People who act like a mouse are afraid to express their feelings and often don’t stand up for themselves. When they express an opinion, they may do it in a way that suggests they can be easily persuaded to change their mind. Even when they know they have been treated unfairly they do little, resulting in frustration and sadness. The problem with the behaviour is that it makes them a target as others know they will not retaliate or take action when wronged.

A ‘mouse’ **DOES NOT** tell the person what is wrong
**DOES NOT** make you feel better
**DOES** pretend nothing is the matter

**Crocodile (Aggressive)**
Crocodile-like behaviour is when someone makes others feel intimidated so the Crocodile gets what they want or need. Raising their voice, shouting, any physical contact, threats and name calling are seen as Crocodile behaviour. These responses can be effective in getting what the person wants but it can also result in others feeling hurt or scared. The other problem with this behaviour is that it can consistently get the Crocodile in to trouble with parents, teachers and the wider community.
A ‘crocodile’ **DOES** make others feel angry or afraid
**DOES** yell or threaten
**DOES NOT** focus on a solution
**DOES** cause more problems
**DOES NOT** get constructive results!

**Fox (Passive-Aggressive)**
Fox-like behaviour involves sending a message of anger or disapproval in a non-direct or unclear way. Examples include a hostile message with an intention to hurt, or pressure without letting others know exactly what they’ve done wrong or how to fix it. Behaviours may include dirty looks, spreading rumours and excluding others. Fox-like behaviour can be very hurtful to others including friends, and can lead to ‘payback’ where groups will start habitually interacting with one another in this way.

A ‘fox’ **DOES NOT** tell the other person what the problem is
**DOES NOT** try and find a solution
**DOES** make the other person feel bad or uncomfortable
**DOES NOT** get constructive results!

**Dolphin (Assertive)**
Dolphin-like behaviour involves the ability to express rights and needs in a clear and positive way, and to try and solve problems rather than just gain a personal win. An assertive Dolphin is honest with themselves and others about what they feel, but tries to remain in control of their feelings when exploring solutions and resolving conflict. Positive Dolphin responses include the following:
‘I’ - taking responsibility for your own thoughts and ideas
‘Feel’ - letting the other person clearly know how their behaviour made you feel
‘Solution’ - coming up with a solution to the problem
Dolphin behaviour isn’t an automatic ‘fix’, but it is generally more effective and useful for finding constructive results than the alternatives.

By using the language of Animal Behaviours, students can identify different responses to situations, and choose assertive behaviours to find constructive solutions to problems and conflicts. Assertive Dolphin behaviour builds resilience by honest communication and a focus on solving problems. Increased resilience is a life skill that has positive life-long implications.

Kiran Oates Pryor
Wellbeing Coordinator
BSPS OLYMPICS
Classroom Sharing

German Poetry Competition 2016 Round 2 Results

Last week all our finalists from Round 1 (Years 4, 5 and 6) competed in the second round of judging in front of a larger panel of judges. All poetry recitations were outstanding and I would like to congratulate all students for making such a great effort. I would also like to acknowledge the other German teachers who assisted with this round of judging – Herr Roe, Frau Schmelzle, Frau Dickinson, Frau Blaich and Herr Methven (Student Teacher). Vielen Dank!

Here are the results:

All place-getters received a gold, silver or bronze medal at last week’s assembly in acknowledgement of their outstanding accomplishment. The first place-getter in each division in Years 5 and 6 has the opportunity to represent our school at the State Final.

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Open Section:</strong></td>
<td><strong>Open Section:</strong></td>
<td><strong>Open Section:</strong></td>
</tr>
<tr>
<td>2. Cameron</td>
<td>2. Sebastian</td>
<td>2. Jorjia</td>
</tr>
<tr>
<td><strong>DaF Section:</strong></td>
<td><strong>DaF Section:</strong></td>
<td><strong>DaF Section:</strong></td>
</tr>
<tr>
<td>2. Austin</td>
<td>2. Lucy</td>
<td>2. Chloe</td>
</tr>
</tbody>
</table>

Mr J Williams, Mr Mottrom and the BSPS staff and community congratulate all our Second Round Finalists for their exceptional achievements.

We wish Jasmine, Elise, Ethan W and Zara all the very best as they prepare to represent our school at the Victorian State Final on Saturday 20th August at the Austrian Club in Heidelberg (not the one in Germany, unfortunately!)

Maria McCluskey
Year 3-6 German Language Teacher
BSPS Arts Extravaganza is Coming!

This year the Music and Art teachers would like to offer an evening event to BSPS community members. We are calling it our “Arts Extravaganza”.

<table>
<thead>
<tr>
<th>What:</th>
<th>Arts Extravaganza</th>
</tr>
</thead>
<tbody>
<tr>
<td>When:</td>
<td>Wednesday, 7th September</td>
</tr>
<tr>
<td>Time:</td>
<td>7.00 p.m. – 8:00 p.m.</td>
</tr>
</tbody>
</table>

The concept is that students who particularly enjoy the Visual or Performing Arts can have a further opportunity to showcase their work.

Visual Arts works will be on display for the whole evening and musical items will be performed in the hall (or, if we are overwhelmed with items, in the Music Room and the hall). Visitors may choose to come in and out of the performance areas in between items. The choir will perform at the end of the evening.

Students who wish to perform individual or small group items must be fully prepared and have auditioned with Herr Roe or Frau Blaich.

Students who wish to have a Visual Arts piece displayed need to speak with Mrs Murrihy.

Entry to the soiree is by gold coin donation (all proceeds will support our planned purchase of some new xylophones). We are looking forward to celebrating our students’ artistic talents. Hope to see you there!

Linton Roe, Desiree Blaich, Petra Murrihy and Karen Wells
Hello, my name is Bronwyn Upton and I am the Bayswater South Primary School Chaplain. I would like to outline for you how a Chaplain plays within the school community. It’s about working with students, parents and teachers to assist in meeting the needs that arise.

A Chaplain will:
- Support teachers in class, helping out as needed
- Connect with parents as the need arises
- Run support groups (eg. Friendship programs)
- Help a child sort through a problem or an issue
- Provide pastoral care (encouragement and support)
- Be a friend to other professionals
- Listen, to encourage and to walk alongside those who need someone to talk to
- Provide care and comfort to the whole school community.

Matters of faith are only pursued when a person wishes to do so. If you would prefer that this interaction not happen for your child, please feel free to call me regarding anything I can help you with. I am available on Mondays and Tuesdays at the school between 9am – 2.30pm. Or leave a message anytime and I will call you back.

Regards
Bronwyn Upton
SCHOOL CHAPLAIN

Expectations of Behaviour at Assembly
Students are expected to behave correctly at all times at Assembly. They are also expected to encourage others and be a role model for other students. Students will start off by coming up to Assembly with their class quietly. Students should sit next to someone that is not going to distract them. Students can make that choice. They can sit next to someone they will not talk with, that is the right choice. They will then go to their House and by doing that they will walk around the flag, [Do not step on the flag] and sit down quietly. When waiting they will be silent until the assembly starts. When we do the national anthem and school song students are expected to sing along with their hands by their sides. If Assembly is outside students will take their hats off when we do the song. Students should be respectful during the national anthem and school song.

When the house points are being called out, students need to be quiet. When assembly is finished parents will leave first. Students need to show respect and be quiet when the parents and other year levels are leaving. Students will leave with their class when told to.

Chloe, Riley and Jorjia
Decastella House Captains.

Swimming
On the 15th of August the students in Prep to Year 4 will start their swimming program. The program goes for 2 weeks and it finishes on the 25th of August. All the students that will be attending the swimming are getting very excited and can’t wait for Monday! Remember to bring your bathers, goggles, towel and change of clothes!

Cassie and Blair
Flemming House Captains

**Leaders of the Week Awards**

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>For</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Davis</td>
<td>PP</td>
<td>Always demonstrating a positive attitude towards his learning.</td>
</tr>
<tr>
<td>Clara Fischer</td>
<td>PSB</td>
<td>Being proactive with her maths learning.</td>
</tr>
<tr>
<td>Patrick Rees</td>
<td>1-S</td>
<td>Making great choices and thinking win-win! WOW!</td>
</tr>
<tr>
<td>Shelbi Vukovic-Hiluta</td>
<td>1-S</td>
<td>Excellent effort and improvement with her German reading! Well done!</td>
</tr>
<tr>
<td>Kellen Dragonetti Stone</td>
<td>1-W</td>
<td>Working very hard in class and achieving his very best! WOW!</td>
</tr>
<tr>
<td>Liam McKendry</td>
<td>1-W</td>
<td>Awesome effort and precision making a circle pattern in maths.</td>
</tr>
<tr>
<td>Sean Kennedy</td>
<td>2-M</td>
<td>Working hard to improve the size of his handwriting. Keep up the great effort Sean.</td>
</tr>
<tr>
<td>Kira Schonhardt</td>
<td>2-D</td>
<td>Listening attentively during class, participating and taking charge of her learning. Great work!</td>
</tr>
<tr>
<td>Radovan Trifkovic</td>
<td>3/4H</td>
<td>Always starting work tasks promptly. Putting work before play.</td>
</tr>
<tr>
<td>Ella Roberts</td>
<td>3/4R</td>
<td>Reliability, cheerfulness and consistent learning habits.</td>
</tr>
<tr>
<td>Cindy Li</td>
<td>3/4W</td>
<td>Providing wonderful support and friendship to Kevin during his visit.</td>
</tr>
<tr>
<td>Kayla Wong</td>
<td>3/4W</td>
<td>Providing wonderful support and friendship to Kevin during his visit.</td>
</tr>
<tr>
<td>Lucy Preston</td>
<td>5OP</td>
<td>Her consistent effort in contributing to maths lessons. Excellent effort!</td>
</tr>
<tr>
<td>Evelyn Bamford</td>
<td>5OP</td>
<td>Consistent participation in maths for all of term 3 so far. Well done.</td>
</tr>
<tr>
<td>Ruben Jaworski</td>
<td>6-W</td>
<td>Presenting an excellent project relating to Colonial Life in Australia.</td>
</tr>
</tbody>
</table>
Bunnings BBQ

Sunday 14th August
9am—4pm

Canterbury Road, Bayswater

COME ALONG AND SUPPORT OUR SCHOOL BY PURCHASING A SAUSAGE OR TWO!
Bargains Galore! Shopping Tour
Exclusive Easy Fundraising
For Bayswater South Primary School

Looking for a fun day out? Join us to save up to 85% off retail prices.

When: Saturday Oct 15th
Lunch: BYO
Cost: $35

Secure your seat today!
Payment Due: Friday Aug 31st

Return with Payment to secure your seat/s

Name: ___________________________ Childs Class: ________________________

No. Of People: _______ Contact No & Email: ________________________________

Please Circle: CASH / CREDIT CARD Amount Enclosed: ____________

Credit Card _______/_______/_______/_______/_______ Exp Date _____/____

Name on Card: ____________________________
Parent Club News

SCIENCE DAY - Friday 19th August
Parent Club are hosting a special lunch on Science Day.
$2 per slice for pizza and $1 for a jelly.
A notice has already come home with the order form attached for your child to place their order for lunch.
Orders must be in by Wednesday 17th so that we can cater accordingly. If you have any dietary restrictions or requirements please contact me.

HOT FOOD TUESDAY
We are continuing to run our very popular Hot Food Tuesday throughout term 3.
A few things to remember:
Include correct change
PLEASE MAKE SURE THAT FOOD IS DEFROSTED!
Food is labelled with name and class
NO PLASTIC CONTAINERS!
Thank you to the ladies who make this possible each week.

THE NEXT PARENT CLUB MEETING:
Monday 22nd August 2pm in the Parent Hub
*Don’t forget to sign in at the office on the day

The Parent Club also have a Facebook page that we use to communicate and pass on information.
Bayswater South P.S. Parents

Cheers,
Nicole Whitty (President) nicolewhitty@hotmail.com

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10 Things Every Child with Autism Wishes You Knew

- Are you sure I know how to do what is being asked of me? If I suddenly need to run to the bathroom every time I’m asked to do a math sheet, maybe I don’t know how or fear my effort will not be good enough. Stick with me through enough repetitions of the task to where I feel competent. I may need more practice to master tasks than other kids.

- Are you sure I know the rules? Do I understand the reason for the rule (safety, economy, health)? Am I breaking the rule because there is an underlying cause? Maybe I pinched a snack out of my lunch bag early because I was worried about finishing my science project, didn’t eat breakfast and am now famished.

- Start by believing this: I truly do want to learn to interact appropriately. No child wants the spirit-crushing feedback we get from ‘bad’ behaviour. Negative behaviour usually means I am overwhelmed by disordered sensory systems, cannot communicate my wants or needs, or don’t understand what is expected of me. Look beyond the behaviour to find the source of my resistance. Keep notes as to what happened immediately before the behaviour: people involved, time of day, activities, settings. Over time, a pattern may emerge.

- Never assume anything. Without factual backup, an assumption is only a guess. I may not know or understand the rules. I may have heard the instructions but not understood them. Maybe I knew it yesterday but can’t retrieve it today. Ask yourself:

- Look for sensory issues first. A lot of my resistant behaviours come from sensory discomfort. One example is fluorescent lighting, which has been shown over and over again to be a major problem for children like me. The hum it produces is very disturbing to my hypersensitive hearing, and the pulsing nature of the light can distort my visual perception, making objects in the room appear to be in constant movement. An incandescent lamp on my desk will reduce the flickering, as will natural light tubes. Or maybe I need to sit closer to you; I don’t understand what you are saying because there are too many noises in between – that lawnmower outside the window, Jasmine whispering to Tanya, chairs
scraping, pencil sharpener grinding.

Ask the school occupational therapist for sensory-friendly ideas for the classroom. It’s good for all kids, not just me.

4. **Provide a break for self-regulation before I need it.** A quiet, carpeted corner of the room with some pillows, books and headphones allows me a place to re-group when I feel overwhelmed, but isn’t so far physically removed that I won’t be able to rejoin the activity flow of the classroom smoothly.

5. **Tell me what you want me to do in the positive rather than the imperative.** “You left a mess by the sink!” is a statement of fact to me. I’m not able to infer that what you mean is “Rinse out your paint cup and put the paper towels in the trash.” Don’t make me guess or have to figure out what I should do.

6. **Keep your expectations reasonable.** That all-school assembly with hundreds of kids packed into bleachers and some guy droning on about the candy sale is uncomfortable and meaningless to me. Maybe I’d be better off helping the school secretary put together the newsletter.

7. **Help me transition between activities.** It takes me longer to motor plan moving from one activity to the next. Give me a five-minute warning and a two-minute warning before an activity changes, and build a few extra minutes in on your end to compensate. A simple clock face or timer on my desk gives me a visual cue as to the time of the next transition and helps me handle it more independently.

8. **Don’t make a bad situation worse.** Even though you are an adult, you can sometimes make bad decisions in the heat of the moment. I truly don’t mean to melt down, show anger or otherwise disrupt your classroom. You can help me get over it more quickly by not responding with behaviour of your own that makes things worse for me. Beware of these responses that prolong rather than resolve a meltdown:
   - Raising pitch or volume of your voice. I hear the yelling and shrieking, but not the words.
   - Mocking or mimicking me. Sarcasm, insults or name-calling will not embarrass me out of the behaviour.
   - Making unsubstantiated accusations.
   - Invoking a double standard.
   - Comparing me to a sibling or other student.
   - Bringing up previous or unrelated events.
   - Lumping me into a general category (“kids like you are all the same”).

9. **Criticise gently.** Be honest – how good are you at accepting ‘constructive’ criticism? The maturity and self-confidence to be able to do that may be far beyond my abilities right now.
   - Please! Never, ever try to impose discipline or correction when I am angry, distraught, overstimulated, shut down, anxious or otherwise emotionally unable to interact with you.
   - Again, remember that I will react as much, if not more, to the qualities of your voice than to the actual words. I will hear the shouting and the annoyance, but I will not understand the words and therefore will not be able to figure out what I did wrong. Speak in low tones and lower your body as well, so that you are communicating on my level rather than towering over me.
   - Help me understand the inappropriate behaviour in a supportive, problem-solving way rather than punishing or scolding me. Help me pin down the feelings that triggered the behaviour. I may say I was angry but maybe I was afraid, frustrated, sad or jealous. Probe beyond my first response.
   - Practice or role-play – show me a better way to handle the situation next time. A storyboard, photo essay or social story helps. Expect to role-play lots over time. There are no one-time fixes. And when I do get it right “next time,” tell me right away.
   - It helps me if you yourself are modeling proper behaviour for responding to criticism.

10. **Offer real choices – and only real choices.** Don’t offer me a choice or ask a “Do you want...?” question unless are willing to accept no for an answer. “No” may be my honest answer to “Do you want to read loud now?” or “Would you like to share paints with William?” It’s hard for me to trust you when choices are not choices at all.

You take for granted the amazing number of choices you have on a daily basis. You constantly choose one option over others knowing that both having choices and being able to choose provides you control over your life and future. For me, choices are much more limited, which is why it can be harder to feel confident about myself. Providing me with frequent choices helps me become more actively engaged in everyday life.

Whenever possible, offer a choice within a ‘have-to’. Rather than saying: “Write your name and the date on the top of the page,” say: “Would you like to write your name first, or would you like to write the date first?” or “Which would you like to write first, letters or numbers?” Follow by showing me: “See how Jason is writing his name on his paper?”

Giving me choices helps me learn appropriate behaviour, but I also need to understand that there will be times when you can’t. When this happens, I won’t get as frustrated if I understand why:
   - “I can’t give you a choice in this situation because it is dangerous. You might get hurt.”
   - “I can’t give you that choice because it would be bad for Danny.”
   - “I give you lots of choices but this time it needs to be an adult choice.”
### Excursion/Camp Payments Due

<table>
<thead>
<tr>
<th>Date</th>
<th>Payment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 15th Aug</td>
<td>2nd instalment ¾ camp due</td>
</tr>
<tr>
<td>Mon 22nd Aug</td>
<td>Final instalment year 5/6 camp</td>
</tr>
<tr>
<td>Thu 1st Sept</td>
<td>Prep Excursion money due</td>
</tr>
<tr>
<td>Mon 12th Sept</td>
<td>Final instalment ¾ camp due</td>
</tr>
<tr>
<td>Mon 22nd Aug</td>
<td>Suessical Production form due back</td>
</tr>
<tr>
<td>Mon 5th Sept</td>
<td>Gr 2 Sleepover money due</td>
</tr>
</tbody>
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**Bayswater South Primary School**

Values: *Respect Honesty Empathy Teamwork*

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Enfield Drive  
Bayswater, Victoria, 3175  
Australia  
Phone: 03 9729 2862  
Email: bayswater.south.ps@edumail.vic.gov.au  
Web: www.baysouthps.vic.edu.au