Dear Parents and Friends of BSW,

Welcome back! Our school is an exciting, creative place to work. What could be better than nurturing children’s development? We, students and staff, have returned refreshed, keen, confident and patient; small upsets are just that. We’re primed for learning!

Regular Term 2 activities include Monday & JS Assemblies, school photos, Australia-wide NAPLAN testing for Years 3 and 5 students, planting and gardening for everyone and celebrations for Education and Reconciliation Weeks.

To keep up to date with all activities, please make a point of checking the website or School News calendar, and messages from your child’s class.

Learning Everyone learns best when the learning is meaningful, relevant and interesting.

That is why BSW teachers spend a lot of time planning what and how they are going to present the curriculum to their students. To develop the best program possible, our teachers plan and work in teams. Each week they have some allocated time to meet to do this; then, as 21st century professionals, they use technology. Planning and teaching together promote consistency across the classes and the school.

Professional Learning is another essential part a teacher’s life. Between 3:45 pm and 4:45 pm each Tuesday and Wednesday the teaching staff participates in formal
professional development (PD). Tuesdays are for teams, ie, JS and SS, and Wednesdays are for the whole school. Yesterday’s JS PD looked at teaching strategies to cater for different writing abilities.

Professional learning takes many forms but it always involves teachers examining their practice. The aim of ALL PD is to improve the teaching and learning of each student.

**War and Peace**  Yesterday I attended the launch of Moreland’s World War 1 Centenary Projects at Brunswick Library. This includes a travelling exhibition which displays Moreland’s war experience at home and on the battlefield, as well as a series of “conversations”, eg, Professor Stuart Macintyre, University of Melbourne, Bill Kelly, an international artist and human rights advocate. For more information about the events, go to [www.morelandcitylibraries.eventbrite.com.au](http://www.morelandcitylibraries.eventbrite.com.au) A hard copy brochure is available from the office.

Yours sincerely,

Louise Chocholis
Principal

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**Weekly Collective Nouns:**

A parade of elephants
A gang of elk
A mob of emus

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**Finding Someone’s Age – Number Trick**

1. Ask the person to multiply the first number of his or her age by 5.
2. Tell them to add 3.
3. Now tell them to double this figure.
4. Finally, have the person add the second number of his or her age to the figure and have them tell you their answer.
5. Deduct 5 and you will have their age.

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**For the 💕 of MATHS**

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**NEW SMOKING BANS AT SCHOOL ENTRANCES**

From 13th April 2015, smoking will be banned within four metres of an entrance to all primary and secondary schools in Victoria. (Smoking within the school grounds is already banned.) A similar ban will apply to Victorian childcare centres and kindergartens.

**CIRCUS & DRAMA**

We have a few places available on Monday & Tuesday’s for After School Circus classes. Students must be 8 to attend.

**SCHOOL PHOTOS**

Don’t forget to order your school photos. Orders can be made online or returned to the office by the 29th of April.

Sibling portraits and spare forms are available at the office.
Thank you to all who have provided us feedback for what they would like to see at the school over the next 10 years. We now have enough ideas for a 100 years! That’s right, we received over 150 submissions!! Some of them had 10 suggestions each. This shows us how much we care about our school.

We are currently scanning, collating and itemising all the suggestions. There are some great drawings by students, and many family entries.

There were consistent achievable suggestions such as more shade trees, footy goals, more seats, better tennis courts, more colour throughout, and natural play elements.

For those who suggested an indoor swimming pool and for it to be fete day, everyday of the year………well, we have some work to do!

So, what’s next?

In the immediate term we have a bunch of great little projects for the next 4 working bees.

Over the coming months the Buildings and Grounds will be assessing the suggestions, and coming up with a draft plan to present to School Council, prioritising the popular suggestions, and the simply good ideas.

A Master Plan takes some time, and Council will need to assess the capacity of the school to deliver on elements within the Master plan, and whether they are short, medium or long term goals, and whether they require further fundraising. Stay tuned.

Here’s the really good bit though….next Monday assembly, 20th April, a member of the Buildings & Grounds Sub-Committee will present valuable prizes to the students whose suggestions, or presentation of their ideas really stood out.
YEAR 6-7 TRANSITION

On Tuesday the 21st of April, the Request for School Placement forms and relevant information will be sent home with the year 6 students. These forms are due back Friday, 22nd May. As soon as all forms are returned, they can be forwarded to the Secondary schools.

Thankyou
Meg Densley

PRINCES HILL SECONDARY COLLEGE

School tours for Grade 6 students wishing to attend Princes Hill Secondary College in 2016 continue Wednesday & Thursday of the first 2 weeks of term 2. Tours begin at 9am, so if attending, please arrive at 8.50am. As these tours fill up, it is important to book through the General Office on 9389 0600.

Term 2:
- Thursday, April 16
- Wednesday, April 22
- Wednesday, April 29

Please note that these tours are for Grade 6 students and their guardians only. If you want to visit the school but your child is not in grade 6, the Information sessions are scheduled to occur on April 29th.

Information Sessions for Year 7 Intake 2016:

- Session 1: Wednesday, April 29 at 4pm
- Session 2: Wednesday, April 29 at 7pm

These information sessions will be run on campus in the Theatre.

BRUNSWICK SECONDARY COLLEGE

We look forward to welcoming parents at the Year 7 (2016) Information Evening to be held on Monday, April 27, 2015 between 7.00 and 8.00pm in the BSC Auditorium.

This session will present important information regarding enrolment for 2016 including information about curriculum, co-curricular activities, wellbeing and transition from primary to secondary school. Following this information session, parents are invited to join one of our student-led tours of the Brunswick Secondary College facilities between 8.00 and 8.45pm.

For further information, please contact our Transition Coordinator, Tracie Eastwood.

Email eastwood.tracie.t@edumail.vic.gov.au or telephone 9387 6133
JUNIOR SCHOOL
ASSEMBLY – 2015

HELD ON (SOME) FRIDAYS STARTING AT 3.00 AND ENDING AT 3.30pm

Come along to watch students showcase their performing skills!

This year, each JS Class will run an assembly and perform a couple of songs or dances, followed by a whole Junior School sing-along!

“Shining Star Awards” will also be given out.

Put these dates in your diaries!

TERM 2
W3 Friday 1st May - KAY
W5 Friday 15th May – JACQUI/CATHY
W7 Friday 29th May - MAURICE
W9 Friday 12th June - ANYA

TERM 3
W2 Friday 24th July - CHRISSY
W3 Friday 31st July - CARLY
W4 Friday 7th August - TOM
W7 Friday 28th Aug – LUCY/CAROLINE
W9 Friday 11th Sep – CHANTEL
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<tr>
<th>P/1/2 team</th>
<th>Name</th>
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<td></td>
<td>Anya Latham</td>
<td><a href="mailto:latham.anya.r@edumail.vic.gov.au">latham.anya.r@edumail.vic.gov.au</a></td>
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<td></td>
<td>Tom Hillbrich</td>
<td><a href="mailto:hillbrich.tom.t@edumail.vic.gov.au">hillbrich.tom.t@edumail.vic.gov.au</a></td>
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<tr>
<td></td>
<td>Carly Rilen</td>
<td><a href="mailto:rilen.carly.e@edumail.vic.gov.au">rilen.carly.e@edumail.vic.gov.au</a></td>
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<td></td>
<td>Chrissy Temple</td>
<td><a href="mailto:temple.christine.j@edumail.vic.gov.au">temple.christine.j@edumail.vic.gov.au</a></td>
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<tr>
<td></td>
<td>Kay Reading</td>
<td><a href="mailto:reading.kay.e@edumail.vic.gov.au">reading.kay.e@edumail.vic.gov.au</a></td>
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<tr>
<td></td>
<td>Maurice Ryan</td>
<td><a href="mailto:ryan.maurice.g@edumail.vic.gov.au">ryan.maurice.g@edumail.vic.gov.au</a></td>
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<tr>
<td></td>
<td>Cathy Jessop</td>
<td>9389 3317</td>
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<td>Jacqui Lucas</td>
<td>9389 3317</td>
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<tr>
<td></td>
<td>Chantel Scrimshaw</td>
<td><a href="mailto:scrimshaw.chantel.k@edumail.vic.gov.au">scrimshaw.chantel.k@edumail.vic.gov.au</a></td>
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<tr>
<td></td>
<td>Caroline Wignell</td>
<td><a href="mailto:wignell.caroline.m@edumail.vic.gov.au">wignell.caroline.m@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Lucy Williams</td>
<td><a href="mailto:williams.lucy.m@edumail.vic.gov.au">williams.lucy.m@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>3/4 team</td>
<td>Emily Benson</td>
<td><a href="mailto:benson.emily.k@edumail.vic.gov.au">benson.emily.k@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Barb Smith</td>
<td><a href="mailto:smith.barbara.bt@edumail.vic.gov.au">smith.barbara.bt@edumail.vic.gov.au</a></td>
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<tr>
<td></td>
<td>Sharon Goldfinch</td>
<td><a href="mailto:goldfinch.sharon.s@edumail.vic.gov.au">goldfinch.sharon.s@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Ashley Whitehead</td>
<td><a href="mailto:whitehead.ashley.a@edumail.vic.gov.au">whitehead.ashley.a@edumail.vic.gov.au</a></td>
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<tr>
<td>5/6 team</td>
<td>Damien Collins</td>
<td>9389 3302</td>
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<td></td>
<td>Meg Densley</td>
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<td>Mathew Quivooy</td>
<td>9389 3304</td>
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<td>SPECIALIST TEACHERS</td>
<td>Maria Lyon (3-6 Italian)</td>
<td><a href="mailto:lyon.maria.m@edumail.vic.gov.au">lyon.maria.m@edumail.vic.gov.au</a></td>
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<tr>
<td></td>
<td>Chris Goss (P-2 Library)</td>
<td>9389 3321</td>
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<td>Judy Harrington (3-6 Library)</td>
<td>9387 6886</td>
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<td></td>
<td>Felicity Kingsford (P-6 Art)</td>
<td><a href="mailto:kingsford.felicity.j@edumail.vic.gov.au">kingsford.felicity.j@edumail.vic.gov.au</a></td>
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<td>Shar Dickinson (P.E &amp; Gr 5/6)</td>
<td><a href="mailto:dickinson.sharron.m@edumail.vic.gov.au">dickinson.sharron.m@edumail.vic.gov.au</a></td>
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Sydney Road Community School is a small government secondary school located in Brunswick.

We offer a comprehensive curriculum for students in years 7 through to year 12 and caters for a wide range of student abilities and aspirations.

Parents choose our school because of its philosophy, size, curriculum offerings and, often, because their children have experienced a lack of success at other schools.

The focus of the school is to address the educational needs of students and the curriculum is designed and regularly revised to allow for individual differences and to provide challenging and engaging lessons for all students.

The school thrives on the diversity of its students. Exploration and acceptance of difference is encouraged. The intellectual, racial and philosophical mix of students gives the school much of its energy and vitality.

Students are divided into contact (or home) groups: year 7/8 groups, year 9/10 groups, and VCE/VCAL groups. A contact teacher is directly responsible for the welfare of each group.

Assessment is predominantly descriptive and based on work requirements and Curriculum and Standards Framework levels. Individuals Learning Plans are developed for each student.

The Arts is a focus area. We have two well-equipped music rooms, an Art/Craft room, a science room and a cooking room. We have made a priority of our Information Technology area and have Apple computers for use by students and staff.

We have a school dog “Sydney” who is an integral part of our school community.

We don’t have an open day but if you would like to visit the school please call us on 9380 9417 or email our Transition Co-ordinator Heather Bates on bates.heather.h@edumail.vic.gov.au

Check out our school at sydneyrdcs.wordpress.com
Do less, not more, for your kids

With school-aged children we can find ourselves making lunches, getting kids out of bed and cleaning out schoolbags rather than giving these basic tasks of living over to them.

The basic task of parenting, whether you have a two year old or a twenty-two year old, is to work yourself out of a job at the first possible chance.

REDUNDANCY should be the aim of the game! We never become redundant in a relationship sense – the emotional connection between our children and us is never severed.

In a practical, physical way we need to make children less, rather than more, reliant on us.

Developing independence is really about stepping back to allow children in. Doing less rather than more!

We develop greater independence in our kids one job at a time. Recently I gave my 22 year old son a job that I had been doing for a while. He lives in North America and I had taken on the job of being the connector between him and one of his sisters, who lives in the UK. It had been my job to pass messages on between the two via telephone and emails. I would update each of them about how the other sibling was going.

Frustrated being the go-between I made sure he had contact details and let him know that it was his job, not my job, to connect with his sister.

WE EASILY TAKE ON CHILDREN’S RESPONSIBILITIES

It is easy as parents to take on the jobs and responsibilities that really should belong to our children. With toddlers it is so easy to dress, feed and clean up after them rather than give these jobs over to them.

With school-aged children we can find ourselves making lunches, getting kids out of bed and cleaning out schoolbags rather than giving these basic tasks of living over to them. And as I discovered, it is easy to still do the basics of life for adult-aged children.

TIP NO. 1 for developing independence:

Like children, every teacher is different with their own specific expectations, goals and interests. Get to know your child’s teacher and gain an understanding of their approach and aspirations for your child’s class.

TIP NO. 2 for developing independence:

Never be more worried about a child’s job than they are, otherwise it becomes your job, not theirs.

This mum remained very clear that it was her job to wash the clothes but not to place them in the washing basket. She would remind kids about washing night, but never nag them to put clothes in the basket. She knows that as soon as she keeps reminding them, it becomes HER job rather than her children’s job to put the washing in the clothes basket.

The school holidays provides a good opportunity to reflect on the whole notion of job-sharing. It’s also a good time for kids to increase their job load when they are not burdened with schoolwork and extracurricular activities.

Here’s my challenge for you: Think of a job that you regularly do for your child that he or she can do for him or herself. Then step back and enable your child to do that for themselves on a full-time basis. Do less not more for your kids.

If you do that, then you can congratulate yourself as you have moved one step more toward REDUNDANCY.
There are many different activities that you might be involved in on the streets within your community. You could be walking on the footpath or a bush track, riding a bike or playing in a park.

**Some things that you could do to keep safe when out enjoying activities.**

- Always walk on the footpath
- Don't talk to strangers
- Never tell anyone that your alone and your mum and dad are not around.
- Know what your full name, address and phone number is
- Never wander away from mum and dad in a crowd
- Never accept gifts from strangers or go anywhere with a stranger
- If someone tries to grab you, yell stranger as loudly as possible and struggle as much as you can
- Ask police to help you

**When you are walking to and from school**

- Walk like you mean business
- Maintain a confident appearance
- Be aware of everything around you
- With a few ground rules and some preparation, walking to school can be enjoyable and safe.
- **Pay attention to where you are**
- Be aware of your surroundings
- Remember street names
- Take notice of things around you eg. shops
- Do not cover both ears with headphones as you might not hear approaching danger

**Take care when there is no-one around**

- It is important to take extra precautions when there are not many people around, when you are in isolated places, late at night or early in the morning.
- Keep to major well lit streets
- Avoid dark areas
- Stick to well travelled routes and avoid shortcuts
- **Involve other people** by pairing up with a friend or walking in a group is a good way to improve your safety.
- Let someone know; Where you are going
  How long you intend to be
  Which route you are taking
- Always carry some form of identification with you in case something happens.