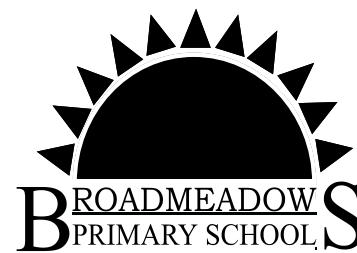


BROADMEADOWS PRIMARY SCHOOL

NEWSLETTER

Thursday 7th June 2018



No. 4875
Aim High

Broadmeadows Primary
School

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DATES TO REMEMBER:

MONDAY 11th JUNE – QUEEN'S BIRTHDAY PUBLIC HOLIDAY
WEDNESDAY 13th/THURSDAY 14th JUNE – YEAR 5-6 EXCURSION
MONDAY 18th JUNE – SCHOOL COUNCIL MEETING 6PM
TUESDAY 19th JUNE – YEAR 3-4 EXCURSION
FRIDAY 22nd JUNE – BOOKS IN HOMES ASSEMBLY 2PM
FRIDAY 29th JUNE - LAST DAY TERM 2-2.30PM FINISH
MONDAY 16th JULY – FIRST DAY TERM 3
MONDAY 10th-TUESDAY 11th SEPTEMBER – YEAR 3-4 CAMP
TUESDAY 11th-FRIDAY 14th SEPTEMBER – YEAR 5-6 CAMP
FRIDAY 21st SEPTEMBER – LAST DAY TERM 3
MONDAY 8th OCTOBER – FIRST DAY TERM 4

PUBLIC HOLIDAY

Next Monday is Queens Birthday public holiday. There is no school on this day. School will resume on Tuesday 12th June.

CAMP

September camp - Our year 3-4 camp is full. Year 5-6 camp: 39 students have returned permission slips and deposits. We still have 11 spots available. Please return your permission slip and deposit to school as soon as possible if you want to attend this year's camp.

STATEMENTS

Book packs are now due. We have given family statement to your eldest child. The \$40 fee is for the 2018 book packs. Please pay as soon as possible. Any payment queries, please come into the office. You are able to pay in instalments if required. Payments can be made in cash, direct deposit to school account and bpay is also now available.

CONTACT PHONE NUMBERS

If any of your family and any emergency contacts details have changed please contact the office as soon as possible so they can be updated. We have already had instances this year where we have been unable to contact families to collect sick children or children who have not been collected at the end of the day.

EARLY COLLECTION OF STUDENTS

Parents/guardians collecting children early must come to the office first to sign out their child. Please note if you have an appointment and need to collect a child during recess or lunchtime please advise staff in the morning so we can arrange for them to be ready waiting in the office.

LEARNING BEHAVIOURS

At Broadmeadows Primary School the teachers and students focus on their learning Behaviours to help improve their learning.

The Learning Behaviours are:

Self: inside feelings, outside feelings

Home: sleep, food and water, screen time, learning tools, arrival at school

School: organisation, concentration, persistence, accuracy and precision, problem solving, independence, metacognition, cooperation, communication, self-regulation, feedback

Learning behaviours are all the ways of thinking and acting at home and at school that can help our learning.



Term 2 Books in Homes
Friday 22nd June @ 2pm



Featuring Role Model
Alex Miles

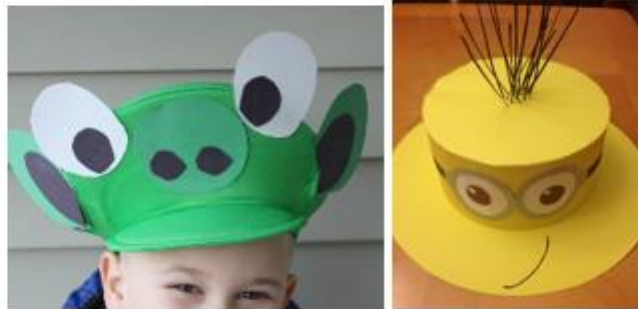
Author of 'Zac Power Spycamp' and the 'Olive Black' Series

With Special Guests
Melanie Savona, Danielle Edwards,
Isaac Lazarevic, & Janine Nemeth

Representatives of our sponsor

Mainfreight Pty Ltd

Crazy Hat / Hair Inspiration

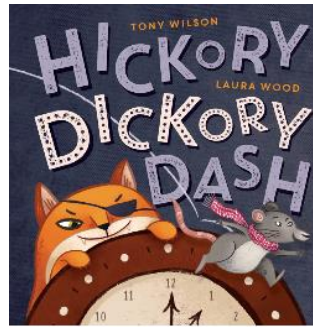


You could:

- Style your hair in a crazy way
- Spray your hair with coloured hairspray
- Make a hat using coloured cardboard
- Decorate a hat that you already own

If you are stuck for ideas and want some help then see Mrs O'Reilly.

National Simultaneous Story time



On Wednesday 23rd May at 11am Broadmeadows Primary School participated in Simultaneous Story time.

Simultaneous Story time was to see how many people in Australia and New Zealand we could have reading the same story at the same time.

We read the story 'Hickory Dickory Dash' by Tony Wilson. Students also sang the nursery rhyme 'Hickory Dickory Dock', and the F-2 students made finger puppets of the characters in the story.

More photos from the day will be added to the school website: <http://www.bps.vic.edu.au/>



Mays enjoyed sharing Story time with her mum.



Foundation students using excellent learning behaviours to make their finger puppets.





Getting the screentime balance right

by Martine Oglethorpe



I am always getting asked, 'How much screentime should I allow my child?'

Here's the thing. I don't believe there is a magic number of hours a child should be 'allowed' or 'not allowed' screentime. There are many other more pertinent questions we should be asking about our kids' screentime, aside from simply 'how much?'

What are they doing on the screens? Are they safe? Are they engaging in positive interactions? Is their self-esteem intact, or are they comparing themselves to everyone else online who is (in their mind) smarter, prettier, skinnier or has more friends? Are they creating things or merely consuming? Are they in control? Are they able to put away a device without a tantrum?

These are just some of the things we should be looking at when it comes to our kids' use of their screens.

Which is not to say that the amount of time spent on screens is irrelevant. It is still valid to be concerned about how much time screens are consuming of your children's days.

To help alleviate some of the concerns you may have, and to put some strategies in place, here are two things you can focus on when it comes to your kids and screentime.

1. Look at the individual child

How is your particular child coping? Each child is different. A boundary that works for one child may not work for another. Is your child in control of their screen use? Are they coming to the dinner table without a fight? Are they sleeping, eating, keeping up with friends?

Conversely, are they showing signs of not being in control? If so then you may have to look at better ways to manage their time. Discuss the issue with your child and explain why they need better balance. Not because the technology is bad per se, but because they need to ensure there is enough time left in their day for all the other activities that are needed for their growth, development and wellbeing.





2. Are all of their other needs being met?

Are they getting enough:

Sleep time: It's super important that kids are getting a good night's sleep. Keeping devices out of the bedroom when they are young, and avoiding the screens for at least an hour before bed, helps ensure their sleep needs are met.

Bored time: Today's kids don't tend to get as much time to be bored as kids used to. It is an important skill to be able to fill in their time themselves. Bored time promotes creative play and thinking as kids are forced to come up with other ways to amuse themselves.

Connection time: Face-to-face interaction is obviously crucial for children's social and emotional development and wellbeing. Time with friends, siblings and family members must always be a priority. Learning to engage, problem solve and read body language and facial expressions are all crucial skills that need real-life time and experience to develop.

Active time: A healthy body and mind requires activity and movement. Kids still love to get out and play. However, some may need a bit more encouragement to remind them.

Downtime: Whilst playing games may be described by many kids as their downtime (and yes, there is some validity to this argument) kids also need downtime that involves doing very little. It is in these moments of reflection, of thinking and of pondering, that our ideas come to us and our creativity for other activities flows.

Focus time: There are times of the day when all of us need to be focused on other tasks. These may be homework, chores, reading a book or the newspaper, building something or making something. There needs to be time in kids' days where they are able to focus solely on a task without the distractions of a screen.

Mealtime: Getting plenty of good food is of course very important to kids' wellbeing. But it's not just about the food. Sitting at the table with parents, siblings or others, focusing on enjoying a meal together without the need of a screen, helps children to develop good habits while they are young which they can carry into the future.

Obviously there will be times when all these needs are not completely balanced. There will be periods when screens are used more often and times when one or more valuable needs is neglected. But if we can use this as a guide and aim to fit the many key experiences our kids need into each day, we are much more likely to ensure our kids grow up with a healthy respect for their screens and a healthy respect for the many areas of their life that need to be nurtured.



Martine Oglethorpe

Martine Oglethorpe is a speaker, counsellor and educator with a passion for building resilient kids in a digital world. Martine is available for student workshops focused on positive online behaviours, for teacher professional development on how the digital world affects what happens in the classroom and for corporate and parent information sessions. For more information head to her website themodernparent.net. Contact details: info@martineoglethorpe.com.au, themodernparent.net, [facebook.com/themodernparent](https://www.facebook.com/themodernparent)