

BEEAC PRIMARY
SCHOOL
LANG STREET
BEEAC 3251
PRINCIPAL:
ANDREW ROGERS
PH. 0352 346 463

June 22: reports go home.
June 24 and 25: parent interviews by Skype or phone.
June 25: Colac Area Health dental screening **CANCELLED. No new date yet.**
June 26: last day of school. Finish time 2.30pm
September 8: Preps Grades P-2 COPACC visit to Edward the Emu.
September 9- 11: bike ed with a visit to Colac on the 11/9
October 15: bike ed challenge
October 26. Winchelsea NHW schools day
October 12: swimming term 4 1.15 to 2.15pm. 12/10, 19/10, 26/10, 2/11, 9/11
October 13: MSP photography, whole school photos (new date)
November 12: Red Rock gallery poetry competition.
June 23 to 25 2021: Rose Gap Grades 5 & 6 + three other schools
March 30 to 1 April 1 2022: Sovereign Hill Grades 5 & 6 + three other schools.

Student of the week
Chris Petersen: for transitioning in to his new school so well, making new friends, always behaving himself and using his manners. 12/6
Heidi Alston: for her outstanding efforts in the Sounds Write program 19/6

Beeac Primary School



Beeac Primary School is a child safe school 22 June 2020



Returning to normal.

Last week as I arrived at school, first thing in the morning, a possum in a tree greeted me. It was a timely reminder that we are getting back to normal. Up until then, the lessons from the recent off-site learning had been buzzing around in my head.

We are keen to find better ways to engage with our students so that we have better educational outcomes for our students. Do small groups of students learn better than a whole class? Do longer periods of one on one teaching help struggling kids? Do high achieving kids work better when left alone? Does the presence of parents impact positively on student learning? Results from our tests suggest that some children have made spectacular improvements and equally truly, others have not. We need to respond to these interesting findings.

Most importantly, Paul Maddern has prepared a survey to do with the lessons we should learn from off-site learning. We hope as many as possible of you will find the time to take part in the short survey. We strongly value your opinions. More details can be found elsewhere in this newsletter.

As we make changes in an effort to further improve what we do, the possum was a timely reminder for me, that we should never forget that we are a country school serving the needs of our rural community.

Karen Cherry has been working busily behind the scenes to develop resources for future Science and community work at our school. We need your help. Do you collect records for rainfall or frosts, bird counts or any other weather information that you could share with us? We would love to include this as part of our research. Do please read her article and get back to us with your information about Beeac and the surrounding area.

We will have a party on the last day, before a finish time of 2.30pm. Of course, it will be different from our usual communal whole school celebration. Please do not send in any party food. The eating will be around individually wrapped individually supplied and separately consumed movie snacks. Please read the article elsewhere for the details.

You need to talk to a teacher? We all have each others phone numbers after the corona virus outbreak. I'm reminding you that it's often too easy just to, "get the job done," and forget that our staff have busy lives beyond school. If you need to contact them, do please only contact them during school hours. If it is an administrative matter, such as attendance, please use Skoolbag or contact the school during school hours, where the process can be managed efficiently, without adding an extra burden to our teacher's busy work schedule.



A moving feast: protecting our learning community.

When will we stop teaching the piano via the internet? As we continue to get updated by the Department, so does our response to the way we protect our learning community. We continue to ask that parents do not enter our school, but instead ring as they arrive and we will come out to you. We realise that that is not always a practical solution for keeping our students isolated, but nevertheless it alone, is a great way to reduce the risk of community transmission. Up to now we have permitted DET personnel on-site but only for essential student support and assessment purposes. From today external teaching staff will be permitted onsite, this will include PE teaching. All other agency staff will continue to communicate via Webex, Skype etc, or communicate off site if face to face contact is required. This includes speech therapy and DHHS services.



Dodecahedrons.

Cuboids, cylinders, spheres, cones, and yes the dreaded tetrahedron have all been able to be taught so much more effectively now that we're back in the classroom. Also it's great to have a bit of social interaction around the place. When I talked with the kids about what they'd learned I realise how much I have missed being chided by Keely McEwan for not remembering such things as the name for a shape with 12 faces, 30 edges and 20 vertices.



Return and earn: the Grade 6 trip.

Do please continue to donate your returnable bottles, cans etc. The idea originally thought up by the Phillips family and strongly supported by Paul Maddern and his class has seen Mick Phillips donate a further hefty \$600 and 40cents for our end of year Grade 6 trip. Please do continue to donate your cashable items.



Got a light blue sport t-shirt?

Things went 'pear shaped' so quickly at the end of term one that many people didn't have time to return loaned school sports t-shirts. If you still have one lingering in the bottom of your laundry bag, I would be grateful if you could bundle it up and return it before the end of this term

Would you like to help with our Citizens Science Project?

Our Knowledge Garden is progressing well and Peter Day is making a sculpture of the 6 indigenous seasons. Children will be learning about the seasons and collecting information, while exploring changes in our landscape.

Over the next year, we will be collecting information about what is happening to our native flora and fauna, and information about what is happening on our local farms. Students in farming families will be asked to tell us what is happening on their farms at different times of the year.

We are basing our research on the Eastern Marr Nations outline of the seasons. Although the indigenous seasons have suggested dates when each season begins and ends, it is really dictated by actual changes in the weather, flora, fauna etc. The Marr nation is very large, and we will focus on observations for the Gulidjan country within the nation.

In Gwagal Moronn the native bees are very busy collecting stores for winter. Here are some pictures of more common native bees.

Have you seen any native bees around Beac, we would love it if you would let us know.

Gwagal Moronn...(late March...to end of May)



Above: a Reed Bee with a wedge-shaped red abdomen and a cream face marking.



Teddy bear bees are named due to their rotund bodies. These chubby, furry brown bees range from 7 to 15 mm in length. They build shallow nest burrows in soft soil and sometimes nest underneath houses or in sheltered locations such as eroded creek.



Blue banded bees are debatably the most beautiful of Australia's native bees. They are about 11 mm long, with a furry red-brown thorax and striking bands of metallic blue across their black abdomens;



Leaf-cutter bees are perhaps one of the most fascinating bee species. Black in colour and ranging

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Finally, resin bees come in many sizes and colours.

As we move from Gwagal Moronn into Chinnup season we are looking for cockatoos, morning frosts, rising wetland waters etc. We will be seeking to find out information such as, if yellow tailed cockies are more common in our landscape at this time and why?

It is breeding season for phacogales, antichinus and echidna. Do we have these creatures in our landscape? Powerful owls are laying eggs now. Do we have these birds? Satin bowerbirds and ravens

are on the move now too. Do we see more of these birds at this time of year?

Rainfall, Frost, birdcounts...can you help or do you know someone who can?

Do you collect records for rainfall or frosts, birdcounts or any other weather information that you would like to share with us? We would love to include this as part of our research.

Important lessons from off-site learning.

Throughout the "learning from home" period, our school community faced many new challenges. The beauty of being faced with these new challenges was that our students, parents and teachers were all forced to develop new ways of learning, teaching and assisting. No doubt there were a lot of hard times and struggles along the way, but there were sure to be some very beneficial aspects too.

We would be extremely grateful if a parent/carer from each family could complete our school's survey (found by clicking on the link). Each question has an "Other" box which is where we urge you to provide your thoughts in greater detail. We are hoping to gain insight into what we can potentially continue doing, or do more of, to ensure that a high level of teaching and learning remains.

<https://www.surveymonkey.com/r/R8CFG2>

This hotlink is live, but if it doesn't work, copy paste it in to your browser. This article will also appear in Skoolbag.

The last bookshelf.

Interested in acquiring the last bookshelf and probably the best one too? Please consider making a gold coin donation. The first to let us know will be its new lucky owner.

Student reports: final reminder.

Semester reports will go home today, Monday. This is a further reminder that you can talk with our teachers about your child's progress:

Paul through the day on Wednesday the 24th June.

Kara through the day on Thursday the 25th of June.

Interview sheets will go home today detailing the date, time and whether you choose to talk by phone or Skype. We ask you to wait until the teacher initiates the interview with you.

Security: intruder detection system at Beac PS.

This is a final reminder that it goes live from this Wednesday onwards. A school key will not turn off the detector. Do please contact Wendy our cleaner or Tammy our business manager if you urgently need to get in to the school after hours.

Last day party: free "movie snacks" provided by the school.

The end of term celebration will not be like our normal celebration. On the last day of term we will have two separate class parties. Apart from each room having a separate party, each teacher will buy and bring in an individual bag of pop corn or similar for each student, and an individual drink. Students will enjoy these "movie snacks" whilst watching separate movies in their own classroom.

Students must bring in their normal day's food which will include, as usual, a mid morning snack, lunch and drink. Also, as usual, each child will only consume the food that they have brought in. Please do not send in any party food.

Warrabee update.

The external cladding on Warrabee has been removed ready for a new façade that will be installed during the school holidays. Council approved the addition which has been designed to blend in with the present BER building at the rear of our school site..

Term Dates	Start	Finish
2020 Term 1	29/1	27/3
2020 Term 2	14/4	26/6
2020 Term 3	13/7	18/9
2020 Term 4	5/10	18/12
2021 Term 1	28/1	1/4
2021 Term 2	19/4	25/6
2021 Term 3	12/7	17/9
2021 Term 4	4/10	17/12
2022 Term 1	31/1	8/4

Raising resilient problem solvers.



by Michael Grose

Personal problem-solving is an under-rated skill shared by resilient children and adults. First, identified alongside independence, social connection and optimism by early resilience-researchers in the US, the ability to solve your own problems is the basis of a child's autonomy and self-efficacy.

When parents solve all children's problems we not only increase their dependency on adults, we also teach kids to be afraid of making mistakes and to blame themselves for not being good enough. As I noted in my book *Anxious Kids*, this is fertile ground for anxiousness and depressive illness.

So how can we raise kids to be courageous problem-solvers rather than self-critical, low risk-takers? Here are six practical ideas to get you started:

Turn requests for help into problems for kids to solve

Kids get used to bringing their problems to parents to solve. If you keep solving them, they'll keep bringing them. "Mum, Sarah's annoying me" "Dad, can you ask my teacher to pick me for the team?" "Hey, I can't find my socks!" It's

tempting if you are in a time-poor family to simply jump in and help kids out. Alternatively, you can take a problem-solving approach, cuing them to resolve their own problems and take responsibility for their concerns. "What can you do to make her stop annoying you?" "What's the best approach to take with your teacher?" "Socks, smocks! Where might they be?"

Ask good questions to prompt problem-solving

A problem-solving approach relies on asking good questions, which can be challenging if you are used to solving your child's problems. The first question when a child brings you a problem should be: "Can you handle this on your own?" Next should be, "What do you want me to do to help you solve the problem?" These questions are not meant to deter children from coming to you. Rather to encourage and teach them to start working through their own concerns themselves.

Coach them through problems and concerns

Imagine your child feels they were unfairly left out of a school sports team by a teacher and asks you get involved. The easiest solution may be to meet with the teacher and find out what's going on. You may or not resolve the problem but in doing so you are teaching a child to become dependent on you. Alternatively, you could coach your child to speak to the teacher themselves and find out why they were left out. Obviously, there are times when children need their parents to be advocates for them such as when they are being bullied, but we need to make the most of the opportunities for children to speak for themselves. Better to help your children find the right words to use and discuss the best way to approach another person when they have problems. These are great skills to take into adulthood.

Prepare kids for problems and contingencies

You may coach your child to be independent – walk to school, spend some time alone at home (when old enough), catch a train with friends – but do they know what to do in an emergency? What happens if they come home after school and the house is locked? Who do they go to? Discuss different scenarios with children whenever they enter new or potentially risky situations so that they won't fall apart when things don't go their way. Remember, the Boy Scouts motto – "Be Prepared!"

Show a little faith

Sometimes you've got to show faith in children. We can easily trip them up with our negative expectations such as saying "Don't spill it!" to a child who is carrying a glass filled with water. Of course, your child doesn't want to spill it but you've just conveyed your expectations with that statement. We need to be careful that we don't sabotage children's efforts to be independent problem-solvers with comments such as, "Now don't stuff it up!", "You'll be okay, won't you?" , "You're not very good at looking after yourself!"

Applaud mistakes and stuff ups

Would a child who accidentally breaks a plate in your family while emptying the dishwasher be met with a 'that's really annoying, you can be clumsy sometimes' response or a 'it doesn't matter, thanks for your help' type of response? Hopefully it won't be the first response, because nothing shuts down a child's natural tendencies to extend themselves quicker than an adult who can't abide mistakes. If you have a low risk-taking, perfectionist child, consider throwing a little party rather than making a fuss when they make errors so they can learn that mistakes don't reflect on them personally, and that the sun will still shine even if they break a plate, tell a joke that falls flat or doesn't get a perfect exam score.

As I've often said your job as a parent is to make yourself redundant (which is different to being irrelevant) at the earliest possible age. The ability to sort and solve your own problems, rather than step back and expect others to resolve them, is usually developed in childhood. With repetition and practice problem-solving becomes a valuable life-pattern, to be used in the workplace, in the community and in family relationships.