To assist us with our planning, we ask that if we have any of our families not expecting to join us for 2017, to please notify the school before November 11, 2016.

Key Dates- for your diary

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Fri Dec 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Nov 7</td>
<td>Year 6 Mystery Tour</td>
</tr>
<tr>
<td>Tue Nov 8</td>
<td>Term 4 finishes at 1.30pm</td>
</tr>
<tr>
<td>Wed Nov 9</td>
<td>Tue Jan 31</td>
</tr>
<tr>
<td>Thu Dec 6</td>
<td>School begins for 2017</td>
</tr>
<tr>
<td>Fri Dec 16</td>
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Principal’s Message— 2017 School Planning

Dear Parents, Staff and Students,

I trust everyone has enjoyed a few extra days enjoying some quality family time, as we approach the half way mark of the term. The next few weeks our students will be busy completing work and assessments, as our hardworking teachers start to prepare the final End of the Year reports. The reports will be sent home on the last Friday of the term, with the term ending on Tuesday December 20 at 1.30pm.

In the midst of all this, our teachers are expected to also have one eye on 2017, as they begin to consider classes, class lists, school events and curriculum design. We have recently celebrated the fact that we will have 3 Prep classes next year and importantly, our class structure for 2017 is close to finalisation. To assist us with our planning, we ask that if we have any of our families not expecting to join us for 2017, to please notify the school before November 11, 2016. As we are still conducting regular tours and receiving applications, it is important that our student numbers for 2017 are accurate, before we can offer spots.

Currently, we are finalising teacher roles and conducting interviews for various teaching positions in our school for 2017. Once this is completed, we will begin on the challenging task of our 2017 school timetable. Due to the nature of our 50-50 Bilingual program it is not as simplistic as to set up like a normal primary school. To obtain a better understanding of our staffing and timetable, it is more like a cross between the primary and secondary model. Thus, next year will be even different from this year as not all of the school was on the 50-50 model. This has constantly changed each year throughout the implementation of the 50-50 model, so there lies the challenge in staffing and timetabling.

Finally, our special evening IB Question and Answer session will be held on Monday, November 7th at 6pm in the LLC. I hope many of you can find the time to attend to learn more about the IB PYP program. In this edition of the Bulletin we have included some of the questions and answers we have had so far for your consideration.

Have a great week!
Jayson Williams
Principal
williams.jayson.s@edumail.vic.gov.au
@principalbsps

Principal's Corner

Tweetification of the week— https://m.facebook.com/story.php?story_fbid=1783064645304122&id=1683805045230083

Follow US!

Last week’s Principal’s (Oscar) awards were presented to: – Little Mermaid Crew
Hello, my name is Bronwyn Upton and I am the Bayswater South Primary School Chaplain. I would like to outline for you the role a Chaplain plays within the school community. It's about working with students, parents and teachers to assist in meeting the needs that arise with the stresses of daily life. Life is not always easy. But knowing that someone is there for you to talk to, to listen, to encourage and to walk alongside you in times of crisis, can be very comforting and can help you through difficult situations.

Matters of faith are only pursued when a person wishes to. 

A Chaplain will

- support teachers in class, helping out as needed
- refer a child for pastoral care
- 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)
- provide care and support (in times of grief)
- be a ‘listening ear’ for very ‘grown up’ issues such as family break up, grief and addictions. Or they may be struggling to make friends or to fit in with their peers. These can be very traumatic for children and could be very comforting and can help you through difficult situations.

In reference to the worst case scenario, we have based our new sustainable financial plan not on the BL funding, like it was done before. Some changes over the past 2 years have been made and in 2017 we will be operating on our full sustainable financial model.

Here are some of the questions and answers so far in relation to the IB PYP program.

**My understanding is that this program requires a lot more planning than what teachers currently do?**

The planning will be no different than what is expected today. The teachers plan their inquiry units in a very similar manner to the IB. They have adapted the 'way' they plan over the last two years. Thus we do not need any extra teachers to assist with the planning process.

**In the worst case scenario that we don't get the extra funding from the government, is the school still in the position to finance everything without cutting out what is important?**

In reference to the worst case scenario, we have based our new sustainable financial plan not on the BL funding, like it was done before. Some changes over the past 2 years have been made and in 2017 we will be operating on our full sustainable financial model.
Would we be putting the 50/50 German/English concept at risk because we possibly could not get enough German speaking teachers?

In relation to the 50-50 model and German teachers, or any program like ours, there is a need for German teachers and it can be difficult and a challenge to find suitable teachers. At present over the history of the school we have been fortunate, but we do need to continue to look for ways to attract quality German teachers. The IB program would certainly provide a good link to international teachers, in attracting them to our school in Australia.

As with any new technique being introduced there are always teething problems. What do you see as possible detrimental outcomes for current students particularly middle to senior ones that are familiar and comfortable with our current learning techniques?

There should be no detrimental outcome for students as the IB is a framework and the inquiry process is similar to other inquiry models found in Australia. The inquiry teaching and learning approach of the IB is essentially the same we have developed at the school over the past 2 years.

I believe that teachers currently have a huge work load and can imagine a lot more work involved in becoming accredited to teach this method. Are all our current teachers willing to embrace this change?

The staff have been aware that the inquiry process we have been following in the school since late 2014 has been influenced by the IB. The staff have had their presentations and opportunities to ask questions, and form their opinion for themselves. They are currently providing feedback to the Leadership team.

Are there any IB PYP schools in the state system?

The PYP is the fastest growing program across the world. In Australia there are 116 PYP schools, 43 MYP schools and 66 Diploma schools. Yes, there are PYP schools in the state system, it adds value to the system and it is one of the fastest growing areas.

How what does the IB recommend in terms of class sizes?

The IB have a set of 77 principles and practices that each school needs to adhere to but it does not mandate class sizes.

There is a focus on ‘student led learning’, what does this mean?

The IB PYP framework emphasises that all student learn differently, there is a clear expectation of differentiation, and the students need to be engaged, and extended upon their natural curiosity. The students need to be actively involved in their learning and develop their international mindedness.

How does it work here with the English/German teacher set up?

An expectation of the IB PYP program is that teachers are strongly encouraged to collaboratively plan, no different to what you are experiencing here at BSPS with the English and German teachers collaboratively planning.

What is the cost of the program?

$10,000 approximately per year along with teacher PD requirements.

Will the school fees pay for this?

The school fees are based on consumable items, so therefore the IB fee will not be paid via this means.
Inside the Classroom - Years 3/4 Outstanding “Openers”

‘Outstanding Openers’ used in year 3 and 4 writing this week.

In year 3 and 4 writing we have been looking at the way authors start their stories in order to excite, draw in and engage the reader. The following are some examples of our students inspiring interest and stepping away from the traditional starting lines, ‘One day,’ ‘Once upon a time’ and ‘Long ago.’

“Due to the thievery of the monkey, you are sentenced to jail!
(Flame of Existance – by Deakin Kuruwita)

“Race ya there!” Spyro yelled. “I’ll bet I’ll win,” competed Stealth Elf. Spyro was a small purple dragon with a fiery attitude.
(The Golden Arkeyan Guantlet – by Jamie Knieriemen)

Early in the morning, and I mean VERY early in the morning, a very crazy scientist was building the most powerful vacuum cleaner in the world.
(The Vacuum Cleaner – by Brendan Rees)

“DON’T TOUCH THAT!” “Why?” “because that’s a massive mine/flower.” “That was close, look, just what we’ve been looking for.
(The Mega Orb – Davey Langsford)

“Here you go!” “Thanks mum,” I said cheerfully. “It’s gorgeous, it goes with my Halloween costume,”
(Halloween Pumpkin Gold Stealer – by Bianca Mizzi)

Before the news started, I was listening to the radio then... “Breaking news, Ash Ketchep has gone evil!”
(Ash Goes Evil – by Connor Krizmancic)

“Aarrhh!” “A bear, a bear!” said the bank owner, everybody ran out of the bank in horror, but on the other side of the world...
(The Animal Control – by Josh Fischer)

"Great Openers’

Sebastian was snuggled up in his quilt when the harsh sounds of crashing came from the door. (Chanithu Wickramasinghe: The Merlot Bandit)

A long time ago in Olympia the 1800 olden day Olympics were held. All the medals were ready to be awarded, but when the judges went to get them..... They were gone! (Cameron Philp: Why the Olden day Olympics had wreathes instead of medals)

Ashley woke to the sound of cars racing, eager to get to work. “They really meant it when they said this is the city that never sleeps, said Ashley yawned. (Austin Brennan)

One dark and stormy night there was a old angry man who lived in a gigantic mansion. He used to be the world’s greatest scientist, oh but he had changed all right, he had changed. (Nitya Ansuri: The Big Robbery)

The grass seemed huge from his crouching position, the sheep and the cows were sleeping but Ralph knew that Jaws, the bull terrier was around. (Jeremy Coath:)
Hello,

my name is Bronwyn Upton and I am the Bayswater South Primary School Chaplain. I would like to outline for you the role a Chaplain plays within the school community.

- Provide care and be a friend
- Be a ‘listening ear’ for those who need someone to talk to
- Provide pastoral care (encouragement and support)
- Help a child sort through a problem or an issue
- Run support groups (eg. Friendship programs)
- Connect with parents as the need arises
- Refer a child to other professionals
- Support teachers in class, helping out as needed

Matters of faith are only pursued when a person wishes to talk about them.

Life is not always easy. But knowing that someone is there for you to talk to, to listen, to encourage and to walk alongside you can be very comforting and can help you through difficult situations.

My chaplaincy role is about offering care and support to the whole school community. It’s about working with students, parents and teachers to assist in meeting the needs that arise in our daily lives.

Children today have to deal with some very ‘grown up’ issues such as family break-up, grief and addictions. Or they may be struggling to make friends or to fit in with their peers. These can be very traumatic for children and could affect their ability to cope with the stresses of daily life. As such it may be beneficial for your child to have someone who they can talk to. This would occur on a purely voluntary basis. If you would prefer that this interaction not happen for your child/ren, please contact the school.

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

LEADERS OF THE WEEK AWARDS

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>For</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riley Pearce</td>
<td>PP</td>
<td>A great holiday diary about his holiday to America. What an adventure!</td>
</tr>
<tr>
<td>Savannah Tynan</td>
<td>PSB</td>
<td>Cleaning up without being asked, and being PROACTIVE!</td>
</tr>
<tr>
<td>Oscar McLachlan</td>
<td>1-S</td>
<td>Working well in maths and German. Great work Oscar!</td>
</tr>
<tr>
<td>Oscar McLachlan</td>
<td>1-S</td>
<td>Being really focused on his reading! Congratulations.</td>
</tr>
<tr>
<td>Macy King</td>
<td>1-W</td>
<td>Always giving her very best! Thank you Macy!</td>
</tr>
<tr>
<td>Wynetta Maxwell</td>
<td>1-W</td>
<td>Putting a lot of care and effort into her work and learning. Well done!</td>
</tr>
<tr>
<td>Matthew Polgar</td>
<td>2-M</td>
<td>Being proactive and helping around our classroom without being asked. Your help is greatly appreciated Matthew.</td>
</tr>
<tr>
<td>Liora Jaworski</td>
<td>2-D</td>
<td>Being proactive in her learning and completing great work in multiplication.</td>
</tr>
<tr>
<td>Blair McGuigan</td>
<td>3/4H</td>
<td>Increased participation in class activities. Wonderful.</td>
</tr>
<tr>
<td>Kai Williams</td>
<td>3/4R</td>
<td>Great attendance, great learning and a great attitude. Well done!</td>
</tr>
<tr>
<td>Charlie Curtain</td>
<td>3/4W</td>
<td>Being proactive with his inquiry work and displaying a great attitude towards his learning.</td>
</tr>
<tr>
<td>Jayden James-Gabriele</td>
<td>5OP</td>
<td>Showing creativity when making an atom model in science. Great work.</td>
</tr>
<tr>
<td>Sinead Hubbard</td>
<td>6-W</td>
<td>Her excellent effort during Earn and Learn.</td>
</tr>
</tbody>
</table>

BIKE RACKS

This week we have had new bike racks installed near the 3/4 playground.

We would encourage students to bring a lock to secure their bike.

Scooters can be stored in the sports shed.

Sick Bay Roster

Fri Nov 11  Anna Holloway
Fri Nov 18  Gloria del Orta
Fri Nov 25  Nicole Kuruwita
Fri Dec 2  Jessica Brown
Fri Dec 9  Eiko Naruse
Fri Dec 16  Kathy Hermann
At the end of each year BSPS Council has to approve the budget for the following year. As everyone always would like to know how their (school) fees are spent, it would be good to elaborate a bit on where school funding goes to.

As BSPS is a public school, it gets the bulk of its funding from the government. This funding assists with the cost of everything from staff and teachers’ salaries, buildings and grounds, and bills related to running the school (water, power, electricity, and many contractual agreements and suppliers). This funding is called ‘core’ funding, to a certain point secure (dependant on the vagaries of our government) and enables BSPS to plan for the future.

In return for receiving governmental funding BSPS (as any other government school) is required to teach the Victorian Curriculum. It is up to each individual school how they would like to implement the regulations imposed by the Victorian Curriculum and hence decide on whether they would like to teach using blackboard and chalk or digital media, whether they offer excursions and incursions or offer classroom teaching only, whether they offer extra programs (those that are not defined by the Victorian Curriculum) or whether they offer any other extra curriculum material. Funding for all these programs and items related to the curriculum come from 3 different sources: Essential, Optional and Voluntary.

Essential funding comes solely from school fees. These include all stationery, books and various other essential items needed in the classroom for study. As you are aware, BSPS does not use chalk and blackboards anymore, and BSPS’ strategic plan outlines our drive to prepare our children for a digital society (computers, laptops, ipads, and also our media room, use of internet and blogs and so on). Hence school fees are set to reflect BSPS’ ambition to give our children the best education possible, in the best possible environment, using the best possible technologies. Having been in the council for 4 consecutive years now, I honestly can say that BSPS offers value for money.

To complete the full listing of funding options for BSPS, voluntary payments can for instance be made to the library and buildings and grounds funds. Optional funding is for extra-curriculum activities as swimming, excursions and their like. These are normally not included in the school fees and parents are asked during the year whether they would like their child(ren) to participate or not, and pay for it subsequently.

The term ‘free education’ is a misleading term as it is so often interpreted as that the full education is for free. But it really is more similar to the terminology of ‘free housing’. In the latter you might be provided with a basic house for free to live in, you still have to pay for all your groceries, power and other consumables. Essential funding, your school fees, provide your child’s ‘groceries’ to ‘feed’ its hunger for knowledge which is provided by BSPS.

Frank Drost
School Council President
The opening of our Media Centre with Peter Hitchener last Friday

Below is a link to a blog where Peter Hitchener spoke glowingly about our school. It is worth a visit!

https://m.facebook.com/story.php?story_fbid=1783064645304122&id=1683805045230083
Something for everyone!

The Christmas Market

10 AM - 2 PM
SUNDAY
20 NOVEMBER
2016

51 ELIZABETH ST. BAYSWATER 3153

- Live music
- Cakes, Chocolates and Coffee
- Children’s activities
- German food
- Raffle and prizes
- Beer Garden

Over 40 talented stallholders & craft displays

Parking on-site at Victoria Road, Bayswater, 3153
(03) 6720 1333

Values: Respect Honesty Empathy Teamwork