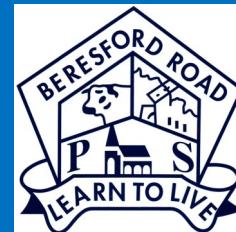


# The Buzz

## Beresford Road Public School

74 Beresford Road, Greystanes, 2145 T 98962644 F 9896 3172 Email: beresfdrd-p.school@det.nsw.edu.au



The Buzz Term 3 Week 10

Tuesday 25th September 2018

### Relieving Deputy Principal's Report

We have had a very successful Term 3 with lots of engaging and interesting lessons happening around the school. There have been many events which has really showcased the determination, hard work and talent we have here at Beresford Road.

### Vacation

Our current school term ends this Friday and, while I am always happy to have a break, I understand it can be a difficult time for some families with both parents working or trying to think of things to entertain kids for two weeks. We all need to keep our kids safe in the holidays so supervision is important. Always know where your children are and discuss safe places to play. Our Before and After School Care group run holiday care at Girraween which may help some families.

### Homework Club

Please note that there is **NO** homework club this week. Homework club is not on the last week of term.

### Kindergarten 2019

We need to finalise our Kindergarten enrolments for 2019 early next term. We have orientation occurring on *Monday the 5<sup>th</sup> of November* and *Monday the 12<sup>th</sup> of November*, and need to know our total numbers prior to that date. If you have a child starting next year, or know a neighbour that hasn't informed the school, please do so quickly as we have limited vacancies for next year.

All 2019 kindergarten will need to attend two sessions (Monday 5/11/18 and Monday 12/11/18). Parents will need to attend an information session on the 5/11/18, but only need to drop off their children for the second session. The children will spend both sessions in the classrooms. As always, I hope to identify the 2019 Kindergarten teachers before the orientation dates so that you will have a chance to meet them on the day.

### Swimming Scheme

There are a few spots still available for the school Swimming

Scheme. It is open to Year 2, and it is now also open to Year 3 students. All money must be received by Thursday the 18<sup>th</sup> of October to secure your spot. You can pay via POP.

### Stage 3 Camp

Stage 3 are off on camp and so far have been to Questacon, National Art Gallery and The Mint. It sounds like they having heaps of fun and I'm sure they cannot wait to tell you about it when they return. The students are due back from Stage 3 Camp on Thursday at approximately 6:30pm. Please ensure that you are on time to pick your child up and that they are picked up by a parent. Mrs Pearson will update Facebook if the bus is delayed.

### Greystanes High Students picking up siblings

Just a reminder that students from Greystanes High School who walk down from the high school and wait for siblings, need to behave appropriately and be mindful that classes are still going. They are encouraged to be polite and respectful of our students, teachers and parents, and behave accordingly. Students that do not have siblings at Beresford Road have no need to be on school grounds.

### Reminder

There is NOT a staff development day at the beginning of next term. School begins for students and teachers on Monday 15<sup>th</sup> of October. Have a safe and relaxing break.

Renee Mangin

## Upcoming Events

### September

Wed 26th	P&C coin challenge
Fri 28th	Last Day of Term 3

### October

Mon 15th	First Day of Term 4 for students
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## Assemblies

Friday 28/09	9.00am	Years 3-6	3/40
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# Longneck Lagoon



On Tuesday I went to Longneck Lagoon. That is the perfect place to learn about mini-beasts. First I went on a bus that rattled my bones. After that I went to the classroom and ate my fruit and my recess. Then I looked at insects that live on the ground, underground and on trees. We also did rotations of sorting out mini-beasts. Next I got dip nets to catch tadpoles, tiny bugs and nymphs. I got to carry a bucket full of bugs back to the classroom. Finally, I ate my lunch and went back on the bumpy bus. It made me feel tired.

By Leon, 1L



# Year 2's Excursion to The Australian Museum!

Yesterday I went to the Australian Museum. We saw so many exciting exhibits and learnt lots of new information.

First we went inside a room and there were people who worked there. We played with lots of stuff.

Then we went to look at skeletons of animals like tigers and snakes.

Next we saw Aboriginal stuff and there was a video. We also went to a lab and looked into a telescope. I saw a dead skeleton!

NATE



Yesterday Year 2 went on an excursion. We went on a bus. I sat next to Alexia and fell asleep on the bus. We went on the M4, it was a long trip. We finally got to the museum.

First we had crunch 'n sip, I had a banana. Then we went to a dinosaur talk and we did activities, like one of them was brushing fossils. Next we had recess and we had a drink of water.

Finally we got to look at fossils and dead dinosaurs. Then we went to a park to eat lunch.

The museum was so fun, I had a great time!

BELLA

Yesterday I went on an excursion to the Australian Museum. We saw so many exciting things and learnt lots of new information. First we went to school and got our name marked off the roll. Then we got on the bus and put our seat belts on. We started driving to the Australian Museum.

Next we got off the bus and started having our crunch 'n sip. We then had to wait a couple of minutes for the high school kids to get off the bus.

Then we went inside and the lady took us in and introduced herself. She started talking about dinosaurs and fossils. She told us that she had set up some activities for us to do. There was pretend to be a palaeontologist, drawing, dressing up and playing with dinosaur toys. After she showed us the artefacts. They were all different artefacts like diamonds, dinosaur bones and meteorites.

Finally it was time to go back on the bus and wait another hour. It was boring going back on the bus.

CATRINA

# The Australian Museum





# BERESFORD ROAD PUBLIC SCHOOL

1st December 2018

10:00am-4:00pm

Beresford Road Primary School,  
Beresford Road Greystanes

Come down and support your local community businesses  
and get a jump on your Christmas shopping

Face  
Painting,  
Games,  
Henna

Food Stalls  
Ice Cream  
Slushies  
Snow Cones

Kids  
Entertainment

And so much more for  
the whole family

Huge variety  
Of  
Stalls

Scrumptuous  
Cakes  
and  
Sweet Treats



For Stall Details Contact Beth on 0420 813 539 or [beresfordrdpandc@y7mail.com](mailto:beresfordrdpandc@y7mail.com)



# 2018 COIN CHALLENGE

**WEEKLY CLASS COLLECTIONS**

- Wednesday **5th** September
- Wednesday **12th** September
- Wednesday **19th** September
- Wednesday **26th** September

**1st, 2nd and 3rd Winners will get**

**PIZZA!**  **movies** 

**Money raised will go towards NEW Ninja Play Equipment**



## Tell Them From Me

Our annual Tell Them From Me survey window is now open. This survey gives us valuable information to help the school move forward. We analyse the data to improve outcomes for our students and make changes were necessary.

Please see attached information sheets (on the next 5 pages) about the survey and what information it provides to the school.

You can access information about the survey in multiple language at:

<http://surveys.cese.nsw.gov.au/information-for-parents>

**To complete the survey please GO TO:**

<https://nsw.tellthemfromme.com/Beresford1>



### 1. What is the *Tell Them From Me* student survey?

The *Tell Them From Me* student survey provides school principals and school leaders with insight into student engagement, wellbeing and effective teaching practices at their school, from the perspective of students.

The survey is confidential and can be used either as a one-off survey or over time to identify trends within schools and better inform school priorities. The survey is held once a year, with an optional second survey within the year.

More than 78,000 secondary students from over 170 NSW public schools and students in 55 NSW public primary schools participated in a pilot of the survey in 2013-2014.

### 2. What are the benefits for my school?

The *Tell Them From Me* student survey provides school principals and school leaders with insight into student engagement and wellbeing, and the impact of teaching practices at their school, from the perspective of students.

Data reports are provided to school leaders within three business days of the surveys closing. Reports include a 'one click' pdf summary report of their school's results; interactive charts which look more closely at their school results for specific groups of students (e.g. by gender or year group); and reports that allow comparisons against external data. The Learning Bar's system enables comparison with a replica school – a virtual school of students who have similar characteristics (year, gender and socio-economic characteristics). Currently, this consists of data collected during the NSW pilot surveys.

### 3. How does this survey relate to the new school planning cycle?

The *Tell Them From Me* student, parent and teacher surveys can be used to evaluate the achievements of the previous school year and to gather evidence and baseline

data for the 2015-2017 planning cycle.

*Tell Them From Me* student surveys can provide valid and reliable evidence of strengths and areas for improvement from students' perspectives in critical aspects of school performance such as social and institutional engagement, emotional health and the quality of instruction. The surveys provide insights into students' perceptions about learning climate, student-student and student-teacher relationships and their own academic success.

*Tell Them From Me* data can be very valuable for school leaders to use in leading the school community to identify strategic directions for school improvement. The surveys can also provide improvement measures, inform the development of *Products* to be achieved over the three years of the cycle and provide evidence of impact in school plan *Milestones*.

The timeframe for schools to publish their plans has been extended to the beginning of Term 2, 2015. This provides time for schools to conduct the TTFM student survey in Term 1, 2015, and use the results to enhance the school plan. Results from the parent and teacher surveys can be incorporated into or used with the plan later.

### 4. How are these surveys different to existing Departmental surveys on the School Survey System?

Schools have access to national and Departmental surveys of students, parents and teachers through the School Survey System. The *Tell Them From Me* suite of student, parent and teacher surveys incorporate many of the same topics and have some similarly worded questions. However, they also:

- include a number of different measures
- bring student, teacher and parent surveys together in a single reporting tool.
- will include data collected over multiple years
- enable comparison with state averages and like-for-like replica schools.

## 5. How will the student, parent and teacher surveys help the Department to contribute to school and student outcomes?

The Department is committed to using data, evidence and evaluation to inform its planning and practice. At present, there is little system-wide information available in New South Wales about student engagement and wellbeing. The survey data allows the Department, through the Centre for Education Statistics and Evaluation (CESE), to analyse and better understand student performance data and the impact of engagement, wellbeing and teaching practices on student outcomes.

## 6. What kind of questions will the student surveys ask?

The survey questions relate to the following 15 measures for **primary schools**:

Participation in sports	Behaviour at school	Effective learning time
Participation in extra-curricular activities	Homework behaviour	Teaching relevance
Sense of belonging	Interest and motivation	Teaching rigour
Positive relationships	Effort	Experience of being bullied
Valuing school outcomes	Skills and learning challenge	Advocacy at school

The survey questions relate to the following 22 measures for **secondary schools**:

Participation in sports	Homework behaviour	Teaching relevance	Expectations for success
Participation in extra-curricular activities	Behaviour at school	Teaching rigour	Positive learning climate
Sense of belonging	Interest and motivation	Effective learning time	Advocacy outside school
Positive relationships	Effort	Experiences of being bullied	Student aspirations: finishing Year 12, university, TAFE
Truancy	Skills and learning challenge	Advocacy at school	
Valuing school outcomes	Feelings of worry or sadness	Positive teacher-student relations	

Some additional questions will also be asked to gain a socio-economic status (SES) profile of students. Students do not need to answer these questions if they do not wish to.

## 7. Which student groups will take the survey?

The primary school survey has been specifically designed for students in Years 4 to 6. The secondary school survey is designed for students in Years 7 to 12.

## 8. How many students can take part in the surveys?

All students in Years 4 to 6 and 7 to 12 are encouraged to take part. The more students who complete the survey, the more reliable a school's data will be.

## 9. What is the cost to my school?

The surveys are provided free of charge to schools. In return, schools are asked to ensure that:

- time and computers are made available to students to take the survey
- as many students as possible complete the survey.



CESE may also ask schools to take part in a feedback questionnaire once the surveys have finished.

### 10. How will the survey be conducted?

The survey is conducted entirely online during specific survey windows. For 2015, this will be during Term 1 for the first survey, and Term 3 for the optional second survey. The survey will take 15 to 20 minutes on average and no more than 35 minutes for most students.

Schools will need to make school computers available for students to complete the survey. Schools will be provided with information and consent forms for distribution to parents. Schools will also be provided with unique student usernames and passwords prior to the start of the survey period.

To protect student confidentiality, data suppression rules are applied to the school reporting tools where sample sizes are too small.

### 11. Will support be available to schools during the survey period?

Schools will have access to technical support provided by The Learning Bar, the company that has been contracted to supply the surveys for the Department. A free-call telephone number and email address will be provided to participating schools which will be available every day during term time between 8.30 AM and 4.30 PM, before, during and after active survey periods.

### 12. Will training be available to school coordinators?

Online live training and information webinars will be offered to all schools. All school coordinators and principals are encouraged to attend one of these training sessions prior to the survey window. There will also be additional webinars offered at the end of the survey period providing information about how to interpret the reports and analyse the data provided by the surveys.

### 13. Have changes been made to the questions since the pilot study?

Feedback from school principals and teachers has been incorporated into the survey. Some changes have been made to the questions. For example, there have been changes made to the question on extracurricular activities to make the question easier to understand for NSW students.

### 14. Can I see the survey questions?

Schools will be able to view the surveys online via a password protected portal once they have formally committed to undertaking the surveys. A draft of the 2015 questions in pdf form will also be available towards the end of this year for interested schools. Please note that the survey questions are the intellectual property of

The Learning Bar and should not be distributed beyond your school or used in any manner other than that stipulated by the Department.

### 15. Can I ask my own questions?

CESE is exploring the possibility of schools including customised questions for the optional second snapshot in 2015. For the first student survey in Term 1, 2015 there is no scope for customised questions at the school level.

### 16. How does the TTFM student survey relate to the teacher and parent surveys?

CESE is offering the full suite of *Tell Them From Me* surveys (student, parent and teacher surveys) to ensure schools can capture the views of students, teachers and parents. The surveys are complementary.

For more detail on each of the surveys, see the survey website: <http://surveys.cese.nsw.gov.au/>

### 17. Will the surveys all take place at the same time?

No. It is anticipated that the student surveys will take place in mid-Term 1 and (optionally) Term 3. The parent and teacher surveys will take place at the same time as each other in Term 3.

### 18. Can our school do one of the surveys and not the others?

Generally no, schools must commit to do the TTFM student survey to be able to run the parent and/or teacher survey. The only exceptions are infants schools or schools participating in the pilot 2014 *Focus on Learning* teacher survey.

### 19. Has the survey been used in Australia before?

To date, over 200 Australian schools (more than 90,000 students) have used the *Tell Them From Me* student survey. Most of these are public secondary and primary school students in NSW. A small number of schools in Queensland and Victoria are also using *Tell Them From Me*.

These schools have all helped The Learning Bar adapt their survey so that it is appropriate for use in an Australian context.

### 20. My school is small. Will the survey work for me?

The survey can provide useful insights for schools of all sizes. To protect student confidentiality, data suppression rules do apply where fewer than five students answer a question.

Small schools can choose to cluster together, allowing them to pool data. This will mean that the data reports received by the schools after the survey is completed will relate to the cluster of schools pooling the data, not to the individual school.

Please indicate whether you would like to be part of a small school cluster when lodging your expression of interest.

### 21. Can infants schools participate?

The student survey is only suitable for students in Years 4 to 12. However, infants schools will be able to take the teacher and parent surveys.

### 22. What provisions are made for students with low literacy?

The Department is currently investigating text-to-voice technology for the 2015 surveys to assist students with low literacy.

### 23. Who will be able to see my school's data?

Schools will be able to see their own aggregated data. They will not see individual student responses.

CESE researchers will have access to student level data for system wide analysis. The researchers are interested in trends only, not individual student responses. No student or school will be identified in any publication.

As with other Departmental data, your Director, Public Schools and selected policy staff from State Office may view your school's report.

Schools are encouraged to use the data as part of their ongoing community and stakeholder discussion.

### 24. What will happen next for schools that choose to participate in *Tell Them From Me*?

2014	Term 4	Schools formally commit to the survey through completing an online EOI form.
2015	Early Term 1	Schools provided with information and consent forms for parents.
	Early Term 1	Training for school principals and coordinators in using the survey website conducted via webinar.  Schools provided with student log-ins and passwords.
	Mid-Term 1 – end of Term 1	Active period for surveys.  Help desk support will be available.
	Early Term 2	Training for school principals and coordinators in analysing school survey results (conducted by webinar).
	Mid-Term 3	Active period for optional teacher and parent surveys.
	Term 3	An optional second student survey snapshot will be available to schools.

**What is CESE?**

The Centre for Education Statistics and Evaluation (CESE) is part of the Department of Education and Communities, within the Office of Education.

CESE has been established to improve the effectiveness, efficiency and accountability of education in New South Wales. CESE will identify and share what works, creating new opportunities to improve teaching and learning across all of education.

More information about CESE is available at: [www.cese.nsw.gov.au](http://www.cese.nsw.gov.au)

**What is The Learning Bar?**

The Learning Bar is a Canadian education company that specialises in school surveys for both primary and secondary students. The *Tell Them From Me* survey, is the largest national school survey in Canada, used in nine of Canada's ten provinces. More than 2,600 schools and 1.7 million Canadian students have participated in the survey over the last nine years.

The Learning Bar is led by Dr J Douglas Willms. Dr Willms is a Professor and Director of the Canadian Research Institute for Social Policy at the University of New Brunswick, and holds the Canada Research Chair in Literacy and Human Development. Dr Willms led the development of questions on student engagement for the OECD's Programme for International Student Assessment (PISA).

More information about The Learning Bar is available at: [www.thelearningbar.com](http://www.thelearningbar.com)

If you have any questions about the *Tell Them From Me* student survey, please contact CESE via email: [TTFM@det.nsw.edu.au](mailto:TTFM@det.nsw.edu.au) or by telephone: **9561 1212 / 9561 8331 / 9561 8370**.

## Scaffolding children's learning

"This is just too hard. I can't do it!" nine-year old Emmet says as he tears the page from his notebook and scrunches it up in frustration. "Mum, can you help?"

As parents and carers, it is hard to see children struggle with their learning, especially when they are frustrated or upset. Sometimes, and often before you know it, you become caught up in trying to help them and you wind up doing their schoolwork for them. How do you find the right balance between telling them, "You just have to do it!" and giving them all the answers? And what if you don't even have the answers?

Helping children with schoolwork (eg homework assignments or projects) is sometimes a challenge for families as well as for children. However, it can also be an opportunity for parents and carers to get to know what children are learning at school and to support their learning. Children learn better when they have opportunities to share and practise at home what they are learning at school.

It is not necessary for parents or carers to have all the answers when children have difficulties with their schoolwork. If adults simply provide children with the answers, children miss out on the chance to learn and think for themselves. Parents and carers can help children by guiding their learning and thinking and supporting them to try for themselves.

### Helping to build children's learning

In just the same way that scaffolding provides temporary support to a building, parents and carers can also 'scaffold' children's learning. For some things, children may need lots of support. This is especially the case when they are learning new things.

As children's abilities develop, they gradually become more independent in their learning and parents and carers can start to reduce their 'scaffolding'.

Helping children think through tasks supports their learning. Teaching them skills for thinking helps children learn to think for themselves.

## How parents and carers can help

Parents and carers scaffold children's learning by leading and coaching them towards coming up with their own answers. This shows children how to learn, and makes it more likely that they will succeed. The next time your child asks for help, you might try some of the following ways to scaffold thinking and learning.

### Prompt children to extend their thinking

- Ask them to think about something relevant: "Why do you think...?"
- Ask them to think through alternatives: "That would be one way, what's another way we could try?"
- Provide support for thinking through difficult tasks: "Let's have a think about this together."

### Ask them to explain the steps

- Help children to plan their approach: "What is it that we need to do?"
- Ask them to review their steps so far: "Tell me more about what you have already tried?"

### Demonstrate

- Show an example and talk it through: "First, I will..., and then I will..., and then I can..."

### Break it into steps

- Help children who are stuck by breaking the task into smaller steps.
- It's a good idea to ensure the first step involves something that children can already do. This way they will experience success early which helps their confidence.
- Be sure to provide praise for completing each step as they work through a task.
- Guide children step-by-step to build their skills so they can eventually complete the whole task on their own.

## Tips for scaffolding children's learning

- Provide a challenge that is *just* beyond what your child can already do easily by him or herself.
- Give prompts.
- Ask questions.
- Model the steps involved.
- Praise your child for attempting the task, not just for succeeding.
- Watch to see if your child is struggling or becoming frustrated, as these may be signs that the task is too hard.

This resource is part of a range of KidsMatter Primary information sheets for families and school staff. View them all online at [www.kidsmatter.edu.au](http://www.kidsmatter.edu.au)



Australian Government

Department of Health and Ageing





# GREYSTANES HIGH SCHOOL

Beresford Road, Greystanes 2145. P.O. Box 125, Wentworthville 2145.

Telephone: 02 9631 9144 Facsimile: 02 9896 3087

## Invitation to attend Parent Presentation

### Greystanes High School

#### CYBER SAFETY

Dear Parent/Carer

Greystanes High School P&C would like to invite all Beresford Rd Public School parents and carers to our next Parent Presentation being held at **7.00pm on Wednesday 17<sup>th</sup> October 2018**.

**The presentation topic is CYBER SAFETY with a special guest speaker from THINK U KNOW**

*ThinkUKnow was started in the United Kingdom by the Child Exploitation and Online Protection Centre (CEOP) and was developed for Australian audiences by the AFP in 2009.*

*The program is a partnership between the Australian Federal Police (AFP), Microsoft Australia, Datacom and the Commonwealth Bank, and is delivered in collaboration with New South Wales Police Force, Northern Territory Police, Queensland Police Service, South Australia Police, Tasmania Police, Western Australia Police and Victoria Police as well as Neighbourhood Watch Australia. It is Australia's first (and only) nationally delivered crime prevention program. [www.thinkuknow.org.au](http://www.thinkuknow.org.au)*

*Thinkuknow aims to provide you with the tools to create a safer online environment for young people in your care. Our presentations cover what young people SAY, SEE and DO online.*

*The presentation covers topics such as social media reputation management, cyberbullying, 'sexting', online grooming, online gaming, inappropriate content, privacy management, identity theft, how to protect your devices, and how to report matters when things go wrong.*

**Presentation Start – 7pm**

**Date – Wednesday 9<sup>th</sup> May 2018**

**Location – School Library (if you enter from the front of the school, keep walking directly towards the back of the school)**

**Greystanes High School - Beresford Rd, Greystanes NSW 2145**

**RSVP Monday 15<sup>th</sup> October: [trish.booth2@det.nsw.edu.au](mailto:trish.booth2@det.nsw.edu.au) (please indicate how many will be attending to assist us with seating arrangements)**

We look forward to seeing you on the night.


Yours sincerely

Mark Dring

President, GHS P&C



**THINK  
U  
KNOW**  
.org.au



# Comfortable talking to your kids about technology and the internet?

A ThinkUKnow cyber safety and security presentation will take place on

**DATE:**

Wednesday 17th October 2018  
From 7:00pm

**LOCATION:**

Greystanes High School Library

### The session will cover:

- What young people SEE, SAY and DO online
- The challenges they may face
- How to report and get help if things go wrong

Visit [www.thinkuknow.org.au](http://www.thinkuknow.org.au) for more information about online safety and security.

OUR PARTNERS



AFP



DATACOM

Microsoft

# MERIT AWARDS

<b>KC</b>	Emilia Pupovac Michael Tindiglia Noah Amin	<b>KE</b>	Teacher absent	<b>KF</b>	Riaan Chandra Noah Formosa Amelia Carlino
<b>KM</b>	Shajay Uruthiran Samantha Terry Levi Kaipo	<b>KR</b>	David Makaridze Alisha Mantri Krystal Hyland	<b>K/1K</b>	Sienna Fahd Benjamin Attard Chloe Ting
<b>1A</b>	Maya Jenkins Maggie Yee Ahoora Shabakeh	<b>1L</b>	Misbah Chakari Lovan Alan Ayda Bektas	<b>1P</b>	Michelle Brana Xavier Billings Marissa Sleiman
<b>1SL</b>	TJ Ah Funny Maryam Basheer Elysia Stevens	<b>2A</b>	Qasim Kazeimi Sophia Hones Harsheev Kumar	<b>2B</b>	Bakr Albajalan Keira Barnsley Jolie Abdelmalek
<b>2BW</b>	Lesley Dickerson Sienna Nasreldin Frankie Grant	<b>2DL</b>	Rhethesh Baheerathan Ranidu De Silva Cayla Heng Kerbie Mercado Grayem Fowler Layth Amin	<b>3B</b>	Aleisha Martin Sonny Lesaisaea Matthew Tran
<b>3W</b>	Mahdi Tafrashimanfared Shaymaa Zraika Raymond Chen	<b>3/4O</b>	Hayley Olsen Jodie Corbin Gabriella Taufu Darius Jungslager	<b>3/4S</b>	Kadence Hua Arav Singh Abbas Mirsanaei
<b>4H</b>	Hussein Muheiddine Isaac Bradbury Dylan Tung	<b>4T</b>	Hank Liang Lewan Alan	<b>4/5L</b>	Joshua Fulton Mohammad Safari Troy Tedesco
<b>5T</b>	Chantel Owusu Justin Yildiz Mia Scott	<b>5/6E</b>	Patric Eisenhuth Natalia Lesniak Rory Stephens	<b>5/6L</b>	Aliesha Galea Mia Tedesco
<b>6H</b>	Fatima Zraika Amber Stubbs Fatema Sarwari	<b>6M</b>		<b>MCJ</b>	Dallas Vakauta
<b>MCZ</b>	Mitchell Standing	<b>MCE</b>	Vangelis Tang		



## Blue Awards

**Alexandra Francis**

**Natalie Teoh**

**Subi Sukumar**

**Lukas Ora**

**Leon Teoh**

**Daniella Xerri**

**Kaivalya Patel**

**Shaurav Singh**

**Jada Hollis**

**Jennifer Francis**

**Kaan Bektas**

**Willow Cassar**

**Georgia Agius**

## Sports Awards

**Abdul Al-Qadi**

**Viktorya Tukel**

**Hussein Muhieddine**

**Riley Clelland**

**Oliver Chan**

**Emir Bedaruni**

**Joel Semage**

**Ava Bosnjak**

**Mishwa Patel**

**Hudi Elriche**

**Jade Starzynski**

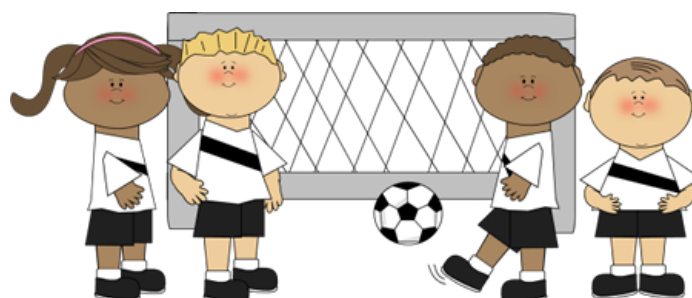
**Rami Hamwi**

**Levi Hurford**

**Amthrew Agius**

**Ela Bedaruni**

**Ace Chalghin**



## BERESFORD ROAD PUBLIC SCHOOL TERM FOUR 2018

Parents	Mon	Tues	Wed	Thu	Fri
<b>1</b> October	15 Staff & Students return	16 P&C Meeting	17	18 Schools Spec Rhsl Pemulwuy Pre-school Transition Visit 11:30am	19 K-2 Assembly: Choir
<b>2</b> October	22 Year 6-7 High School Info	23 <i>Newsletter</i>	24 Invictus Games	25 Schools Spec Rhsl Pemulwuy Pre-school Transition Visit 11:30am	26 3-6 Assembly: 5/6E
<b>3</b> Oct/Nov	29 <i>Swimming Scheme</i> Schools Spec Rhsl	30 <i>Swimming Scheme</i> K-2 Athletics Carnival Kings visit @ 2pm	31 <i>Swimming Scheme</i> Halloween Disco	1 <i>Swimming scheme</i> Schools Spec Rhsl Pemulwuy Pre-school Transition Visit 11:30am	2 <i>Swimming Scheme</i> K-2 Assembly: MCE
<b>4</b> November <i>Connie LSL</i>	5 <i>Swimming Scheme</i> Kindy Orientation (students & Parents)	6 <i>Swimming Scheme</i> P&C Meeting AGM <i>Newsletter</i>	7 <i>Swimming Scheme</i> Performing Arts Evening	8 <i>Swimming Scheme</i>	9 <i>Swimming Scheme</i> 3-6 Assembly: 4H
<b>5</b> November <i>Connie LSL</i>	12 Kindy Orientation (students) Russ the Bus (Lib)	13	14	15 Schools Spec Rhsl	16 K-2 Assembly: KR
<b>6</b> November	19	20  <i>Newsletter</i>	21 P&C Colour Run	22 SRC Sausage Sizzle	23 Schools Spec Performance (& sat 24 <sup>th</sup> ) 3-6 Assembly: 3B
<b>7</b> November	26	27	28 Extra Kindy Orientation	29	30 K-2 Assembly: KM
<b>8</b> Nov/Dec	3	4 Year 3 Planting (12:30-2:30) Year 6 Orientation GHS <i>Newsletter</i> P&C Meeting	5 <b>Scripture Concert</b>  Extra Kindy Orientation	6 Year 3 Planting (10:00-12:00)  SRC Crazy Hair Day	7  3-6 Assembly: 3/4S
<b>9</b> December	10 Kindy & Year 1 Party Day	11	12 Stage 3 Party Day	13	14 Stage 2 Party Day K-2 Christmas Concert
<b>10</b> December	17	18 <i>Newsletter</i> Year 6 Graduation Presentation Day Year 6 Farewell	19 End of Term for Students	20 SDD	21 SDD