



Ngunawal Country

Binalong Public School

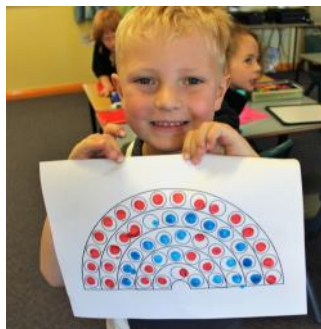
BULLETIN

Term 1 Week 5, 2 November 2021

FROM THE PRINCIPAL

Kinder Orientation

Last week we welcomed Ian, Oscar, Sophie and Kai and their families to 'Big School'. Did you know that Ian has four generations of family members on both of his parent's side to have attended Binalong Public School!



The pre-schoolers had a wonderful day and learned all about sharing, kindness and happiness through the story *The Rainbow Fish*, and participated in lots of fun activities. It was so much fun that one pre-schooler was overheard saying that they'd be back Wednesday because, "One day just isn't enough!". Well done to Miss Green, K/1 and the team for helping our pre-schoolers have such a great first day!

Year 2 Transition

Year 2 joined Mr Godman and the 3-4 class for their transition session on Tuesday as well. They had a great day participating in maths measurement, science and literacy activities.

World Teachers' Day

Friday 29 October was World Teachers' Day and on this day (and every day) we recognise the incredible contribution that all teachers, and especially our Binalong teachers, have in our children's lives. They inspire, encourage, support and advocate for all students entrusted into their care. Happy World Teachers' Day!



NAPLAN Online School Readiness Test

The school readiness test is for schools transitioning to NAPLAN Online in 2022 and is designed to check a school's readiness to conduct NAPLAN Online. Students in Years 3 and 5 will participate in this on Wednesday 3 November. No student results will be collected. This is simply to test the technological capabilities of our school.

The readiness test consists of two 40 minute assessments: an omnibus test with reading, conventions of language and numeracy items, and a writing task. Students in Years 3, 5, 7 and 9 participate in the school readiness test. Year 3 students do not participate in the writing assessment.

Please contact Mrs Platt for further information.

Tell Them From Me (TTFM)

Tell Them From Me is a suite of surveys for measuring student engagement and wellbeing. The surveys can be used to capture student, parent and teacher voices, providing reliable evidence for schools to use in identifying strengths and areas for improvement. There are student surveys (Years 4 to 6 - information has already been sent home about this for participating students), teacher surveys, and parent surveys. The parent survey link was sent home last week via SkoolBag and we ask that we have as many parents complete the survey as possible. If you missed the link you can access the survey here: <https://nsw.tellthemfromme.com/survey/splash/s3r43>

Dates for the Diary

From Tuesday 26 Oct to Tuesday 23 Nov	Kindergarten transition 9am—1.30pm
Tuesday 16 Nov	Scholastic Book Fair & Book Parade
From Monday 29 Nov to Friday 10 Dec	School Swimming & Safety Program

Attachments: Road Safety; Resilience

WEBSITE: <https://binalong-p.schools.nsw.gov.au/>

Principal: Mrs Renee Arabin
SAM: Mrs Kerry Foran

Address: Dickinson Street, Binalong, NSW, 2584
Phone : 02 6227 4381

School Pick Up and Road Safety

The safety of your children is at the forefront of our work and we thank you all for supporting our school in making it the safest place possible for everyone. We realise that there are more cars at pick up, and that space for parking is limited, but we do ask that you park on the school side of the road after going around the tree at the end of the road. Please try not to leave too large a gap between cars. Doing this helps keep our busy little road a much safer place for your children in a number of ways:

- It reduces the need for a child to walk between two parked vehicles
- It eliminates the need for your child to cross the road
- It decreases the risk of accidents. The road is narrow and if two cars are parked opposite each other, there is an increased chance of a vehicle accident when they both leave at the same time.
- Children can get into the car from the footpath side so they don't need to go on the road and vehicle doors are not swinging open into oncoming traffic.

If the first car that arrives parks at the tree at the end of the school grounds and each car that arrives afterwards parks behind the one in front, we should see a safer flow of traffic. We thank you for your support in promoting road and vehicle safety for our school and community and for sharing these procedures for other family members or friends who might collect your children from school.



Up to 6 months
Approved rear facing
child car seat



6 months to 4 yrs
Approved rear
or forward facing
child car seat



4+ years
Approved forward
facing child car seat
or booster seat



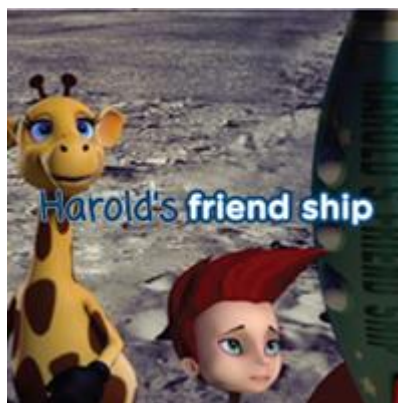
145cm or taller
Suggested minimum
height to use adult
lap-sash seatbelt

School Attendance

We will be reviewing our attendance procedures this term, and would like to remind families that as per Department policy, students are expected to attend school each day unless unwell. If a student is displaying any cold or flu like symptoms they are required to return a negative COVID-19 test result. We recommend that you try to have the test completed as soon as symptoms appear so that as soon as your child is well again, they can return to school without the delay of test results. If a student is absent from school due to illness for three days or more, a medical certificate is required. If you know in advance that your child is going to be absent from school, please contact us to let us know. We worry about your child when they are away and we haven't heard from you.

Life Education

In Week 3 we had a virtual excursion with one of our favourites, Healthy Harold. K-2 joined Harold for a session called Harold's Friend Ship where they learned about the qualities of a good friend, feelings and emotions, early warning signs, and safe and unsafe situations.



Years 3-6 joined Harold for a session called Relate Respect Connect. A key part of Life Education's preventative health education program, Relate Respect Connect is a unique, contemporary learning experience that explores building positive, safe and respectful relationships. Class teachers will follow up these session with further lessons in class for their PDHPE units this term.

**RELATE
RESPECT
CONNECT**

Web address: [Talking Resilience with Dr Justin Coulson - Life Education](#)

KINDY ORIENTATION



PIZZA MAKING

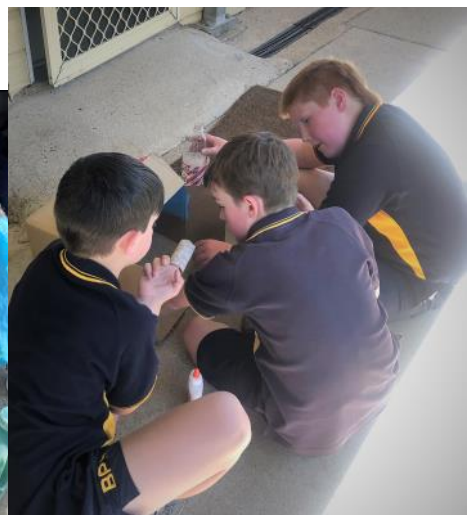
Students this week made pizza for lunch. This was originally planned to be part of our well-being week at the end of Term 3.

Students enjoyed making their own little pizza with their favourite toppings. YUM!



UC ASPIRE

Year 5/6 have continued to work with students from the University of Canberra via Zoom to complete their Aspire project. Students have been learning about sustainability and environmental impacts in our local area. They are currently building models to highlight the issues of water pollution, habitat destructions and illegal fishing and what we can do to make change.



STARS OF THE WEEK

COOPER

Excellent problem solving skills in mathematics

VINCENT

Great fluency in reading

LOCHIE

A great start to Term 4 and persistence in writing

TAYLA

Independent & enthusiastic participation in mathematics (Minecraft measurement)

MATEO

Using excellent problem solving with division

CHAYSE

Using a variety of decoding skills in reading

ELISE

Enthusiasm in all aspects of learning

SAIGE

Using her knowledge of times tables to solve more complex problems



Binalong Public School P&C Christmas Raffle



The Binalong Public School P&C is looking for donations from local businesses to be included as a prize for the Christmas Raffle.

We are also looking for non-perishable food donations to be included in a hamper, which will also be included as a prize in the raffle.

Please contact Ange, Fab, Heidi or Mel if you would like to donate a prize and further instructions for donating non-perishable food items will be made available soon.



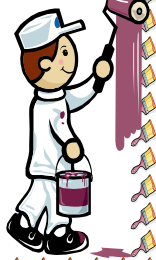
15 Queen Street, Binalong
Phone: 02 62274222
Email: jangiles57@gmail.com
Opening Hours—Café
 Thursday —Monday 9am—4pm
 Tues/Wed—CLOSED.
BAR OPEN—Friday and Saturday
 5pm til late.



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Website: www.binalongclub.com.au

Facebook: <https://www.facebook.com/BinalongCommunityClub/>



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AUSTRALIA
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Woolworths
 the fresh food people



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Centre for Road Safety

Make the safest choice

The [Child Car Seats website](#) lets you quickly find and compare more than 200 types of forward facing, rear facing and booster seats. You can find details of how the seats are tested and rated. The site has information on how to use seats correctly, check if they are still safe and answers to common questions.

All children must be safely fastened in the correct child car seat for their age and size. A child who is properly secured in an approved child car seat is less likely to be injured or killed in a car crash than one who is not.



National child restraint laws

- Children up to the age of six months must be secured in an approved rearward facing restraint
- Children aged from six months old but under four years old must be secured in either a rear or forward facing approved child restraint with an inbuilt harness
- Children under four years old cannot travel in the front seat of a vehicle with two or more rows
- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint with an inbuilt harness or an approved booster seat
- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- Children aged from seven years old but under 16 years old who are too small to be restrained by a seatbelt properly adjusted and fastened are strongly recommended to use either a forward-facing seat with an in-built harness for older children, an approved booster seat, or an approved child safety harness in conjunction with the vehicle's seatbelt
- Children in booster seats must be restrained by a suitable lap and sash type approved seatbelt that is properly adjusted and fastened, or by a suitable approved child safety harness that is properly adjusted and fastened.

If your child is too small for the child restraint specified for their age, they should be kept in their current child restraint until it is safe for them to move to the next level.

If your child is too large for the child restraint specified for their age, they may move to the next level of child restraint.

Five-step test

The five-step test can help assess whether your child is big enough to be safely restrained by a seatbelt. Answering Yes to each step means your child is ready for a seatbelt. The child should be able to:

1. Sit all the way back against the seat back
2. Bend their knees comfortably over the front edge of the vehicle seat
3. Sit with the sash belt across their mid-shoulder
4. Sit with the lap belt across the top of their thighs
5. Stay seated in this position for the whole trip

Find more information about moving your child to the next type of child car seat, or from a booster seat to an adult seatbelt, as well as answers to other common questions on the [Child Car Seats website](#).

Child car seat testing

The [Child Restraint Evaluation Program](#) provides independent and consistent information to help you choose safe child car seats. The program tests child car seats and rates their level of protection in a crash.

Correct fitting

Follow the manufacturer's instructions carefully when fitting child car seats. If the instructions have been lost, contact the manufacturer or search for the instructions online.

To ensure correct and safe installation of your child car seat, contact an [Authorised Restraint Fitting Station](#).



BUILDING RESILIENCE IN YOUR CHILDREN

by Dr Justin Coulson

1. Be gentle and supportive but try not to solve every minor problem; let your child explore their alternatives and find possible solutions.
2. Help your children identify and manage strong emotions by asking them how they feel, letting them know that you want to understand the problem and you want to help.
3. Practice the three **E's of Effective Discipline**.
 - **Explore their world** - empathise and paraphrase what they are going through; let them know that you understand and are there for them.
 - **Explain** - set gentle boundaries; spend time with them explaining why certain behaviours or reactions aren't practical, show them methods that could work better.
 - **Empower** - tell them they are the ones that need to take the next step; ask them for their solutions and check-in along the way.

How to know if your child is struggling and needs extra support

- There is a change of behaviour for several days - If you have a child that is usually outgoing and all of a sudden becomes withdrawn, moody and irritable.
- They are not themselves - if they are extroverted, they become introverted or vice versa.
- They are not enjoying things they used to, such as going out with their friends, going out for lunch, spending time as a family.
- They are not coming out of their rooms for prolonged periods.
- They are addicted to screens.



RESILIENCE FACT SHEET

.01 Children need to have 1 single adult who is absolutely crazy about them.

For our kids, knowing that they are known and loved by one caring adult is the central predictor of resilience. Having great people around them is one of the next critical resources for building wellbeing. When you feel like you have people around you who are your people, it feels wonderful. But more than that, it makes you more resilient and more capable of handling the ups and downs of life.

.02 Kids need to know who they are.

Since identity is central to the development of resilience, we need to know what it is and how it develops, as well as whether we can do anything to help our children know who they are.

.03 There is no such thing as smart or dumb.

I teach my children there is no such thing as smart or dumb. Instead there are people who keep on trying to learn new things, and people who do not.

.04 Take the balance beam approach

When kids are on a balance beam and start to struggle, most parents either:

- a) Let them fall, watch, and tell them to toughen up, or
- b) Jump up and carry them across.

Neither boosts resilience. The toughen up approach leaves kids wondering if they matter. The helicopter approach leaves them incompetent and incapable, relying on others to help them out.

The best approach is to walk alongside and, when they overbalance, gently place a hand against them, have them lean and rest, and then tell them you believe in them. Ask them what their next step ought to be, and then gently let go so they can do the next bit on their own.

.05 Talk about their strengths more than you talk about their weaknesses.

Our young people need be able to identify their strengths, and work out how to use them in order to get the benefits. Practise spotting strengths in your family members and give them opportunities to use these strengths, and their resilience will increase.