Bayswater North Primary School

CONNECTION RESPECT PERSEVERANCE

# THE LINK

A NEWSLETTER LINKING THE BAYSWATER NORTH PRIMARY SCHOOL COMMUNITY

## From the Principal's Desk

As we are well and truly into the thick of Term 4, and this is a time of year when students can demonstrate some anxiety about coming changes to classes and the end of the year, I thought it would be a good time to have a focus on wellbeing.

It is normal for children (and adults) to be nervous about changes, and at the end of the year there are several questions that students often wonder about.
Which friends will be in my class?
Who will my teacher be?
What will it be like to be a senior student?

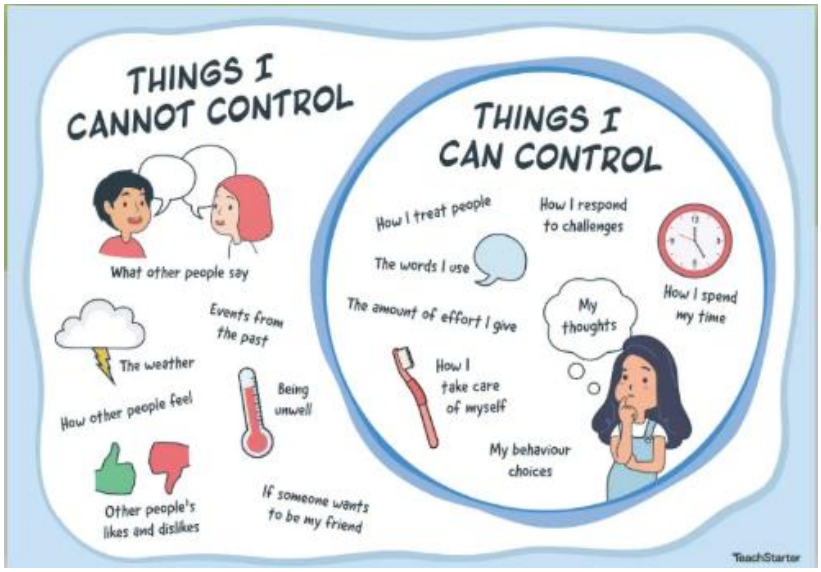
As teachers and parents, the best thing we can do to support our students with these questions is to talk about it in a calm way, and provide some strategies to help them focus on the positive.

One way to support a conversation about things that are uncertain is to use a strategy called the Circle of Control. You can draw a large circle on a piece of paper and ask the students to write or draw the things inside the circle that they can control in this situation. Then they place the things they cannot control in the space outside the circle.

Ideas of things they cannot control might be all the answers to the questions above. Things they can control could include enjoying playing with friends at playtime, making the most of transition sessions to get to know their new teacher and classmates, being brave about trying to get to know new people, or even using our 'play anywhere' days to try and get used to being in different areas within the school.

Talking through some of these ideas helps students understand that their feelings are normal and OK, and also that they can have some tools to use to help them get through it.

Below is a general example of how you can use a circle of control activity to support your child.




## Calendar

**Friday November 13 2026**
**Volume 36 Number 17**

### November

**Tuesday 17th**
Student Free Day

**Friday 20th**
Assembly

**Wednesday 25th**
Prep 2027 Transition Session 4

**Friday 27th**
The Link
Lacrosse State Finals

**Monday 30th**
Christmas Concert

### December

**Friday 4th**
Assembly

**Monday 7th**
Year 6 – Luna Park Excursion
Prep – Year 5 Puffing Billy

**Friday 11th**
The Link

**Tuesday 15th**
Year 6 Graduation

**Thursday 17th**
Last day of the year for students
Final Assembly 2.45pm

**Friday 18th**
Student Free Day

# From the Principal's Desk continued...

**Playground Updates**

Yay!! Our Gaga Pit is up and running and the students LOVE it!!

All students have learnt how to play Gaga Ball during PE classes over the week, and we have established a roster to make sure everyone gets to have a turn during play times.

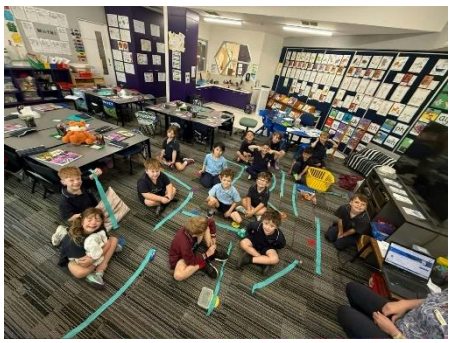
We have given a little more time to the students in years 3-6, but the Prep to grade 2s also get a few opportunities to play. It is lovely to see students getting some extra incidental exercise, learning a new game and cooperating together to make it run smoothly.

Thank you also to our school house captains who have been mentors to the students and helped them get used to playing the game.



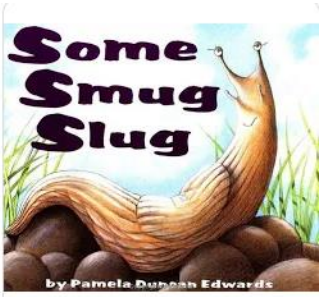
**Mrs Graunke**
**Principal**

# Junior School News



**Little Learners Love Literacy**
The Prep students have been introduced to the two-letter graphemes representing one sound - **ai** and **ay**. They have also learned the spelling rule that **ay** is always at the end of a word and **ai** is always in the middle of a word or syllable. The Grade 1 students have been revising phonemes (sounds) and graphemes that we have been learning this semester. These include - : a-e, a, ce, ge, i-e, , i, ci, cy, gi, gy, e-e, e, o-e, o, oe, ow, kn, gn, ch. They have also been learning that the phoneme /s/ can be spelt with the grapheme c when the c is followed by an e, i or y. This is the same for the phoneme /j/ spelt with g. Students have learnt not to pronounce the k and g in the graphemes kn and gn. The k and g are silent and that the phoneme /k/ can be spelt with the grapheme ch, as in school. The h is silent.

**English**
For reading and writing the Preps have been listening to persuasive texts being read aloud and writing reasons for persuading someone to do something they don't want to. For reading and writing, the Grade 1 / 2 students have been listening to, reading and writing poems, such as Colour Poems, Alliterations and Acrostic Poems. We have used some mentor texts to help us create our own poems. The book 'Some Smug Slug' had some interesting Alliterations for us to talk about.




**Maths**
For Maths, the Preps have been measuring using unifix cubes and streamers - finding objects that are shorter and taller. The Grade 1/2 students have reviewed maps and locations. They have learned how to identify and interpret a legend on a map, then designed their own legends and applied them to create the maps.

**Wellbeing**
For Wellbeing, the Preps have been learning about stress management. They have played the melting tiger game as well as identified activities and events that make them stressed and ways they can cope. The Grade 1/2 students continued learning how to keep themselves safe. They explored the difference between safe and unsafe secrets and practised using the "No, Go, Tell" strategy when faced with uncomfortable or unsafe situations. They also learned to identify different sizes of problems and choose appropriate responses based on the level of the problem.

**Kitchen Garden**
For Kitchen Garden, our junior school students were introduced to a new plant called rhubarb. They visited the garden to observe the rhubarb growing in our school and learned more about this interesting plant. They then worked together to prepare and enjoy a delicious apple and rhubarb crumble served with icecream, giving them the opportunity to connect what they had seen in the garden with the food they prepared and tasted.









**Integrated Studies**
In Integrated Studies we are continuing to talk about healthy foods. The students are learning about ingredients used in different recipes. We have looked at a range of different meals that can be created from the 5 different food groups. The students are designing a healthy and balanced meal, using their knowledge of the food groups to help them with their design.






**Children's Week**

The students had fun participating in all the activities organised for Children's Week, such as playing games from other countries and either participating in, or being part of the audience for 'Bayswater North has Talent' show. The theme this year for Children's Week was **"Children have the right to use their own language, celebrate their culture and practise their religion**."




We read the book 'My Two Blankets' and spoke about different cultures and traditions. We then created our own class quilt, which reflected the uniqueness of each of us and how we come together to create a beautiful tapestry of differences and similarities.

**Prep Buddies**

The Prep students enjoyed another session with their Grade 6 buddies. They played tunnel ball, ball tag and circle ball games. Great sportsmanship was shown by all.















# IN GRADE 3/4 ...

**Reading**
Last week in Reading, students have been exploring cause and effect by identifying why events happen and what occurs as a result. They have practised recognising cause-and-effect relationships in different texts and using clues to explain their thinking. Students have also been working on answering comprehension questions using evidence from the text to support their responses.

This week in Reading, students have been developing their inferencing skills by using clues from the text and their own background knowledge to make thoughtful conclusions. They have been learning to read between the lines to understand information that is not directly stated by the author.

Students have also been practising explaining their inferences and supporting their responses with evidence from the text.

**Maths**
In Mathematics, students have been developing their understanding of **elapsed time** by calculating how long different activities and events last. They have been practising counting forwards in intervals of 5, 10, 15 and 30 minutes to work out the duration between starting and finishing times. Students have also been applying these strategies to solve real-life worded problems involving daily activities, transport and schedules.

**Integrated**
Our Grade 3/4 students have continued investigating the history of Bayswater North and its surrounding suburbs. They have been researching how their local communities have changed over time, exploring topics such as schools, farming, landmarks and significant developments. Students have been recording key information in dot points, which they are using to support their information report writing.

It has been wonderful to see students developing a greater appreciation of the history of their local area!

**3/4 Sports**
This week in 3/4 Sport, students have been learning and playing Rounders. They have been developing their striking, throwing, catching and fielding skills while learning the rules and strategies of the game. Students have also been practising teamwork, communication and good sportsmanship as they worked together to score points and support their teammates.

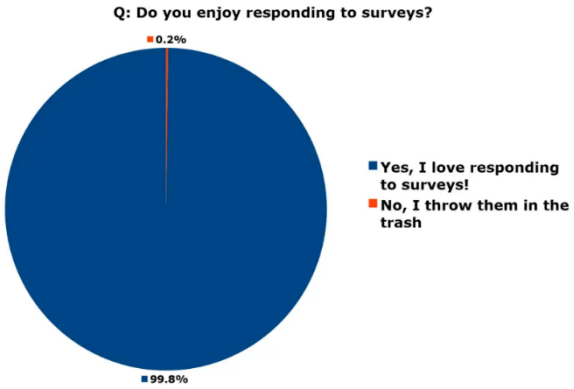
It's great to see everyone participating enthusiastically and enjoying some friendly competition!

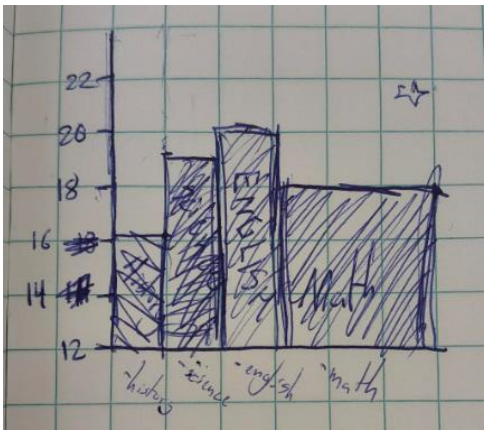
# GRADE 5/6 Classroom News

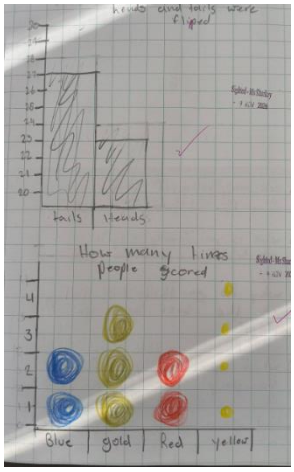
It has been another busy and productive fortnight in Year 5/6! Here is a snapshot of what we have been learning.

**Maths - Understanding Data**
In Maths, we have been exploring data and how information can be collected, displayed and interpreted. Students have been learning to interpret a range of data displays, identify misleading graphs and recognise how biased data can influence the way information is presented. We have also been developing our skills in creating effective data collection questions, ensuring they are clear, specific and unbiased so that the information gathered is accurate and meaningful.

**Misleading / Biased Data Displays**



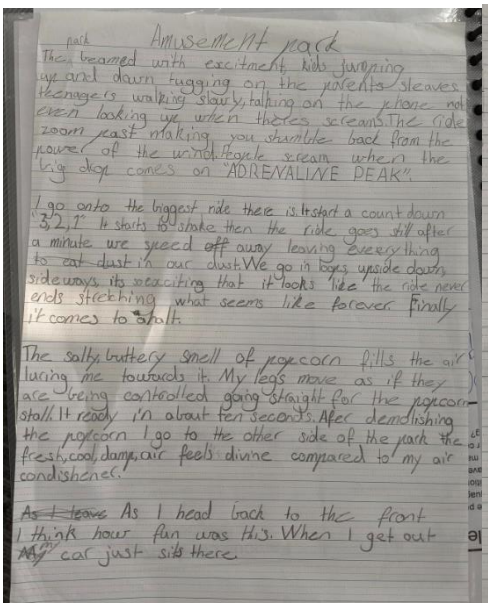




**Writing - Descriptive Writing**
In Writing, students have been developing their descriptive writing skills, learning how to create vivid images in the reader's mind through carefully chosen vocabulary. We have explored the difference between narrative and descriptive writing and have been using a four-paragraph structure to organise our ideas:

- **Introduction:** Set the scene.
- **Zoom in:** Describe one specific detail.
- **Zoom in:** Explore another interesting detail.
- **Conclusion:** Bring the experience to an end.

Students have been experimenting with adventurous adjectives, interesting adverbs and more precise vocabulary to uplevel their writing and engage their readers.

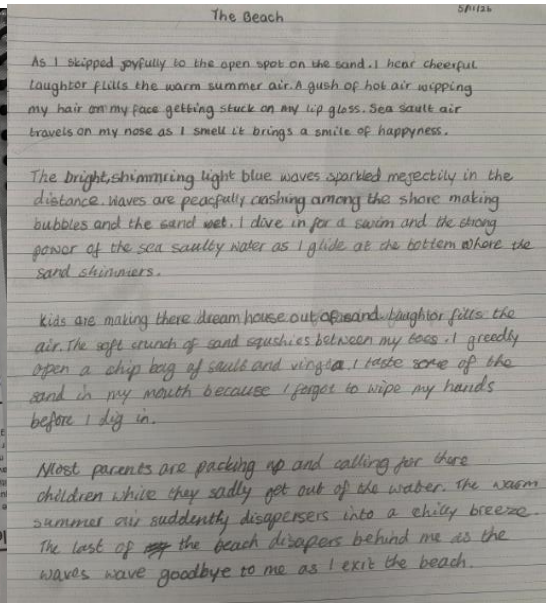

Amusement park

The beamed with excitment kids jumping up and down tugging on the parents sleaves. Teenagers walking slowly, talking on the phone not even looking up when theres screams. The rides zoom past making you stumble back from the power of the wind. People scream when the big drop comes on "ADRENALINE PEAK".

I go onto the biggest ride there is. It start a count down "3,2,1" It starts to shake then the ride goes still after a minute we speed off away leaving everything to eat dust in our dust. We go in loops upside down sideways its so exciting that it looks like the ride never ends stretching what seems like forever. Finally it comes to a halt.

The salty buttery smell of popcorn fills the air luring me towards it. My legs move as if they are being controlled going straight for the popcorn stall. It ready in about ten seconds. After demolishing the popcorn I go to the other side of the park the fresh, cool damp air feels divine compared to my air condisheners.

As I leave As I head back to the front I think how fun was this. When I get out my car just sits there.


The Beach

As I skipped joyfully to the open spot on the sand. I hear cheerful laughter fills the warm summer air. A gush of hot air wipping my hair on my face getting stuck on my lip gloss. Sea saulte air travels on my nose as I smell it brings a smile of happyness.

The bright, shimmering light blue waves sparkled majestily in the distance. Waves are peacfully crashing among the shore making bubbles and the sand wet. I dive in for a swim and the strong power of the sea saulty water as I glide at the bottem where the sand shimmers.

Kids are making there dream house out of sand. laughter fills the air. The soft crunch of sand squshies between my toes. I greedily open a chip bag of saulte and vingar. I taste some of the sand in my mouth because I forget to wipe my hands before I dig in.

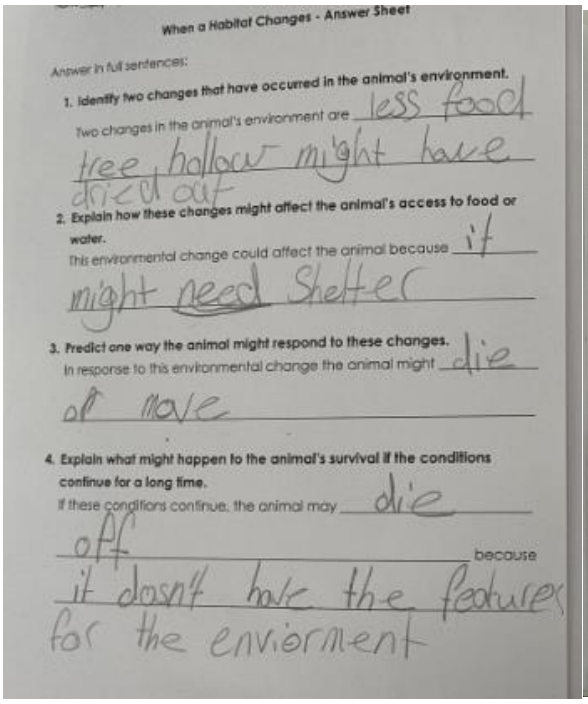
Most parents are packing up and calling for there children while they sadly get out of the water. The warm summer air suddenly disapersers into a chilly breeze. The last of ~~my~~ the beach disapears behind me as the waves wave goodbye to me as I exit the beach.

**Reading - Celebrating Growth**
Students have recently completed reading assessments as part of our reporting process, and we have been incredibly proud of the perseverance they have demonstrated. These assessments provide valuable information about each student's reading development and help us identify individual learning goals to target their progress.

Students have also been working hard towards their personal reading goals - they are showing pride in their efforts to demonstrate how they've worked towards these personal goals, set at their point of need, using targeted strategies.

**Integrated Studies - Biological Adaptations**

Our Biological Adaptations unit has been full of hands-on learning! Students have been investigating how animals have physical (structural) and behavioural features, known as adaptations, that help them survive in their habitats. Through experiments, games and practical investigations, students have been exploring the challenges animals face in different environments and how particular adaptations provide a survival advantage. We have loved seeing students make connections, ask questions and apply their scientific thinking!



When a Habitat Changes - Answer Sheet

Answer in full sentences:

1. Identify two changes that have occurred in the animal's environment.

Two changes in the animal's environment are less food tree hollow might have dried out

2. Explain how these changes might affect the animal's access to food or water.

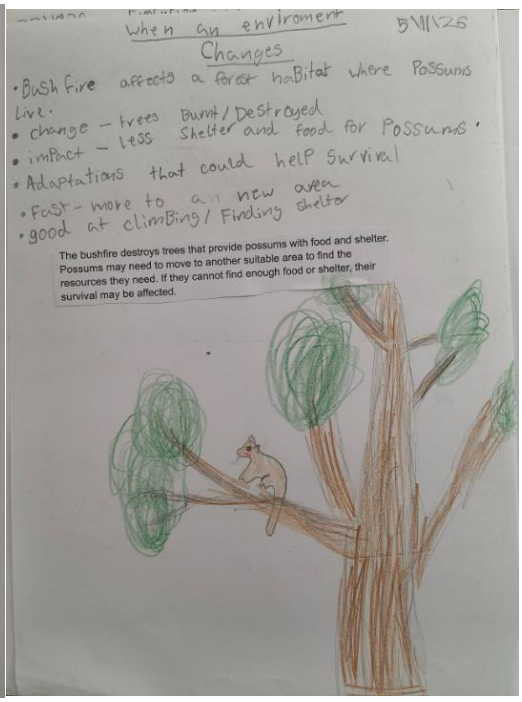
This environmental change could affect the animal because it might need shelter

3. Predict one way the animal might respond to these changes.

In response to this environmental change the animal might die or move

4. Explain what might happen to the animal's survival if the conditions continue for a long time.

If these conditions continue, the animal may die off because it dosn't have the feature for the enviorment



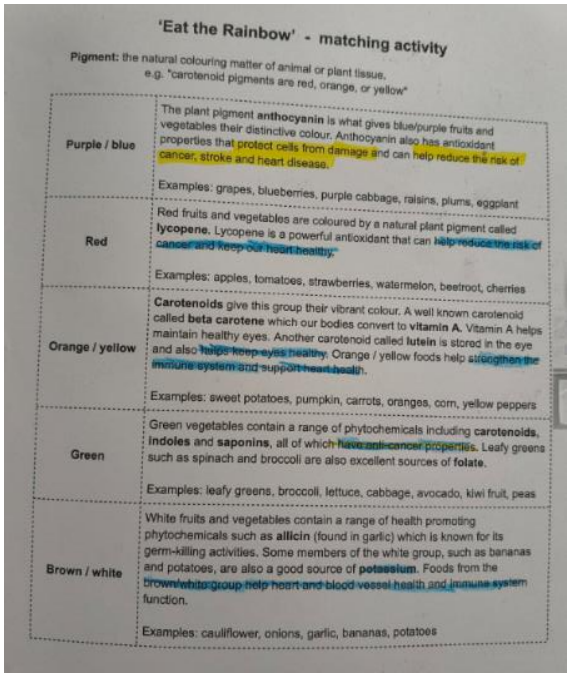
When an environment Changes 5/11/25

- Bush Fire affects a forest habitat where Possums live.
- change – trees burnt / Destroyed
- impact – less shelter and food for Possums.
- Adaptations that could help Survival
- Fast – more to a new area
- good at climbing / Finding shelter

The bushfire destroys trees that provide possums with food and shelter. Possums may need to move to another suitable area to find the resources they need. If they cannot find enough food or shelter, their survival may be affected.

**Wellbeing - Health and Healthy Habits**

In Health, we have been exploring the different components of health, including physical, mental / emotional, social and spiritual health. Students have been considering how different aspects of our lives contribute to our overall wellbeing. We have also investigated the importance of getting enough sleep, participating in regular physical activity and 'eating the rainbow' by including a variety of colourful fruits and vegetables in our diets. Students have been developing an understanding of how everyday choices can positively influence our health and wellbeing.



'Eat the Rainbow' - matching activity

**Pigment:** the natural colouring matter of animal or plant tissue.
e.g. "carotenoid pigments are red, orange, or yellow"

| | |
|---|---|
| Purple / blue | The plant pigment **anthocyanin** is what gives blue/purple fruits and vegetables their distinctive colour. Anthocyanin also has antioxidant properties that protect cells from damage and can help reduce the risk of cancer, stroke and heart disease.<br><br>Examples: grapes, blueberries, purple cabbage, raisins, plums, eggplant |
| Red | Red fruits and vegetables are coloured by a natural plant pigment called **lycopene.** Lycopene is a powerful antioxidant that can help reduce the risk of cancer and keep our heart healthy.<br><br>Examples: apples, tomatoes, strawberries, watermelon, beetroot, cherries |
| Orange / yellow | **Carotenoids** give this group their vibrant colour. A well known carotenoid called **beta carotene** which our bodies convert to **vitamin A.** Vitamin A helps maintain healthy eyes. Another carotenoid called **lutein** is stored in the eye and also helps keep eyes healthy. Orange / yellow foods help strengthen the immune system and support heart health.<br><br>Examples: sweet potatoes, pumpkin, carrots, oranges, corn, yellow peppers |
| Green | Green vegetables contain a range of phytochemicals including **carotenoids, indoles** and **saponins**, all of which have anti-cancer properties. Leafy greens such as spinach and broccoli are also excellent sources of **folate.**<br><br>Examples: leafy greens, broccoli, lettuce, cabbage, avocado, kiwi fruit, peas |
| Brown / white | White fruits and vegetables contain a range of health promoting phytochemicals such as **allicin** (found in garlic) which is known for its germ-killing activities. Some members of the white group, such as bananas and potatoes, are also a good source of **potassium.** Foods from the brown/white group help heart and blood vessel health and immune system function.<br><br>Examples: cauliflower, onions, garlic, bananas, potatoes |

**Upcoming Excursion - Luna Park (Grade 6)**

Just a reminder that our Grade 6 students are looking forward to their upcoming excursion to Luna Park! Consent and payment are due via Compass by Monday 23rd November. If you have any questions about the excursion, please don't hesitate to contact your child's classroom teacher.

Thank you for your continued support of our Year 5/6 students and their learning. We look forward to another fantastic fortnight!

# Visual Art News

This term in Art students have been investigating our natural world using a variety of art techniques, creating wonderful works that express their imagination and creativity.

Our Foundation students made colourful birds out of cardboard pieces which they decorated with paint sticks and feathers. They then worked together to create a background mural for their birds to be featured. If you haven't already seen them, come and have a look in the office area where they are displayed.

Year one and two students were inspired by the works of Nancy Gaymala Yunupingu, an Arnhem Land artist who uses traditional rarrk style patterns to decorate the negative space in her art. Students drew animals that they had seen in our natural environment and experimented with paint pens on black paper to create beautiful patterns in their work.

Year three and four students have been caring for our environment by reusing plastic bags to create woven baskets using traditional methods, inspired by the weaving of first nations people around Australia. They have been practising their persevering to push past the challenges that learning any new skill requires.

Year five and six students have created beautiful, layered landscapes using coloured textured paper that they created using Gelli printing techniques. They were inspired by the work of Australia artist Charlotte Wensley.

Art Club has been having great turn outs with our fabulous year 5 and 6 Art Club leaders developing their teaching skills and running the show with decreasing levels of support – Well done Art Club leaders!















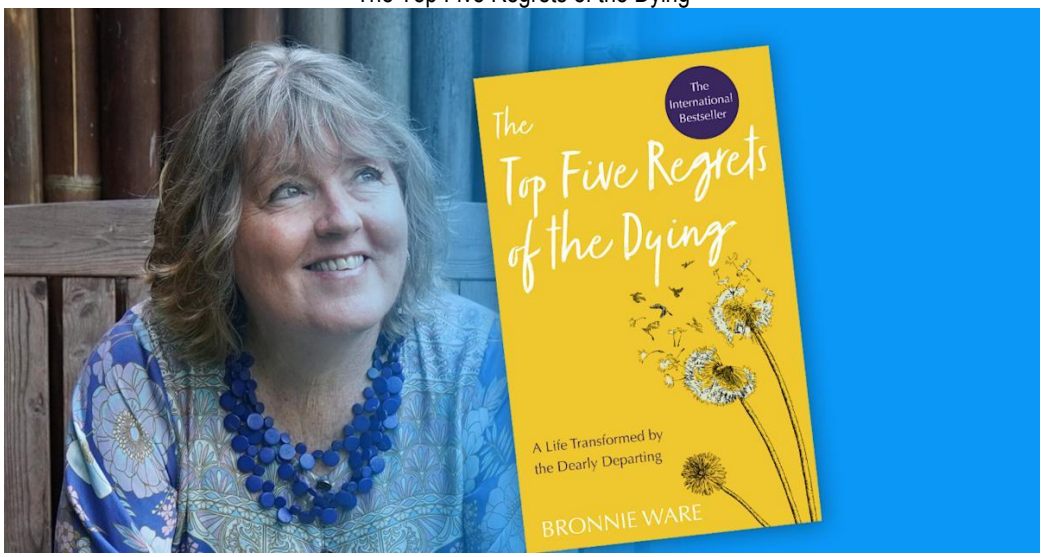
# Connections & Fundraising




**Connections & Fundraising Committee**

# Chaplain's Spot

'The Top Five Regrets of the Dying'




Death is not an easy topic to consider. We have all had experiences of death, of family or close friends, of those who are old, or those who are [too] young. Grief is a challenging aspect in life, and it is different for everyone. We don't know when we will die, but we all want to finish strong, with no regrets.

Bronnie Ware is a palliative care nurse, and she wrote a book called, 'The Top Five Regrets of the Dying'. She discovered them as she sat with the dying. She intentionally questioned them: "Would you do anything differently if you could do it again?" Common themes surfaced. Here are the top five:

**1] "I wish I'd had the courage to live a life true to myself, not the life others expected of me."**

This is the most common regret. People realize at the end that many of their dreams went unfulfilled due to the choices they did or did not make.
[Personally, I have felt more fulfilled in my role as Chaplain than in any other role in my life. As a Christian I care about others, and I want to help others grow in their life. I want to live true to myself, and not be driven by others expectations.]

**2] "I wish I hadn't worked so hard."**

Frequently shared by male patients, who missed out on their children's youth and companionship with partners.

[When I was young, my Dad was very busy, and as a family I think we missed out on a quality connection with him. When I became a father, I was determined that I would make sure I spent quality time with our kids.]
**3] "I wish I'd had the courage to express my feelings."**

Many people suppressed their feelings to keep peace with others, settling for a lesser existence and never becoming who they were truly capable of being.

[I remember that my Dad and his generation in our family were not very good at expressing feelings, or dealing with those of us who did express them. When I met Bonnie, who would be my wife, I had to learn how to express and deal with my feelings well.]
**4] "I wish I had stayed in touch with my friends."**

Deeply missed friendships are often only recognized when it is too late, and people get caught up in their own lives and let golden connections slip away.

[As I grew up, our family moved every 4-6 years, so I didn't develop long-term friendships. Once I left home and moved to Melbourne, I made new friendships in the local church youth group, and we have experienced many wonderful times together over the years.]
**5] "I wish that I had let myself be happier."**

Many do not realize until the end that happiness is a choice; they stayed stuck in old patterns, habits, and the comfort of familiarity.

[Opening ourselves to new experiences, new people, can be daunting. However, as we do, we often find ourselves really enjoying stepping away from our old, sometimes restricted view of life, and paving the way for a brighter, happier future.]

Bronnie Ware has much wisdom to share. Check out her book, available online from numerous sources.

Has this topic raised any issues for you? Do you need to meet and process whatever is going on for you in regard to death and regrets? I am available to meet with anyone in the school community, regardless of the situation that causes you stress. Feel free to contact me.

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**Breakfast Club**: Our students enjoy the weekly Thursday Breakfast program before school in the Canteen. We are part of the Foodbank program, and we are able to offer fruit, toast, and milk, cereal and other special items.

**Emergency food:** We have food items from Foodbank, including cereal, tinned fruit, lunch snacks, tinned baked beans and spaghetti and soups. Check these out at Breakie Club, or the food pantry in my room if that is more convenient for you.

**Roste**r: If you would like to help out regularly, or just occasionally, please let me know. We would be rapt to welcome any new team members. Even once a month would be helpful. We need our volunteers to ensure that the program continues to run.

We have plenty of second-hand uniforms and school bags for sale, for gold coin donations.

If you have a Prep starting next year, you can get in early with uniform or school bags in good condition. We need more larger size jackets at the moment, so if you have any at home please recycle them. Thanks.

**Contact**: Feel free to contact me about anything that is of concern for you or your family, whether emotional, social, spiritual or practical. I am happy to meet with you on a Wednesday or Thursday, if you would like to chat about any life challenges.

Regarding contact with students, I can meet with a student once, and for further contact we ask parents/carers to sign a Consent Form. If you would like a form, see me at Breakfast Club, I can send one home with your child, or I will email one to you.

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*Alan Silverwood: Chaplain* - Pastoral care for our community. [Wednesday & Thursday]









***[alan.silverwood@education.vic.gov.au]***

***Supporting the School community in emotional, social, spiritual and practical wellbeing.***

Our Chaplaincy program is funded by the Federal Government's 'National Student Wellbeing Program', the GRPS School Council and donations.

# Community News

## SPORTS THERAPY




- 1:1 training of gross motor skills
- Program run by a qualified Physical Education Teacher with over 30 years experience in Education & Sport Coaching
- Fun games to develop motor coordination, improve social skills & behaviour
- NDIS funded – 8/5 Oban Rd Ringwood
- Contact Jason directly at MANE SUPPORTS on 0401869698 for more information
- info@manesupports.com.au
- www.manesupports.com.au

## GILWELL PARK

### A MAGICAL CHRISTMAS MOVIE NIGHT

**Friday 11 December | From 4 pm**

Gilwell Park Adventure Centre, Gembrook

*Fun Run, Family Fun, adventure activities and more!*

**OUTDOOR SCREENING - 8.15 PM**

Make a full afternoon and evening of it!

**Adventure activities** | **Christmas games & market**

**2 km, 5 km & 10 km untimed Christmas Fun Run**

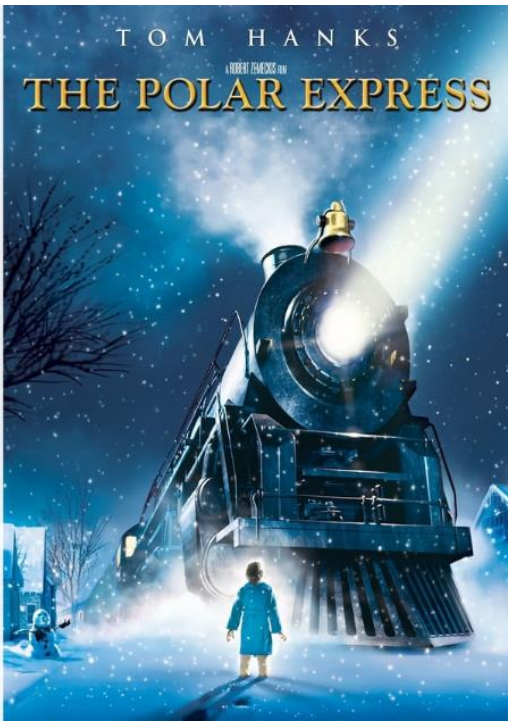
**PRE-BOOKING IS ESSENTIAL**

$15 Movie + adventure activities

$35 Fun Run + medal + activities + movie

Family-friendly - come dressed in your best Christmas gear!

Scan to book or for more information




MSE
MOTIVATE STRENGTHEN EMPOWER
LOOKING FOR LOCAL
MUM'S
GET STRONGER
IMPROVE MOBILITY
BOOST ENERGY
MAKE TIME FOR YOU
MEET OTHER LOCAL MUMS
WANTING TO GET BACK INTO STRENGTH TRAINING
LAST 2 SPOTS!
TUESDAY & THURSDAY ONLY
9:30AM
SMALL GROUP (4)
SEMI-PRIVATE STRENGTH TRAINING
CROYDON SOUTH
TEXT: STRONG MUM TO 0401 738 117
CHECK US OUT ON SOCIALS!
Facebook: Motivate Strengthen Empower
Instagram: Motivate_strengthen_empower

Yarrunga Community Centre

Maroondah City Council

# Mindful walking program

**Join our four week program and learn important mindfulness practices**

**$30 for full program**
Bookings essential

**Fridays from 13 November (4 weeks)**
10am to 11am
Yarrunga Community Centre



**Mindful walking can help reduce stress and anxiety while improving mental health, sleep and overall mood.**

Participants are encouraged to attend all four sessions and must be comfortable walking short distances on gravel pathways. This program will continue regardless of weather and may be moved inside if needed.



*Angela Harris, Facilitator*

**Dates:** Fridays, 13 November to 4 December
**Time:** 10am to 11am
**Location:** Yarrunga Community Centre, Croydon Hills
**Cost:** $30 per person, covering all four sessions and a light snack after each session.

**For more information and to book**

Visit www.maroondah.vic.gov.au/Mindfulwalking, or scan the QR code or contact Jacqui Buckland, Community Wellbeing Project Officer, on 03 9298 4332 or email jacqui.buckland@maroondah.vic.gov.au

Held in partnership with Maroondah's Positive Ageing team.

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