

Bradbury Public School

Excellence Partnerships Opportunities

NEWSLETTER

Thursday 5 August 2021

From the Principal

Dear parents and carers,

We are definitely living in extraordinary times, not once did I think the school community would be in the situation it is now. Hopefully you have been lucky enough that your health has not been directly impacted by covid-19, but feedback from the community is that the physical limitations, financial and emotional stresses are making it difficult for many of our families without even adding the pressure of home schooling.

Our teachers like many of you have been working overtime to ensure the least impact on students learning, but the truth is that, this will not always be seamless whether it's due to technology or wrong addresses on learning packs when sent home. Please contact the school if you are having any difficulties or issues and we will get someone to assist you as soon as we can.

I have seen many great examples of students engaged in home learning this week. Thank you to the parents who are supporting them. Even I am getting better at zooming - Year 3 Team.



Contact Details:

Address: Jacaranda Avenue, Bradbury. 2560 NSW Phone:

Email: bradbury-p.school@det.nsw.edu.au

Website: www.bradburyp.schools.det.nsw.edu.au

P & C: Meets on the third Tuesday of the month.

Payments

Cash is accepted Monday to Friday from 8.30am to 9.30am

EFTPOS Monday to Friday 8.30am to 2.30pm



Latest Advice from NSW Health and the Department of Education

Advice from NSW Health and the Department of Education still continues to state that they **strongly advise** students to stay home to stop the spread of the virus.

"Parents and carers in Greater Sydney must keep children – across primary and secondary school – at home unless they need to be at school. Schools and outside of school hours care (OOSHC) services are open for any child that needs it".

If you are working from home or are a stay at home parent we kindly ask that you keep your child/ren at home to limit the spread of the virus within the school and community.

Changes to extracurricular activities - Update

As mentioned previously the Year 6 Production is unfortunately unable to go ahead this year due to the covid-19, but with the tightening of restrictions I am not sure at this stage what term 4 will look like. All extracurricular activities until week 7 term 3 are currently cancelled.

Staffing Updates



Wishing Mrs Williams all the best on the upcoming arrival of her baby girl. Mrs Williams will be taking maternity leave until term 2 2022 and Mrs Thompson will be taking over K-2W for the remainder of the year.

Congratulations to Mrs Eddie and Miss James who have been permanently appointed to Bradbury PS. We are excited to have you at Bradbury PS.

Kindergarten Enrolment 2022

We are currently taking Kindergarten enrolments for 2022. Applications can be completed online or through the office. When applying you will need a birth certificate, proof of address and immunisation certificates. If you require more information please contact the office or click on the link <https://education.nsw.gov.au/parents-and-carers/online-enrolment-for-nsw-public-schools/online-enrolment-for-parents>



Representative and Knockout Sport for NSW

The School Sports Unit organises the representative and knockout sport for NSW. They have adjusted the calendar to try and accommodate the sports that have been missed for the remainder of this year. Every effort is being made to run these sporting events; however, no events will take place if one school or one zone has not had the opportunity or capacity to conduct their own trials or championships due to the pandemic.

For those students who have already been selected in a representative team and are waiting to take part in their respective state championship, as soon as the Association is made aware of when and if it will be taking place, teachers, parents and students will be made aware.

K-2 Merit Awards Week 4 Term 3

PBL- Safe, Respectful Learner		Merit Awards	
KM	1. Avshara C 2. William K	KM	1. Tiana F 2. Billy T
KV	1. Skylah A 2. Anastasia M	KV	1. Lionel M 2. Jaick M
KB	1. Roxanna H 2. Zachary W	KB	1. Alyssa M 2. Cameron R
KD	1. Miran S 2. Zara C	KD	1. Ellah K 2. Isaac F
K/1R	1. Harlem B 2. Leviticus S	K/1R	1. Mieshia P 2. Tiana M
1W	1. Silvia H 2. Swastik L	1W	1. Adriya R 2. Kieran S
1C	1. Lily M 2. Sarah S	1C	1. Henry B 2. Abbas S
1E	1. Talissa F 2. Salvatore L	1E	1. Ibrahim A 2. Aubree V
1S	1. Adam A 2. April S	1S	1. Thomas K 2. Violet O
2H	1. Mia Taylor 2. Ismaeel P	2H	1. Scarlett L 2. Finn L
2A	1. Mateo B 2. Jaynah J	2A	1. Tanya V 2. Sandro M
2B	1. Isaac J 2. Faith S	2B	1. Avaiyah S 2. Angela V
2J	1. Johan M 2. Ebonie R	2J	1. Sierra T 2. Rio M
K-6P	1. --	K-6P	1. --
K-6G	1. ---	K-6G	1. ---
K-6S	1. --	K-6S	1. Jack B
K-2W	1. Humam A	K-2W	1. Ifhaam C

3-6 Merit Awards Week 4 Term 3

PBL- Safe, Respectful Learner		Merit Awards	
3E	1. Isabella G 2. Hussein J	3E	1. Jaxon D 2. Ryon R
3G	1. Matilda S 2. Samuel Q	3G	1. Nithia I 2. Sam T
3P	1. Fatiha S 2. Angus B	3P	1. Charlotte C 2. Hunter G
3/4H	1. Rebecca B 2. Evelyn O	3/4H	1. Archal C 2. Tyrone M
4B	1. Uriah L 2. Brooke S	4B	1. Sebastian B 2. Kimberley W
4D	1. Mashiya H 2. Jaelyn K	4D	1. Sebastian B 2. Millie L
4G	1. Ky B 2. Keira S	4G	1. Reuben R 2. Monique Y
5/6M	1. Tajib R 2. Kaelan M	5/6M	1. Clara B 2. Zunaira T
5A	1. Reilleigh K 2. Abdalla M	5A	1. Edie S 2. Bella W
5C	1. Matilda L 2. Tiare N	5C	1. Maali T 2. Mustafa K
5L	1. Antonnio D 2. Ben	5L	1. Nellie A 2. Olivia T
6B	1. Aston G 2. Maahir B	6B	1. Madisyn M-E 2. Sukaina A
6P	1. Amelia T 2. Kordell J	6P	1. Makenzie B 2. Zara M
6S	1. William B 2. Capree H	6S	1. Yasmin M 2. Quintyn M-T
K-6G	1. ---	K-6G	1. Dean Negrone
K-6 S	1. Dante B	K-6 S	1. Jace S
K-6 P	1. Joshua W	K-6 P	---

Learning Support Award

Mrs Vega-Carrera	Luca B
Mrs Diamond	Muhammad S
Mrs Calder	Nellie A
Mrs Wasley	Saia T

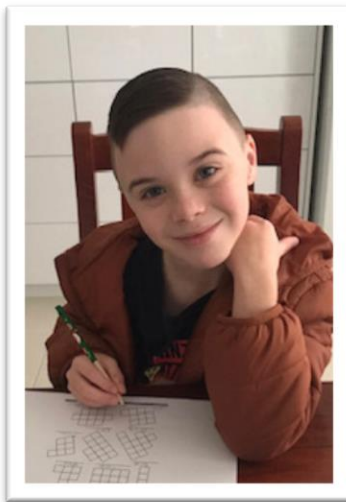
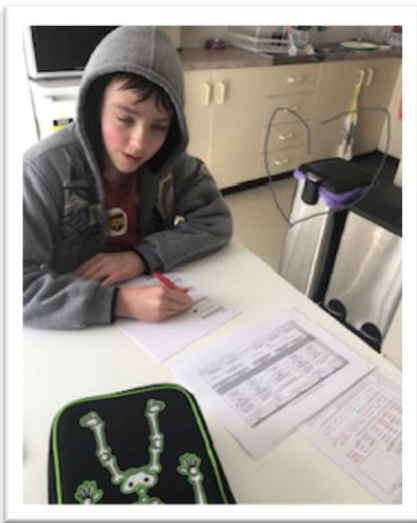
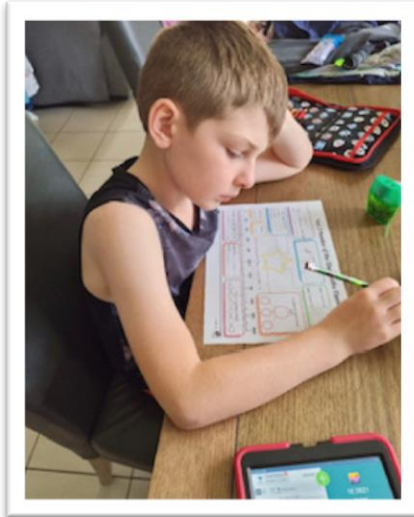
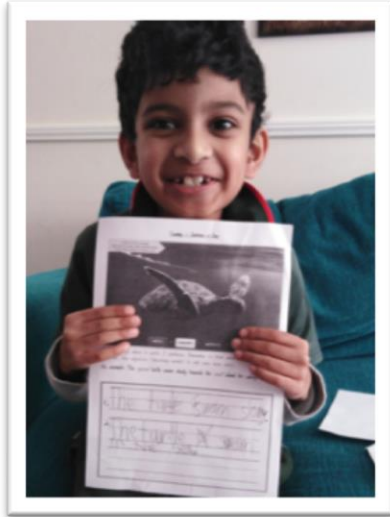
Kindergarten 100 days of learning on Monday 26th July.

Last week our Kindergarten student celebrated 100 days of learning. This is a very big milestone and although our learning looks a little different at this time, our students are working very hard to learn all they can learn. We are super proud of their efforts.



K-6G Learning from home

K-6G students are working hard at home and submitting great work.



1E learning

Here are some photos from 1Es fantastic online learning. They are all working so hard and submitting amazing work. Well done 1E.

Salvatore L

In response to: Zones of Regulation

What strategies would you use? 1/2

Write down the strategies you would use for each zone?

Blue	Green	Yellow	Red
<ul style="list-style-type: none"> Ask for a hug Talk to mummy about why I'm sad Eat one of my favourite foods, eggs. Listen to music 	<ul style="list-style-type: none"> Have a rest. Drink some water Relax by sitting down and playing my Ipad. Take 10 deep breaths. 	<ul style="list-style-type: none"> Read a book Have some quiet time. Dance Take a bath. 	<ul style="list-style-type: none"> Go for a run. Play outside. Hug my favourite teddy Mr Sloth. Take some deep breaths.

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Aubree V

In response to: Zones of Regulation

What strategies would you use? 1/2

Write down the strategies you would use for each zone?

Blue	Green	Yellow	Red
<p>colour in</p> <p>do things that cheer you up</p> <p>hug someone you love</p>	<p>wash your hands</p> <p>drink some water</p> <p>brush teeth</p> <p>bath</p>	<p>smile</p> <p>laugh</p> <p>play</p> <p>dance</p> <p>sing</p>	<p>sit down and breathe</p> <p>count</p> <p>listen to music</p>

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Kallen D

In response to: Pearl Bar...ey Parsley - Retell the story

What happened?

Listen

Beginning	Middle	End
<p>Pearl and Charlie are best friends but are very different.</p>	<p>Shows Pearls and Charlie's differences.</p> <p>Different</p>	<p>Why their differences make them friends.</p> <p>Happy</p>

Enzo S

In response to: Pearl Bar...ey Parsley - Retell the story

What happened?

Beginning	Middle	End
<p>Pearl and Charlie are friends. They are very different.</p>	<p>Pearl is loud and Charlie is quiet.</p> <p>Pearl likes to talk and Charlie is shy.</p> <p>When Charlie is sad Pearl knows what to do to make him happy.</p>	<p>They are different but the same.</p> <p>In the end pearl and charlie are happy and hugging</p>

Heath B

In response to: Sentence Writing - Dog

Brainstorm Nouns, Verbs and Adjectives for Dog 1/3

Nouns	Verbs	Adjectives
<p>puppy</p> <p>legs</p> <p>tail</p> <p>fur</p> <p>pet</p> <p>tongue</p>	<p>bark</p> <p>woof</p> <p>wag</p> <p>tricks</p> <p>standing</p>	<p>fast</p> <p>black</p>

pet bark puppy
woof legs
tail fur wag
woof tricks

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Talissa F

In response to: Pearl Bar...ey Parsley - Retell the story

What happened?

Beginning	Middle	End
<p>they are very good friends</p>	<p>people say they are so different</p>	<p>they help each other and thats why they are very good friends</p>

Enzo S

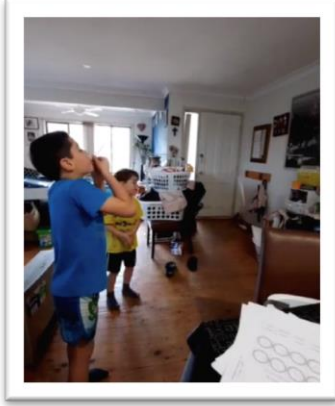
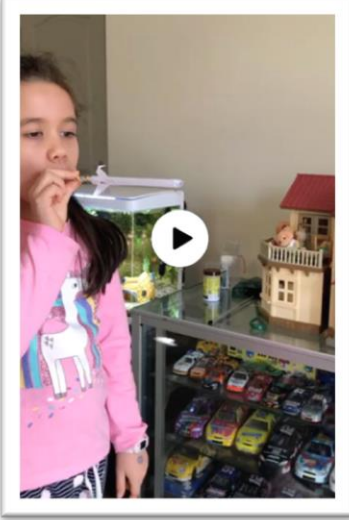
Listen

Salvatore L



2A STEM Challenge

2A completing a STEM challenge where they had to make a straw rocket.



LOVE
YOUR
WORK

1C Learning from Home

1C are submitting wonderful work every day, keep up the great work 1C.

Jenavie

What happened?

Beginning	Middle	End
The other children asked why Pearl Barley and Charlie Parsley were best friends.	It showed how they are different.	The end it showed that they help each other that's why they are friends.

In response to: Pearl Barley and Stanley ...

Charlotte

1 / 2

Sentence Writing - Plan and Write

What? The white spotty mushroom

Did what? was reading a story to the kids

When? during story time

Where? under the stripy tree.




2H Home Learning

2H have been working really hard from home making straw rockets, writing about Emu's and Koalas.



Emu






The Emu is a flightless bird that lives in Australia. The emu is the second largest bird in the world.

Emus are omnivores. They eat seeds, berries, grubs and anything they can find.







Emus can weigh up to 60kgs and grow up to 2 metres tall. They have long legs and a long neck.

Emus have 2 sets of eyelids. One is for blinking and the other is for keeping out the dust.

Emus are prey for wild dogs, humans and crocodiles.

Department of Education - Term 3
Year 2 Writing Template

 Introduction - Type of animal and 2 interesting facts	A Koala is a mammal. Mammals are warm blooded. They have fur.
 Habitat - where the animal lives	Koalas live in the Australian bushland. Koalas make their home in the gum trees.
 Appearance - what the animal looks like	Koalas have a pouch it faces backwards. They have big ears.
 Diet - what the animal eats	Koalas eat up to 80g of gum leaves a day. Koalas eat different native Australian trees, leaves.
 Interesting facts - can interesting facts that don't fit with habitat, appearance or diet	Koalas can hold food in their beak for over 8 days. There are between 90 and 200 koalas in Campbelltown.
 Opinion - I sentence that includes your opinion about the animal	I think their ears are too big. Most people think koalas are cute.

Year Six Week 3 Learning



Capree 6S



Miren 6P



Rayed 5/6M



Diya 5L



Zunaira 5/6M



Razaan 5C

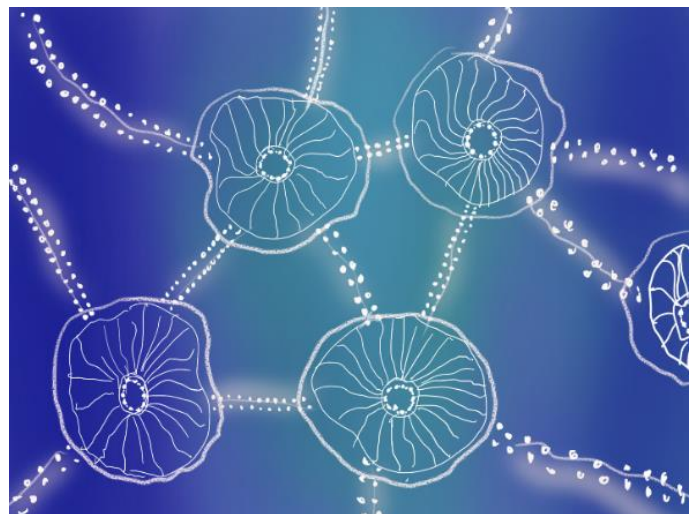


Avshata 5L



Ben 5L

Laya 6B



Lily 6S



Chloe 5C

My Lifelong Dream

My lifelong dream, what does that mean? Does it have to be realistic or just a childhood fantasy? Is it what you want to be when you grow up or just something you want to do in your life? The answer is that a lifelong dream can be all of them. A lifelong dream usually begins when you are a child, but if it hasn't yet, you still have a long time before you are too old to find one. As for me, I currently don't have one. Though I still have options for a lifelong dream that I want to keep as options until I am decided.

One of the options I have for a lifelong dream is being a professional clarinettist. This is more like something I want to do in life when I grow up more than a childhood fantasy. The reason behind me choosing to be a professional clarinettist is because currently I play the clarinet in my school band and if I practise a lot, I may, one day, be good enough to be considered professional. I'll just have to wait and see how it turns out.

Another option is having a career that includes maths. Again, this is what I want to be when I grow up rather than a childhood fantasy. The reason behind why I want to have a career in maths is because I currently enjoy maths and I think I'm pretty good at it. I haven't decided what kind of career in maths, whether it be an accountant, a banker, a maths teacher, or something else, but I know I want to do something with maths. I'm still fairly young so I still got time to figure out what kind of career in maths I will have.

When I was around four years old, I wanted to be a farmer or a shopkeeper. Now that I'm ten years old, this is like a childhood fantasy to me. I wanted to be a farmer because at the time it seemed cool. I liked being outside and digging in the dirt and there's lots of different things to do on a farm so I didn't think I would get bored. I wanted to be a shopkeeper because I would handle money and because if I was a farmer, I could be both and sell what I produced. Now that I have an idea of what farming is like, I know that it is hard work and requires a whole new skillset to grow crops and raise cattle that I don't have. So, while I like being outdoors, I am not all that interested in growing crops or raising cattle. Though I wouldn't mind being a shopkeeper as it lets me handle money and I must be good at maths, but I'd prefer to run my own business rather than work in one, though I'm still undecided on what kind of business I would own if I were to have one. Maybe in the future I will figure it out.

I've honestly never had a common childhood dream like wanting to be a superhero like superman or batman or wanting to ride a dragon. Though my mum did tell me that I thought I was a little king and acted like one, as that's what my name means (in English). A childhood fantasy usually only lasts so long because you will eventually grow up and realise that it was just a fantasy and impossible or unrealistic. Some people already know what their lifelong dream is, but others like me, have a whole life ahead of them to eliminate unlikely options and discover their true lifelong dream. Since I am still young, I still have time to explore and find new options and discover which one will be my true lifelong dream. In this process I also will find which options are just unrealistic or like a fantasy. That's what growing up is all about, isn't it?

For now, I can just keep on learning all I can to see which options are like fantasies and which options I will go ahead with. It will take some time to decide what my lifelong dream will be, but being ten years old, I have my whole life ahead of me to do that. During this time, I can try new things look at what I'm good at or not and find what interests me. As I grow up and keep an open mind my options will change as I learn and explore the world around me and hopefully, I will finally find what will be a perfect lifelong dream for me.

By Ryan 5/6M

Time expectation for families

Early stage 1

Total hours per day:

2.5 hours per day

plus other activities.

Key focus areas – core teaching:

- 45-60 minutes of English activities
- 30-45 minutes of mathematics activities
- 30-60 minutes of activities across other KLAS (creative arts, HSIE, PDHPE and science/technology).

Additional learning:

- Other activities such as wellbeing, sport and physical activities, where social distancing allows.

Stage 1

Total hours per day:

2.5 hours per day

plus other activities.

Key focus areas – core teaching:

- 45-60 minutes of English activities.
- 30-45 minutes of Mathematics activities.
- 30-60 minutes of activities across other KLAS (creative arts, HSIE, PDHPE and science/technology).

Additional learning:

- Other activities such as wellbeing, sport and physical activities, where social distancing allows.

Stage 2

Total hours per day:

3 hours per day

plus other activities.

Key focus areas – core teaching:

- 45-60 minutes of English activities.
- 30-45 minutes of mathematics activities.
- 1-1.5 hours of activities across other KLAS (creative arts, HSIE, PDHPE and science/technology).

Additional learning:

- Other activities such as wellbeing, sport and physical activities, where social distancing allows.

Stage 3

Total hours per day:

3 hours per day

plus other activities.

Key focus areas – core teaching:

- 45-60 minutes of English activities.
- 30-45 minutes of mathematics activities.
- 1-1.5 hours of activities across other KLAS (creative arts, HSIE, PDHPE and science/technology).

Additional learning:

- Other activities such as wellbeing, sport and physical activities, where social distancing allows.

Stage 4

Total hours per day:

3.5 hours per day

Key focus areas – core teaching:

- 30-45 minutes of English activities.
- 30-45 minutes of mathematics activities.
- 90-120 minutes of activities from creative arts, HSIE, languages, PDHPE, science and technology and applied sciences.

Additional learning:

- Other activities such as wellbeing, sport and physical activities, where social distancing allows.

Stage 5

Total hours per day:

3.5 hours per day

Key focus areas – core teaching:

- 30-45 minutes of English activities.
- 30-45 minutes of mathematics activities.
- 90-120 minutes of activities from HSIE, PDHPE, science and electives.

Additional learning:

- Other activities such as wellbeing, sport and physical activities, where social distancing allows.

Stage 6

Total hours per day:

Students in Year 11 and 12 will follow their usual pattern of study

Major project requirements:

- Changes have been made to the requirements for major projects in some practical subjects.
- NESAs will continue to provide updates around changes to major projects and/or assessments for specific subjects.