



Newsletter

Term 2 Week 10 No. 10 – 2nd July 2020

Diary Dates



SCHOOL PHOTOS
Wednesday
22nd July

PJ Day Tomorrow
Early Dismissal tomorrow -
2:10pm

Student Free /
School Closure Days

Term 3:

Thursday 3rd September - Student Free

Friday 4th September - School Closure

Term 4:

Monday 2nd November - Student Free

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Aaron Bayliss

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Find us on Facebook!

Deputy Principal News

At Black Forest, we are incredibly lucky to have very little negative incidences of behaviour, and even less incidences of violent behaviours. But like every school does, every now and then we have a few that pop up. Sometimes it means in those situations, our kids may not be able to know what to do when these situations arise, as they haven't experienced (outside of theory lessons in class) this often. Recently, when a few incidents around the school have arisen, we have found that some students didn't know what to do- or sometimes they would use the excuse that they "didn't want to be a snitch." When I have heard this, I thought I was watching Law and Order or NCIS. I recently spoke to a group of our year 6/7 cohort about being a bystander and what role you can play as one. I explained they have two choices, and asked them "which one do you want to be?" The content that I spoke about and what we as teachers often educate the kids in, was taken directly from the Australian Human Rights Commission.

Bystanders can act in different ways when they see or know about bullying or negative incidents:

1. Some bystanders take the side of the bully by laughing at the victim, encouraging the bully or by passing on text messages or messages on social media sites like Facebook and YouTube.
2. Some bystanders will give silent approval or encourage the bully by looking on
3. Some bystanders may watch or know about the bullying but don't do anything. They may not know what to do or are scared. This group of bystanders knows that bullying is not ok.
4. Some bystanders will be supportive and take safe action to stop the bully, find help or support the victim

Supportive bystanders

Just as we have human rights we also have **responsibilities** to **respect** and protect the rights of others. A supportive bystander will take action to protect the rights of others.

A supportive bystander will use words and/or actions that can stop a negative incident from occurring or help someone who is being bullied.

If bystanders are confident to take safe and effective action to support victims then there is a greater possibility that bullying can stop, or stop an incident from occurring.



Government of South Australia
Department for Education

People respect those that stand up for others who are bullied, but being a supportive bystander can be tough. Sometimes it is not easy to work out how to help safely because bullying happens in different ways and places such as online, through text messages or at school.

There is no one size fits all approach to being a supportive bystander. For supportive bystanders to take safe and effective action here are some suggestions:

- Make it clear to your friends that you won't be involved in bullying or negative behaviour
- Never stand by and watch or encourage bullying or negative behaviour
- Do not harass, tease or spread gossip about others, this includes on social networking sites like Facebook
- Never forward on or respond to messages or photos that may be offensive or upsetting
- Support the person who is being bullied to ask for help e.g. go with them to a place they can get help or provide them with information about where to go for help

Report it to someone in authority or someone you trust e.g. at school to a teacher, or a school counsellor; at work to a manager; if the bullying is serious, report it to the police; if the bullying occurs on Facebook, report it to Facebook.

The last dot point refers to the so called 'snitching'. Currently the feel from some students has been around the inability to notify a teacher that something is going on or about to happen because their friends will look negatively upon them or even lose the respect of their peers if this happens. This is a great conversation to have with your kids about what impact this has if they can report negative behaviour happening. Some strategies kids can use if they feel like they can't speak up in fear of being outcast:

- ◇ Write on a post it note to the teacher in class to let them know about something they have seen that they are not comfortable with and ask the teacher for some help with their work. The teacher will make it discreet.
- ◇ Pay Aaron a visit and have a chat away from their peers around something they are not comfortable with.
- ◇ Tell them to have a chat to their friend who is in trouble/about to be in trouble and recommend they go about it another way.
- ◇ Lastly, the above strategy is something to work towards as the first port of call. If they have the confidence.....Speak up! No one is going to disrespect their friends if you tell them- "If you go through with this- you're going to get in trouble, and I will support you with anything- but I can't support you to do this." This is a message that will hit home strongly to their peers and more often than not- they become the more respected one, as well as stopping the friend from going through with it. (Also this can be said a little loud so the teacher can hear! ;))

More often than not- the teacher then will stop these incidents from happening, dead in its tracks! Then no one is in trouble, no one gets hurt, no one has lost any friends and no one is a "Snitch!" You have stood up for values and beliefs as a person; you have been a positive bystander and said (out loud or discreetly) "I am not comfortable with this!"

Students can come to Aaron or Mrs. Milne at any stage to talk about any issues arising or happening at school that they are not comfortable with.

Thanks, Aaron Bayliss.

Congratulations to the following students for demonstrating *School Values :*

Jaylen M, Scarlett E, Caitlin B, Sam B, Christian Y, Elliott D'S,
Dawn C, Maryanne C, Atharv P, Arman H, Erin M, Ryley R,
Frankie W, Scarlett S, Yasmin H, Lucy H, Riti R, Shakti T, Joshua H,
Willow B

Learning Achievement Award:

Addison C, George D, Alesandro T, Daniel G, Daisy M, Charlie S,
Olivia O, Obie P, Jaeger L, Zack G, Cameron W, Sam O, Orson B,
Room 18 students, Ella M, Amayah W, Francis H, Blair H, Chuqi H,
Luke W, Asha B



Nationally Consistent Collection of Data on School Students with Disability (NCCD)

All schools are required to collect information about the numbers of students that they provide adjustments to under the Disability Discrimination Act (1992) and Disability Standards of Education. In the coming weeks, teachers will be using their class data and knowledge of their students to identify those who meet the criteria. The information is used to support whole school planning and school funding which goes to meeting the needs of students who require additional support in the classroom.

The NCCD involves the collection of;

- The number of students receiving adjustments to enable them to participate in education on the same basis as other students
- The level of adjustment provided to students
- Student's type of disability if known

Under the model the definition of disability is broad and includes learning difficulties, health and mental health conditions. If your child is identified for inclusion in the Collection, the required information will be included in this year's data collection.

If you have any questions about the data collection or would prefer that your child is not included in this process, please contact Brianna Jordan on 82931204 or at brianna.jordan143@schools.sa.edu.au

Further information can be found at: <http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability>.



Our wonderful wall of colour!

Senior School Science

NATURAL DISASTERS Board Game

In Science this term we have been learning about natural disasters around the world. Senior school has created board games to educate players on our chosen disaster. Here is my volcano vacation board game where players pick up cards with volcano facts. By Claire G Rm 3



For my board game, I named it to "Swim for your Life". I made most of the things out of paper and playdough. I made the tsunami out of paper mache and then I added blue, white, navy, and dark blue to the wave. My cards were written on the computer and then printed off and stuck on to a piece of the card. Then I printed out the characters and put them on a cardboard stick. Finally, I added sharks made out of blue paper and added things such as sticks, rafts, clothing and other things out of play dough. By Isabelle N M Rm 4



This was part of our natural disasters unit for Science. We followed our design process. In Step 1 is Research and we played other board games and completed a data analysis table. Step 2 is Imagine and we started making a draft of our game. Step 3 is plan and we organised the instructions, game parts, description and facts/information. Finally Step 4 is create. My board game is based on Covid-19 and is named Pandemic. This game educates players on how to keep safe during this pandemic and the new laws introduced by our government to keep us healthy and safe. The aim of the game is to make two rounds of the board and land exactly on the bedtime square, which is the orange square. By Donnelly, Rm 8



This game was made in Science with Monica for the Natural Disasters Unit. We designed a board game to educate players on a chosen disaster. mine was volcano eruption. The aim of my game is to get to the top before the other players. You needed to roll the dice, then move the amount shown. If you land on a fact card square, you need to answer a question. If you get it correct, you roll on your next turn. If you land on a blank square, roll your next turn with no question asked. If you land on the one Special Card square, you get to pick up a Special Card. Follow the directions on the card, then put it on the bottom of the stack. Take turns and get to the end first. I enjoyed this task. By Tom J Rm 3



This term in science we have been learning about natural disasters around the world. We had a challenge to construct a board game that will educate the players on a disaster. I chose Covid-19 as it is affecting many people around the world. When playing the board game if you land on a fact you get educated about Coronavirus. For example I talked about how it has affected people, where it has started, how people deal with it and how to avoid the virus. I also added mystery cards of what to do if you get contaminated with the virus and what to avoid doing during the pandemic worldwide. The way you can win is by travelling across the board game without landing on Coronavirus and if you do you go to the lab and start on the tile number three.

By Leon, Rm 8



School Banking is back!

School Banking at our school will recommence from 20th of July 2020 and will be on Monday.

For every deposit made at school, students will receive a silver Dollarmites token. Once students have individually collected 10 tokens they can redeem them for an exclusive School Banking reward item in recognition of their regular savings habits.

School Banking is also a great fundraiser for our school. Our school receives a Regular Savers Contribution of \$5 for every 10 deposits processed per student as well as an Annual Contribution which is based on the number of students who made at least one School Banking deposit in the prior year.

If your child has lost their book, please contact your School Banking Co-ordinator for a replacement or visit any CommBank Branch.

If you would like to know more about School Banking, please ask for a 2020 School Banking program information pack from the school office or visit www.commbank.com.au/schoolbanking



OSHC News

Our families have spoken! We are very proud to introduce our updated Absence and Cancellation Policy, commencing 13 July 2020.

To summarise, when OSHC is notified of an absence either:

- on the day that a child is sick and absent from school for the full day, or
 - before 10am two working days before the day of the booked session
- no fee will apply!

OSHC Families: please keep an eye on your inboxes for the policy in full and familiarise yourselves with it.

OSHC Cancellation Example Chart

To cancel this day with no fee:	Notify OSHC by 10am on the previous:
Monday	Thursday
Tuesday	Friday
Wednesday	Monday
Thursday	Tuesday
Friday	Wednesday

Fees

OSHC fees and Child Care Subsidy resume 13 July 2020. Thank you to those families whose accounts are up to date. Families with amounts owing will need to pay in full before attending after 13 July 2020.

Winter Vacation Care

Week 1 of Winter Vacation Care is almost booked out! There are only a small number of vacancies left on Wednesday 8 July, with more places available in Week 2, 13-17 July 2020. Bookings are required:

<https://blackforestps.sa.edu.au/wp-content/uploads/2020/06/Vacation-Care-Winter-2020.pdf>

Got a question?

Drop in, call 8293 8085 or email oshc.bfps459@schools.sa.edu.au

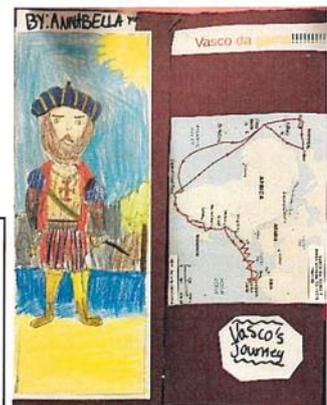
ROOM 18 NEWS

In Room 18 we have been learning about explorers in HASS. Our task was to choose an explorer and then collect research about them. We had to include a map and show where they went on their voyage. We had to draw a picture of them and write facts and other info about the explorer we chose. - **Lottie**

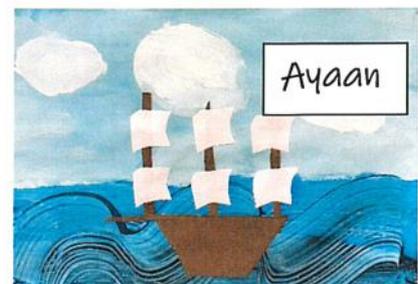


On one of Sir Humphrey Gilbert's trips, he tried to accomplish starting a British colonial empire. He did this in 1563, 457 years ago! - **Erin**

When I was researching for my explorer (Vasco da Gama), I found some interesting facts about his travels around the world: Vasco da Gama travelled to find India and lots of other countries - **Annabella**



In art we made explorer ship pictures. We used a little rectangle card and cut a fringe out. We were given a series of colours of blue and had to choose the setting - stormy or calm. Some students asked for white or black to make it look realistic. Then with our little piece of card we dragged it across the wet paint to make waves. We then used pieces of brown paper for the ship shape. We cut white paper into pointed parallelograms



in three different sizes 3 large 3 medium 1 small then we had to stick it down and decorate. - **Emily**

Football news

The BFPS Blues have started training, in preparation for the school Australian Rules Football competition which will commence in term 3.

We have fantastic parent coaches who are committed to developing skills, keeping kids active, and having fun! We have 3 teams - a 2/3, 4/5 and 6/7 team. Each of the teams has a mix of experienced players, and also those new to the game. The school competition is a great way to learn a new game with your friends!

We welcome any boys or girls interested in playing school football in 2020, particularly in the Year 2/3 team, so even if you haven't played before, let me know if you're keen to give it a try! Training is on Wednesday night, and games will be Saturday mornings in term 3. Training and games will be played under the SANFL COVID19 Return to Play guidelines.

Kathryn H, After School Football Coordinator, 2020

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