

# Bundarra Primary School



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**Term 3 Week 3**

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**Thursday 30<sup>th</sup> July 2020**

TERM 3 2020/ Monday 13 <sup>th</sup> July	First Day Term Three
Thursday 13 <sup>th</sup> August	School Photos
15 <sup>th</sup> -23 <sup>rd</sup> August	National Science Week activities
Monday 24 <sup>th</sup> August	Wyniss Performance (online)
Friday 4 <sup>th</sup> September	<b>Curriculum Day – No Students (Gunditjmara Studies PD for all staff)</b>
Friday 18 <sup>th</sup> September	Last Day Term Three for Students 2:15pm dismissal
TERM 4 2020/ Monday 5 <sup>th</sup> October	First Day Term Four
Wednesday 21 <sup>st</sup> October	BOOK DAY! 'Curious Creatures, Wild Minds'
Saturday 31 <sup>st</sup> October/ Sunday 1 <sup>st</sup> November	Upwelling Festival/ Three Bays Marathon- TBC
Tuesday 3 <sup>rd</sup> November	<b>Melbourne Cup Day Public Holiday- No School</b>
8 <sup>th</sup> -15 <sup>th</sup> November	NAIDOC WEEK
Friday 20 <sup>th</sup> November	<b>Curriculum Day – No Students (report writing)</b>
Friday 4 <sup>th</sup> December	Christmas Carols Afternoon 2:15pm at Bundarra Gym – Students only
Tuesday 8 <sup>th</sup> December	Statewide Transition Day - TBC
Wednesday 16 <sup>th</sup> Dec	Grade 6 Graduation Ceremony 1:30pm
Friday 18 <sup>th</sup> December	Last Day Term Four for Students 2:15pm dismissal

## Star Students

**F1A:** Hayden Pryor-Hollis

**F1M:** Marcia Moore

**23L:** Ivy Hunt

**23V:** Ellie Anderson

**34H:** Raymond Anderson

**34S:** Ash Diab

**56B:** Reef Bennett

**56C:** Bodhi Duncan

**56G:** Seb Rennie

**ICT:** Raymond Anderson



# SUPER STUDENT



## Destiny Smith-Watts

**Kind, Self-Motivated, Caring,  
Hard Working**

These values describe the fantastic learner Destiny has become in Grade 4. Destiny loves school and she loves to learn new things in Maths, Reading, Writing and Spelling. She is always the first student to start her work and doesn't come up for breathe until she has finished. Destiny has shown a lot of confidence this year and she has done a great job putting her hand up answering questions in front of the whole class. She is a great friend to everyone and shows kindness to everyone around her. Keep being your beautiful self, we are so proud of you Destiny!

## Ella Beyer

**Thoughtful, Caring, Friendship,  
Hard Working**

These values describe the amazing learner Ella has been in Grade 4. Ella always thinks about the people around her and how she can make them feel better. She consistently uses values of trust, compassion, hope, kindness and forgiveness which enable her to develop strong relationships with everyone around her. Ella is a great contributor to class discussions and she has so many interesting and important ideas to share with the class. Everytime we see her dazzling smile, it lights up the room. Keep reaching for the stars, Ella, and you will achieve amazing things!

## Kyan Taylor

**Knowledgeable, Kind, Creative,  
Curious**

These values describe the excellent student Kyan has been in Grade 3. Kyan is a quiet achiever who always works to the best of his ability. He loves reading non-fiction books, especially about animals, and he has acquired lots of information about how the world works that he loves to share. He is a creative thinker who likes to solve problems and he does so with lots of enthusiasm. Kyan is a great friend to the people around him and he has a gentle and caring nature. Keep your thirst for knowledge and curiosity Kyan, and you will continue to amaze us!

**WELL DONE!**



**34S**



## Notes from Mrs Hulonce...

This week has been challenging, rewarding and amazing in many different ways both personally and professionally.

On Monday night my Mother in Law, Peggy died at the grand age of 97. Hard to believe that she had lived such a rich, full and long life. I can only imagine the change she had seen in her lifetime from 1923 through to 2020. Imagine being around for the introduction of cars, aeroplanes, washing machines, radios, the assembly line, fridges, instant cameras, and television. Let alone the changes to our community that came with personal computers, mobile phones, the internet, online shopping and video conferencing. All this and more Peggy had accustomed herself to and embraced (with the exception of the internet and online shopping!). She was a truly remarkable woman. I'm not telling you this to make a fuss (there's enough drama in the world right now), but just to explain how wonderful people can make a difference in times of need.

We have such an amazing team in Portland and I'm grateful for their support. I would like to especially thank:

- Our professional Bundarra staff who calmly went about business as usual. It's great to know that our team can handle anything.
- The Gunditjmara Language Project Principals for meeting to discuss our lesson planning and upcoming curriculum day.
- Mrs Shelton for taking charge on Tuesday and looking after everyone supported by our Administration team of Emmas.
- The fantastic Bundarra School Council, who met with Mrs Cullen as my highly capable proxy. Thanks SC for your service to Bundarra.

It's important in times of change and uncertainty that we look after each other. The advent of Covid- 19 has certainly provided such an environment for everyone. With families unable to see each other, social distancing, limited sports opportunities, increased hygiene practices, face masks, testing and other restrictions in place.

We are all facing challenges. No-one knows exactly what other people are working through at any time. Kindness is vital. Thanks.

**Take care!**

# Values

## Confident behaviour looks like:

- Continuing to try to do a difficult task.
- Asking for help.
- Not being scared to make mistakes
- Asking to play or join in.
- Accepting yourself as you are.

## Getting Along behaviour looks like:

- Sharing.
- Telling the truth.
- Thinking about how others might feel.
- Following rules
- Thinking before doing or saying something.

## Organised behaviour looks like:

- Looking after my things.
- Taking pride in myself, my work.
- Listening carefully to the teacher.
- Following the class expectations.
- Being ready to learn.

## Persistent behaviour looks like:

- Keep trying even when it's hard.
- Being proud of my efforts.
- Believing I can do hard things

## Resilient behaviour looks like:

- Controlling the way I react to something.
- Bouncing back when I am upset.
- Using strategies like taking deep breaths, reading a book, going for walk etc
- Using words calmly
- Walking away from a negative situation.
- Finding an adult to help.
- Using positive self-talk

# Restricted Access

Restricted access to the school is still in place. Only Staff, Students and essential services will be allowed onsite. If you need to enter the school grounds for essential reasons please call the office to arrange permission.

All Students need to ensure that they bring all their items for the day including drink bottles, lunches.

# SCHOOL COUNCIL MEETING 28/7/20

## AIP 2020 UPDATE

<p><b>Goal 1- To maximise student learning growth in literacy and numeracy</b></p> <p><b>KIS 1- Curriculum planning and assessment</b></p> <p>Develop and implement a whole school curriculum and pedagogical practices that engage and challenge all students.</p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Develop and implement an agreed Instructional model for Writing, Numeracy and Specialist subjects to support, engage and challenge all student learning.</li> <li>• Develop staff capacities to use the High Impact teaching Strategies (HITS).</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Intervention groups started well, still have some kids we'd like to include, but trying to meet their needs in different ways.</li> <li>• ES staff have been moved around a bit with different students this term.</li> <li>• Some classes using Seesaw when staff are absent.</li> <li>• Junior classes have joined the WSW SoundsWrite (SW) "reboot" to ensure that students in Foundation are doing a quick catch up on expected skills.</li> <li>• <u>DET OPS guide in place for Term 3, and updates put into place when received.</u></li> </ul> <p>FUTURE WORK-</p> <ul style="list-style-type: none"> <li>• Writing and Numeracy Instructional Models</li> <li>• WSW SW data analysis- Emily Munday</li> <li>• Enhance student achievement data analysis processes (Essential Assessments/ MiniLit)</li> <li>• Undertake Peer Observations on identified (specific) strategies to enhance staff knowledge, skills - plans have been made for this during T3 in teams.</li> </ul>
<p><b>Goal 2- To empower student engagement in learning</b></p> <p><b>KIS 1- Intellectual engagement and self-awareness</b></p> <p>Co-create a stimulating environment where students are active learners who connect with their community.</p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Develop a whole-school understanding of what student voice and agency look like.</li> <li>• Identify and enhance opportunities to activate student voice beyond the SRC and into classroom teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Student Learning Conversations</u> data is ready to be collated.</li> <li>• <u>Started a Kupa Ngla afternoon "clubs" session</u> in T3W1. It went so well. Just in teams, with students choosing what they want to do with staff. So much fun!</li> </ul> <p>FUTURE WORK-</p> <ul style="list-style-type: none"> <li>• Development of a Bundarra Primary School Student Voice &amp; Agency Policy</li> <li>• Review curriculum to incorporate opportunities for student voice &amp; agency in each curriculum area (Shared "Voice" Day/ GRIP conference)</li> <li>• Implement a Professional Activity Plan for staff on student voice &amp; agency (follow PA planner)</li> </ul>
<p><b>Goal 3- To enhance student wellbeing</b></p> <p><b>KIS 1- Health and wellbeing</b></p> <p>Embed strategies to support students to build resilience, strengthen their social skills and build positive relationships.</p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Develop a synthesised values curriculum of the Berry Street Education Model, RRRR and You Can Do It! programs.</li> <li>• Ensure consistent use of values within the classroom and across the whole school.</li> </ul>	<ul style="list-style-type: none"> <li>• Links with DWECH- Marrung reference Group</li> <li>• Curriculum with other Portland schools- Dhauwurd Wurrung language.</li> <li>• Student survey data collected and acted upon.</li> <li>• Providing wellbeing support for families.</li> <li>• Communicating with wellbeing agencies.</li> <li>• Communicating with families about online support.</li> <li>• Updating website, Facebook and skoolbag.</li> </ul> <p>FUTURE WORK-</p> <ul style="list-style-type: none"> <li>• <u>MOST IMPORTANT WORK- Develop a synthesised values curriculum document</u></li> <li>• Implement staff PD on the above</li> <li>• Implement peer observations- Led by team leaders.</li> </ul>

# The Importance of Breakfast

<https://www.lifeeducation.org.au/parents/the-importance-of-breakfast>

Does your child eat breakfast every morning? We often hear that 'breakfast is the most important meal of the day' yet according to the Australian Bureau of Statistics (2015) one in seven Australian children skip the morning meal regularly. Skipping breakfast can cause a range of health problems for children, contribute to poor academic performance and can even cause behavioural problems in the classroom. It is really important that we, as parents and teachers, encourage our children to eat a healthy nutritious breakfast every day. Here are some reasons why:

- Breakfast **Increases your child's concentration levels** and improves their ability to learn
- Helps them to **maintain a healthy weight** and decrease the likelihood of obesity
- **Strengthens heart, bones, muscles and joints**, which will help reduce serious childhood health problems
- Brightens their mood by **providing them with energy** which helps build positive self-image
- And helps to **develop positive breakfast habits** that they will take into adulthood.

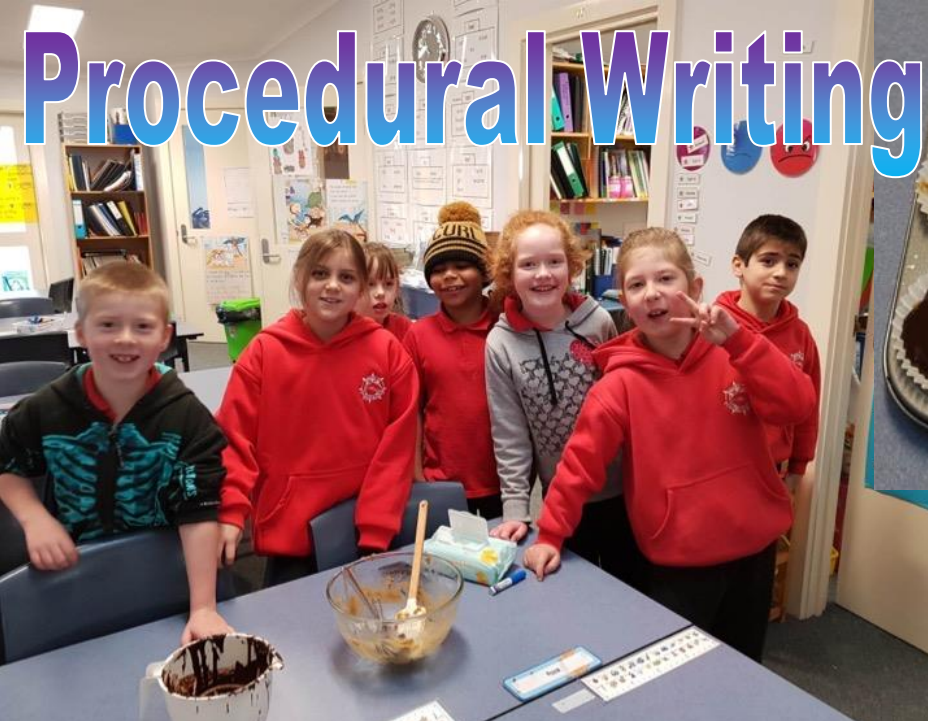
Every child, every day, needs to eat a healthy nutritious breakfast.

**Tip: Try to limit fruit juice as it contains lots of sugar, instead opt for fresh fruit!**





# Procedural Writing



Peanut Butter	Cups....
<u>Ingredients...</u> <ul style="list-style-type: none"><li>• Brown sugar</li><li>• Icing sugar</li><li>• Peanut Butter</li><li>• Melted Butter</li><li>• Melted Chocolate</li></ul>	<u>You will need...</u> <ul style="list-style-type: none"><li>• A mixing bowl</li><li>• A mixing spoon</li><li>• Cupcake tray</li><li>• Brown sugar</li><li>• Icing sugar</li><li>• Peanut butter</li><li>• Butter or Margarine</li><li>• Chocolate melts</li></ul>
<u>Method....</u> <ul style="list-style-type: none"><li>• Mix brown sugar in a bowl.</li><li>• Stir in Peanut butter.</li><li>• Melt butter and mix it in with your other ingredients.</li><li>• Spoon your mixture into cupcake pans</li><li>• Melt the chocolate and cover the top cups with chocolate.</li><li>• Put your Peanut Butter cups in the fridge to set.</li><li>• Eat your Peanut Recess... Yummy!</li></ul>	<u>Sugar and Icing</u> <u>Butter cups at</u>

On Wednesday 2/3V did some class baking. We watched a recipe and identified all the ingredients that we needed to make Peanut Butter Cups. We then read the recipe together. We looked at the different parts of a recipe. The Ingredients, What we will need and The Method. We had lots of fun following the recipe and mixing, pouring and scooping ingredients. We made sure that we ALL washed our hands BEFORE and AFTER cooking. We wrote about our writing and then enjoyed having a picnic in our classroom at recess to TASTE our delicious Peanut Butter Cups. Thanks Miss Belinda for helping us to be able to have so much fun cooking today.

Everyone in 2/3V

# 23V





## Weirs

The Gunditjmara people were very clever hydrologists. They built extensive water management structures throughout the Budj Bim Heritage Landscape. Weirs are different from fish traps as they did not have clear gaps or sections for water to flow through where a basket would be placed.

<https://www.gunditjmirring.com/gunditj-mirring-fact-sheets>



**SCHOLASTIC**  
**Book Club**

orders are due:

31<sup>st</sup> July



The Salvation Army Portland is looking for volunteers at their Thrift Shop as well as their Corp's office.

## VOLUNTEERS WANTED

Join our Thrift Shop team to help raise funds for the most vulnerable in our local community?

Salvation Army Thrift Shops are a great place to make friends while gaining experience in selling, merchandising and sorting the donations from our generous community.

Shifts are available across the week from Monday to Saturday to fit in with your availability.

To find out more about volunteering please contact the following:

Naomi Borg  
[naomi.borg@salvationarmy.org.au](mailto:naomi.borg@salvationarmy.org.au)  
Ph: 03 5523 3316

*"Volunteering is at the very core of being human. No one has made it through life without someone else's help."*  
- Heather French Henry

# COVID-19 Education Assistance Package

## nbn helping to connect family households with children

Although many schools have now returned to face-to-face teaching, **nbn** is continuing to help connect Australian families.

Our Education Assistance Package will continue to 30 September 2020, even though the need for home-schooling has changed.

Although many students have returned to full time, face-to-face schooling, **nbn** is still here to help phone and internet providers create more affordable offers to support families. Access to fast broadband can assist students complete their homework online, conduct research for school projects and access a wide range of additional online resources to support their continued learning.

To help Australians respond to the COVID-19 pandemic, **nbn** is providing up to \$50 million to assist phone and internet providers to support family households with school-aged children who do not currently have an active **nbn™** connection at home.

This funding will help phone and internet providers create more affordable offers to connect eligible families.

More than 20 phone and internet providers have agreed to participate in this program. [View the phone and internet providers that are currently ready to connect customers.](#)



For more information follow this link;

<https://www.nbnco.com.au/campaigns/covid-19/education-assistance-package>

# Staying Connected With Our Children

Now is the time to stay close to our children.

They need to feel us beside them so they don't feel as worried as they are.

We need to be honest with them and let them know that good people from around the world are working very hard to keep them safe and healthy.

Our children will believe us, we love them deeply.

## Be Honest

"COVID 19 is a sickness like a cold. Some people will get it. Maybe someone in our family might get sick. We are all a little bit scared. Being scared is a sign that we are concentrating on being safe. There are really good people like doctors who know what to do. They are helping to figure it out."

## Validate Their Feelings

"I know I might look worried sometimes. Mums or dads get worried too, just like children. I know it can make you feel scared. But I am ok."  
"It is ok to be feeling scared, or worried, or whatever you are feeling right now. You can share that with me whenever you need to."

## Acknowledge Day to Day Disruptions

"Even if school and your after school activities stop for a while, they will start up again. How about we think about some ways of doing versions of these things together at home if we need to?"

## Remind Them

"I love you, and that is one thing that will never change."

Here are some ways that parents and carers can share connection, comfort and care with their children right now.

## Look to History

"There have been sicknesses like this before. And they have stopped. Clever people from around the world have worked them out together. The scientists are doing this right now with this one."

## Remain Available

"You can talk with me whenever you need to. I will answer any questions you have. If I don't know the answers, I will find out and then I will tell you."

## Have fun

"Share some time with your children that is just for them, and let them lead the play."

"Let's do some things that you like to do."

## Create some quiet time

"Find a regular time where you can just be still with children. Stroke their hair. Watch a favourite show on TV. Listen to music together. Let them decide if they want to talk. Be present with them. Enjoy it."



Australian  
Childhood  
Foundation

[childhood.org.au](http://childhood.org.au)