



Friday, 11th November 2022
Newsletter No: 7



INDEPENDENT PUBLIC SCHOOL

NEWSLETTER



Phone: 6216 4400

Website:

www.bullcreekps.wa.edu.au

Email:

bullcreekps@education.wa.edu.au

SCHOOL WATCH: 1800 177 777



FROM THE PRINCIPAL'S DESK



Dear Parents/ Carers,

This term has started off with great pace. The staff all attended Aussie Optimism professional learning on the school development day. This evidence-based program developed by Curtin University WA focuses on building and developing mental health and wellbeing strategies. Teaching our school values along with Aussie Optimism gives our students a collection of healthy lifelong strategies.

The recent Public School Review was a very positive and rewarding experience for the school community. The review team validated that we are working extremely well and that we are constantly self-reflecting on our practices to improve.

I would like to thank all staff, students and parents for taking part in the process. Thank you to Darren Roberts (School Board Chair), Nicky Stott (P&C President), Janelle Osenten (P&C Secretary) and Martin Lau (P&C Fathering Project Champion) for speaking highly about school and home engagement and partnerships. Our Year 6 leaders Jack Ginbey Lucas Lau, Michael Griffiths, Olivia Stott, Griffin Angelatos, Loella Tang and Grace Gascoigne met with the review team and they spoke very confidently about their role within the school and student voice. The report will be presented to the School Board and then will be added to our school website by the end of term.

Thank you to our wonderful P&C parents, students and staff for coordinating a very successful Busy Bee. The school grounds look fantastic and the students are loving the new painted games. Giving up your personal family time is appreciated and valued by the school staff and students.

Martin Lau our Fathering Project Champion is coordinating the upcoming annual Dads and Kids Camp out on Saturday 19 November. I would like to thank Martin for his excellent organisation skills. Please RSVP to Martin Lau if you wish to attend.

The School Board has been working extremely hard throughout the year with the strategic direction of our school. They have been endorsing finances, policies, school development dates, analysing data, providing feedback about programs and future directions. The School Board is an integral part of our school and community, and they have been active in having rigorous and robust discussions about important decision making. I would like to thank them for the ongoing support and dedication in a challenging year. The School Board will be seeking nominations for 2023.

After six years of careful consideration, new curriculum changes, discussion and surveys the school has decided that Christian Religious Education and Baha'i will no longer be conducted at the school as of 2023. The School Board supports the school in making this decision as it demonstrates that we are culturally inclusive and recognise our community is represented by many faiths. The curriculum for staff is becoming overcrowded and new changes are occurring each year. The school annually assesses and reviews all programs and then make operational decisions that benefit the students and staff. A list of local faith possibilities is attached to this newsletter.

This term we have been conducting face to face assemblies. It has been lovely to see families coming along to watch their child's assembly item. Assemblies are a valuable platform to showcase the wonderful learning that is happening in the classrooms and it gives the students opportunities to celebrate their talents.



FROM THE PRINCIPAL'S DESK

Faith Based Education for Primary Aged Children

Lifestreams Bull Creek

Church of Christ

Messy Church - Friday evenings

Willetton WA

9332 6005

Westminster Presbyterian Church

Protestant church

Girls Brigade

Bull Creek

9332 6300

Girl Guides

Willetton & Bull Creek

9479 9800

welcomes and actively seeks members from all racial, ethnic, religious and socio-economic groups.

Bahai Centre of Learning for Western Australia

Myaree WA 9330 6999

Nasir Mosque

Bibra Lake WA 6163

9494 2206

Riverton Scout Group

0412 439 160

Provides fun youth development activities, building resilient and confident boys and girls

Brethren Church

Leeming WA

612 9061 8201



FROM THE PRINCIPAL'S DESK

You may register your interest for 2023 after school Baha'i Children Classes or Junior Youth Empowerment Program at the Bull Creek Scouts Hall (once a week after school) with:

Deena Ashoorian 0421 699 999 or email dashoorian@gmail.com or

Libby Perruzza 0420 304 732

Children Classes (for children in Year 1-5)

The classes aim to help children to learn:

About our Creator and His messengers

To develop patterns of behaviour that lead to a fruitful and productive life

Prayer and meditation

To understand the importance of collective decision making

The importance of fostering good character and the development of spiritual qualities such as love, honesty, generosity, compassion, justice and service which form the foundation of a peaceful world.

For more information on this program you can visit:

<https://www.bahai.org/action/family-life-children/childrens-classes>

Junior Youth Spiritual Empowerment Program (for current year 6 students)

Suitable for young adolescents ages 12-15, the Junior Youth Program is inspired by the teachings of the Baha'i Faith. It is not a form of religious instruction and all are welcome to participate.

The Baha'i Faith is an independent world religion whose aim is the unity of all races, nations, religions, and peoples of the world. The international Baha'i Community is learning about how to build unity in neighbourhoods by working with friends and neighbours in diverse community building efforts.

Junior youth meet regularly in groups with an older mentor who helps them organise community service projects, carry out artistic and recreational activities, and learn from a series of materials.

These materials have been created to help the junior youth develop:

1. A strong sense of moral identity
2. The ability to better express themselves
3. The capacity to gain a deeper understanding of the world around them

For more information on this global program you can visit:

<https://www.bahai.org/action/youth/early-adolescence>



CHAPLAIN CHAT



Hello parents and carers,

In Term 3 with support from the P & C, we launched a new program at BCPS specifically designed for girls in year 4-6, to help girls grow their friendship skills.

In Real Life: Real Friends addresses topics such as making and being a good friend, dealing with gossip, communication styles, conflict resolution, managing emotions, social media and safety, plus assists girls to identify their support networks.

The program runs over eight sessions during lunch time, and encourages girls to grow their communication with each other, build each other up and handle feelings in helpful ways. The girls engaged with enthusiasm and seemed to really enjoy the program.

To finish off, we decorated pot plants and planted seeds to take home as a reminder that friendships need to be nurtured to be healthy. Our term 4 group has commenced.



As well as our lunch time program I am spending time with children one on one, in groups, in the classroom and in the playground. I am keen to join in on the recent additions of Snakes and Ladders and Twister that were painted during the School Busy Bee. The school grounds look amazing!

As the end of year drawers near and life becomes hectic as we head towards Christmas, remember to stop and celebrate the small wins, and find things to be grateful for.

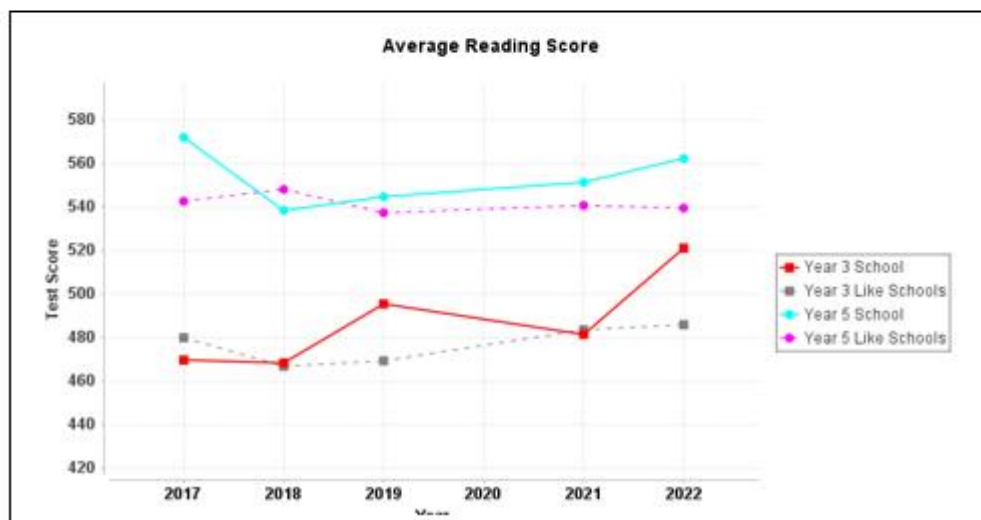
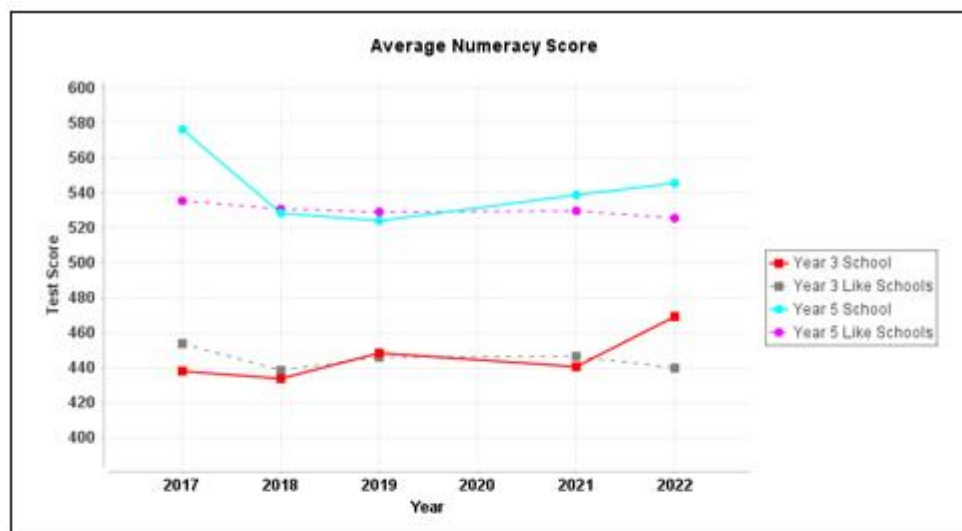




SCHOOL NEWS

NAPLAN 2022

Our outstanding 2022 results need to be celebrated. Congratulations to the staff, parents and particularly our students on their very high level of achievement. In comparison to “like schools” which have a similar demographic, Bull Creek results were well above these schools in all learning areas, with both the Year 3 and Year 5 cohorts. The data shows our whole school processes, procedures and programs are working and making a positive impact on student results. Nationally, all our Year 3 students and most of our Year 5 students were at or above the Minimum Standard. Student achievement is beyond all the Business Plan Targets in every learning area.





SCHOOL NEWS

INTERSCHOOL ATHLETICS CARNIVAL

At the beginning of Term Four Bull Creek students competed in the SCISA Interschool Athletics Carnival at Riverton Primary. Against 6 other schools we did exceptionally well, and we are so proud of all the students who did their best over the 2-day carnival. Thank you to the teachers who selected and prepared our talented athletes for their events and hope we can continue our excellent performance next year.

Outright Champions		
School	Points	Place
Rossmoyne	376	2
Bull Creek	419	1
Oberthur	274	4
Parkwood	100	7
Shelley	188	6
Riverton	314	3
Banksia Park	193	5

Team Games Shield			Meritorious Shield		
School	Points	Place	School	Points	Place
Rossmoyne	149	1	Rossmoyne	409	2* (1)
Bull Creek	57	4	Bull Creek	419	1*
Oberthur	69	3	Oberthur	318	5
Parkwood	9	7	Parkwood	227	7
Shelley	33	5	Shelley	312	6
Riverton	117	2	Riverton	330	4
Banksia Park	30	6	Banksia Park	395	3

Eva
Champion
Year 6 Girl



Jake
Runner-Up Champion
Year 4 Boy



SCHOOL NEWS

MUSIC

Massed Choir Festival

In September, our Senior Choir performed at the Perth Concert Hall for the opening night of the 2022 Massed Choir Festival. We joined over 400 other students from other public schools to perform 11 songs.

Our very own Sophie Li sang a solo for the song 'Change the World'.

It was a fantastic performance from our students, with great feedback from families and friends in the audience.



IMSS Music Assembly

On Friday 21st October we held our IMSS (Instrumental Music School Services) Assembly. Our Senior Choir opened with a song from Suessical the Musical, Alone in the Universe. It featured solos from Sophie Li and Loella Tang.

Then we heard amazing performances from our instrumental students with our string ensemble, violin, viola, cello, classical guitar and for the first time clarinet.

IMSS Selection for 2023

Each year there are a limited number of places offered for the IMSS program. Next year there are 8 places for violin in Year Three, 3 for cello in Year Four, 5 for classical guitar and 5 for clarinet in Year Five. The selection process began with aural testing near the end of Term Three and then involved consultation with class and instrumental teachers. Congratulations to all students who have received a place in this highly regarded program.

Virtual Assemblies

Over Terms 2 and 3, Bull Creek Primary produced a number of Virtual Assemblies. We're now back to full live assemblies, but if you'd like to re-watch any of them you can find our assemblies with the following unlisted playlist:

https://youtube.com/playlist?list=PLSujXy8yBRJ4ZTLY_G61iiDk5ar8U_RnO

Mr Marshall
Music Specialist



SCHOOL NEWS

BANKSIA 6

This term Banksia 6 are focusing on poetry—reading, reciting and creating a variety of our own poems. Here are some Cinquain poems that we wrote:

Flowers

Colourful, vibrant
Floating, flying, dancing
Earth's greatest living thing
Tulips

By Amalie

Halloween

Spooky, scary
Howling, haunting, screaming
Scare of the ghosts
Frightened

By Madden

Cardigan

Diverse, chic
Styling, wearing, covering
Feels like a warm hug
Fashion

By Ayla

Volcanoes

Destructive, disastrous
Burning, breaking, flooding
Like a dinosaur rampaging
Disaster

By Joshua

Brooke Phillips
Banksia 6 Teacher

SHEOAK 6

What an exciting start to the term Sheoak Six have enjoyed!

We flexed our creative muscles with an inspirational author visit by Dr Cameron Stelzer, The Story Doctor. Dr Cameron showed us how to use the world around us as a springboard for new and interesting ideas, then how to develop them into an amazing story.

"I thought it was really fun. I liked the map making activity and the drawing the best." Joanne.

"I liked the drawing and thought the whole incursion was really exciting." Natalia.

"I liked when Dr Cameron explained how he wrote his books. He makes his books really entertaining." Daniel.

"I liked when he pulled ideas from thin air and turned them into fascinating characters." Mica.

Then we had a special dress up day, using the first letter of our name to come up with our dress up idea. Sheoak Six turned into a P!nk concert complete with music! We had lots of creative and innovative dress up ideas and thoroughly enjoyed the day.

Mrs Pinker and the Sheoak Six Superstars.





SCHOOL NEWS

WATTLE 5

Our Bull Creek Primary Year One children experienced a healthy and safe walk in their local community to the Bull Creek Library.

Being active and participating in community activities promotes connection and has proven to have positive health and well-being outcomes. Our walk was a great success and I have attached a photograph of the children wearing their **high visibility vests**. We are very proud of our pedestrian skills and knowledge.

The children have all become avid readers and some of our favourite authors are Ted Arnold, Anh Do, Gavin Aung Tan, and Gregg Dreise. This term many children have started reading Harry Potter, written by J.K Rowling.

We also have enjoyed writing stories about 'Our Special Place'.

"My name is Linnie. I am writing about my Bull Creek life. I have had a happy life. When I was a baby I lived in Melbourne, Victoria. I love Victoria. When I was two I went to my grandma's country, China. My grandma's house is in China. When I was three we stayed at my grandma's house for a whole term. It was a lot of fun. When I was four my school was Swan Christian College. It was lots of fun there. When I was five I went to Bull Creek Primary School. Now I am six and I am in Year One. I like to celebrate Chinese New Year. We eat dumplings. I like it because it's my language I speak. My dad is so good at cooking dumplings. I have learnt to follow my dreams and have a happy life."



"My name is Patrick. I am Australian and I am also part Zimbabwean. When I was a baby I lived in Bull Creek. I was a sweet baby. I grew and when I was two I still lived in Bull Creek with my mum and dad. I was good at everything. When I was four I got a new friend, my sister was born. When I was five I still lived in Bull Creek. I went to Pre-Primary at Bull Creek Primary School. We live very close to school. When I was six I met my favourite teacher, Ms Bolton. I have had a fun life in my place, Bull Creek."

"My name is Rakshan. I live in Bull Creek. I am six years old. I go to Bull Creek Primary school. Bull Creek is in Australia. I live with dad, mum, Riya and my dog. I have a happy and exciting life in Bull Creek. When I was a baby, I was born in India. When I was five, I loved walking my dog with my dad. When I was six, I grew bigger and I lived in Perth. I live in my house in Bull Creek. My place in Bull Creek is special because it is near a park. They are changing my park. It is going to be a waterpark. I like playing at the park. I love playing with my neighbour. We ride our bike. My favourite memory of my place is my mum. She loves me so much. She is Indian and she cooks my favourite Indian food. This food is called chapati. Australia is special to me because there is lots to do. I love going to school and playing with my friends. At home I like to celebrate Father's Day with my family. My special pet is a dog. I feel very loved in my place."

Sue Bolton
Wattle 5 Teacher



SCHOOL NEWS

WATTLE 10—Kindergarten Koalas

Our last term of Kindergarten is going very quickly. Mrs King and Ms McFarlane are very proud of all that the Koalas can do now.

The Koalas are enjoying Edu dance and love copying Miss H's moves! We are trying our best to do all the dance steps to the music; "Life is a Highway". We are all looking forward to performing at Celebration Night.

We have been learning our last few remaining letter sounds for the year. We made and ate jelly for the /j/ sound. It was wibbly, wobbly and yummy! We can write what we say and think. We thought of a sentence- I made jelly. We tummy tapped the words. There are 3 words. Then we listened to the sounds in each word and wrote the letter that makes the sound. We need to remember what the letter looks like, think about where it starts and which pre-writing patterns to use to write the sound. It's very tricky! But we are getting very clever!

Can you read what colour we made?



We hid inside a big box... "Jack is quiet down in his box ...until someone opens the lid. BOO!" We had lots of fun surprising our friends!



We have been learning about same and different and counting up to 10.

We all love Kindergarten!

Mrs King
Wattle 10 Teacher





SCHOOL NEWS

GERMAN

Some of our amazing year 6 students recently took part in the 2022 MLTAWA Languages Live! Statewide Reading Time and Competition and won 1st place.

On Tuesday 08 November, they celebrated their win at the MLTAWA Awards Ceremony.

CONGRATULATIONS to Lucas. L., Amelie, Josh. C. and Elora.

Tanja Colgan
German Teacher



Jan Armstrong

BE YOU ACTION TEAM

Hi, my name is Jan Armstrong and I work in the Kindy/Pre-Primary area as an Allied Professional alongside Tracy Abbott. I have worked as an AP at Bull Creek Primary School for 20 years. I also work one day a week in the Kindy class at Samson Primary School.

Prior to working within the education department, I worked as a PA in both publishing in London and Construction Engineering in Brisbane, so I have worked with a diverse range of levels and personalities.

I have two older children, both of whom attended primary school at Bull Creek and made many special friends whilst here and still have those friendships today...Oh, and I am a granny too!

I joined the Be You Action Team at Bull Creek as I have always had a special interest in mental health having had friends with mental health in the past. I have done many professional development online courses through Emerging Minds that have been extremely useful and have given me an insight into mental health that I wasn't aware of. I feel it is very worthy to have some knowledge and strategies in dealing with people in general, but particularly in a school environment. Some of the strategies I have learnt along the way I have used within our classroom environment which makes being part of this special group both worthwhile and rewarding.



SCHOOL NEWS



Julie McCarthy



Effects of Physical Activity on Mental Health in Children

Physical activity promotes many aspects of child and adolescent development, including social and emotional skills, as well as physical development of motor skills.

It also supports mental wellbeing. We know that high levels of inactivity can lead to a greater risk of both physical and mental health problems.

Physical activity:

- can increase levels of serotonin and endorphins; the neurotransmitters involved in regulating and improving mood
- promotes sleep – which also helps regulate moods, increase energy levels and improve memory and learning
- increases the connections between the brain neurons, which improves memory and learning capacity
- pumps blood to the brain to boost mood, concentration and alertness
- promotes relaxation by reducing skeletal muscle tension
- provides children and young people with an outlet for excess energy and frustration, which relieves tension
- provides an opportunity for children and young to socialise and meet new people, reducing loneliness and isolation
- improves motor and cognitive skills, which boosts self-esteem
- distracts children and young people from negative thoughts.

These benefits also serve to improve classroom behaviour and promote a more positive learning environment.

To promote physical activity in our students, Bull Creek Primary conducts the following:

1. Fit Club before school each week.
2. Faction Captains conduct lunchtime activities.
3. Classroom fitness activities.
4. Phys Ed Specialist teacher for Years 1-6.
5. PE activities are aligned to the curriculum.
6. Whole school carnivals- Athletics, Cross Country, Swimming (Yrs 4-6)
7. Interschool carnivals- Winter Carnival- AFL, netball (Yrs 5&6), Cross Country, Athletics, Swimming.
8. Edu-Dance- Kindy to Year 6- all students are expected to participate.



SCHOOL NEWS

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Participating Learning Community



Transitions in learning communities

The transition to a new learning environment is a major event in a child or young person's life.

For some students, adapting to new learning environments and change is stressful. This could mean starting or leaving primary school, moving schools, or even re-joining school after an absence.

While these transitions can bring exciting opportunities, some children and young people, and their families, can find these changes difficult and can lead to worry and stress or even disengagement. Learning communities often spend a lot of time preparing and thinking about these transitions.

Transitions are a period where children and families must adapt to new circumstances, expectations, people, environments and routines. Transitions are an important time to consider continuity between environments, expectations and relationships.

The transition to a new learning environment usually brings changes to a child or young person's relationships, physical and social environments and daily routines. Transitions also bring challenges and opportunities for social and emotional learning. This is also a time where educators, schools and early learning services adapt to their new entrants, and respond to their needs.

Transitions in education require children and young people to adapt to new circumstances. The experience is different for everyone, and some children and young people, and their families, need extra support.

There are many ways that educators and families can support children and young people make positive transitions to early learning services and schools, including by identifying when support is required, and how to access and offer support.

Types of transitions

These are some common types of transitions in learning communities:

- [The transition to early learning settings: ages 3–5.](#)
- [The transition from early learning settings to primary school.](#)
- [The transition from primary to secondary school.](#)
- [The transition from secondary school.](#)

Children and young people also experience transitions throughout their day, with children in early learning settings experiencing room transitions, transitions during care routines, supported self-care and end-of-day to home transitions.

Provided in this week's newsletter are fact sheets which provide information on how educators can support children, young people and families at these times, including those experiencing difficulties.

Warm regards,

Sue Bolton and the Be You Action Committee



SCHOOL NEWS

BE YOU ACTION TEAM



The transition from early learning settings to primary school

Starting school is a major milestone in a child's life and strong family-school partnerships help make a smoother transition.

The importance of a successful transition

A successful transition from early childhood learning settings to school is important for all children and has long-lasting benefits. Children who experience a positive transition into their new environment are likely to be happy at school and continue to improve their social and academic skills.

For an introduction to transitions, see [Transitions in learning communities](#).

Understanding behavior

Common feelings and concerns

Starting school is a major milestone in a child's life.

Common feelings children and young people have during transition can include:

- excitement
- sadness

- anger
- anticipation
- fear or anxiety.

Trusting and supportive relationships

Strong relationships between children, their families and educators help child wellbeing.

Trusting and supportive relationships are the foundation of successful transitions. They provide children with a safe and secure base at home, in early learning settings and at school. When a child feels emotionally safe, they can learn and thrive at school – socially and academically.

Strong family-school partnerships improve children's transition experiences and support their future academic and social progress.

It is important for schools to build positive relationships with families before school starts and



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to extend these during and after the transition to school.

As well, strong links between educators in early learning services and primary schools staff support positive transitions.

Good communication between settings can facilitate continuity of care and education, for example, through the development of teaching strategies and curriculum based on the needs and strengths of individual children.

Good communication also allows information-sharing about a child's learning and social needs, which the school can respond to.

Early learning services and schools share the responsibility

As an educator you can act as the pivot point.

While it is the collective responsibility of families, early years services, schools and communities to prepare the child for school, educators play a role in bringing all participants together to establish transition policies and practices that best meet the needs of each child.

There are various ways to help children adjust to school:

- Listen to and observe the children to understand their interests and concerns. This helps children develop a positive attitude to starting school. Activities such as drawing or painting, or facilitated discussions, allow children to express what they are excited or worried about. Behaviours that indicate children are having difficulty adjusting to school may include complaints of feeling sick, increased worry about school and separating from parents, crying, reluctance to attend school, and sleep disturbance.
- Help children and families become familiar with the processes, rules and expectations of primary school environments.
- Give families tips and ideas for how they can support and develop their child's social and emotional skills, coping and help-seeking strategies.

- Provide multiple opportunities for students and families to visit their new primary school to help build familiarity and belonging. These can be formal information evenings or orientation days or informal opportunities (such as after-school access to the playground or school clubs and sporting events).
- Provide opportunities for children and family members to connect with each other before and after they start school to help build a sense of belonging to the school community.
- Develop ways for early childhood settings and primary educators to share information about children and their families. For example, build transition activities (such as home visits, visits to services and schools and family meetings) into roles.
- Build and strengthen community partnerships. Support agencies, child, family and community services and education networks can all play an important role in supporting children and families' transition to school. Teach children, young people and families the skills to support them in the transition period, such as:
 - how to recognise, express and talk about their feelings
 - problem-solving skills
 - helpful thinking strategies. For example, 'I can do this' or 'I can be brave'.
 - seeking help when needed.

Primary schools need to be prepared for children in all their diversity, that is inclusive of children and families at all levels of 'school readiness'. Rather than school readiness being seen as an inherent quality of the child, it is better to view readiness as a reflection of the influences of the family, early learning settings, communities and schools.

The significance of equity and diversity

A child's learning and development is shaped by their personal identity and their family and cultural history.

Transition programs that support diversity ensure a positive beginning to school for all children and their families.

Recognising diversity, facilitating supportive relationships and promoting identity are core methods to support the transition to school.



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Children and families living in diverse circumstances

Children and families living in diverse circumstances may need extra support with the transition to primary school.

Special efforts to reach families may be required for some children. Planning for school transitions and inclusive practices are key to ensuring that all children and families – including those who require targeted and differentiated help – have a successful transition to school.

References

Australian Early Development Census. (2018). Early Childhood Findings from the AWCD. Retrieved from <https://www.aedc.gov.au/early-childhood/findings-from-the-aedc>

Australian Institute of Health and Welfare. (2019). Transition to primary school <https://www.aihw.gov.au/reports/australias-welfare/transition-to-primary-school>

Dockett, S., Perry, B., Kearney, E., Hampshire, A., Mason, J., & Schmied, V. (2011). Facilitating children's transition to school from families with complex support needs.

Giallo, R., Treyvaud, K., Matthews, J., & Kienhuis, M. (2010). Making the Transition to Primary School: An Evaluation of a Transition Program for Parents. Australian Journal of Educational and Developmental Psychology, 10(2010), 1-17.

External links

[Australian Council of Educational Research – Starting School: A strengths-based approach towards Aboriginal and Torres Strait Islander children](#)

[Charles Sturt University – Facilitating children's transition to school from families with complex support needs](#)

[Early Childhood Australia – Transition to school: Communication and relationships](#)



SCHOOL NEWS

BE YOU ACTION TEAM



The transition from primary to secondary school

Transition strategies must consider that for many children the move to secondary school coincides with puberty.

The importance of a successful transition

A positive start to secondary school has long-lasting benefits.

Young people who experience a positive transition into their new school are more likely to:

- feel comfortable, relaxed and valued
- feel excited and motivated to learn
- have good relationships with others
- develop a sense of belonging within the school community.

This positive start can make a big difference to young people's school engagement, learning and wellbeing. For an introduction to transitions, see [Transitions in learning communities](#).

Understanding behaviour

The primary to secondary transition involves several changes.

The move into secondary school is one of the most significant transitions in a child's education.

It involves various changes, including:

- changes in the physical environment
- new rules and procedures
- changes in relationships with peers, teachers and family
- more structured learning, with a variety of teachers and different learning environments to get used to.

This transition coincides with puberty.

At around the same time as the move to secondary school, children experience biological and emotional changes as they go through puberty (usually between 8 and 13 years in girls; with boys starting about six to 12 months later in this range).

The physical, social and emotional changes associated with puberty have a strong effect on children and young people's relationships with friends, families and educators. This period of [adolescent development](#) is also related to emotions and behaviours that can lead to difficulties at school.



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The timing of puberty at around the same time as the move to secondary school can make this a particularly demanding transition for some young people.

Common feelings and concerns

Children often have strong feelings about moving into secondary school. They may feel excitement about the prospect of going to a new school, as well as nervousness about what lies ahead.

Many children may also feel sad or angry about leaving their current school and the positive relationships they've established with educators and friends. Common concerns include:

- losing old friends and making new friends
- being bullied
- getting lost and getting to class on time
- remembering what books and other equipment is needed for each class
- following a timetable
- dealing with different educators
- homework.

Girls generally have greater concerns than boys about the transition. The good news is that these concerns lessen in the first year at their new school for most boys and girls.

Some children find the transition can be overwhelming and need extra support.

Some warning signs that children may be experiencing difficulty include:

- withdrawal or difficulty participating in class discussions
- exhibiting low confidence or self-esteem
- increased avoidance of tasks
- having a short temper or behavioural outbursts
- difficulties with maintaining friendships
- being socially isolated.

Trusting and supportive relationships

Strong relationships between children, their families and educators enhance the wellbeing of children.

Primary and secondary schools should aim to develop effective transition policies. A genuine

sense of partnership can help build understanding of each environment and help transfer information about students and families from one school to another. Here are some key points to consider:

- Establish, train and support a team of key people to coordinate transition practices.
- Establish and maintain relationships with wider school community networks and families.
- Ensure policies and practices reflect, and include, community diversity.

How can primary schools support a smooth transition?

Transition support and activities should start 12–24 months before students begin secondary school, with primary and secondary schools communicating in a handover process.

Some effective strategies to help support the transition include the following:

- Primary school educators can prepare all children for the transition – beginning in the year or years before moving schools. Strategies include talking to students about secondary school, visits from secondary school staff and students, as well as visits to the new school from the primary school.
- Teach students how to recognise their feelings and where to go if they feel they need help. Providing general problem-solving skills will help students during the transition, and beyond.
- Secondary school educators can help students settle into their new environment with orientation activities, such as study skills workshops, campus tours and identifying support resources, such as the student counsellor and year, in the secondary school.
- Educators can use the [BETLS tool to observe behaviour](#) to identify students at risk of a poor transition and subsequent disengagement from school. Research shows that primary school educators are good at identifying which students are likely to encounter difficulties with the transition to secondary school.
- Educators can connect with families – families have rich information about their child's needs, which can inform planning of programs and strategies for individual students. Giving families suggestions for how they can support and develop their child's social and emotional skills, coping and help-seeking strategies can also be helpful.



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Some students need extra support and personalised strategies during times of transition.

Vulnerable students may be at increased risk of social and emotional problems and disengagement from school at this time.

Additional and personalised supports may be required for certain students, for example children who are homeless (or at risk of homelessness) or students living with a chronic illness or a disability.

References

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External links

[Raising Children Network – Starting Secondary School](#)

[Student Wellbeing Hub – Podcast on the middle years](#)

State and Territory government transitions resources

[Australian Capital Territory Department of Education – Careers, Transitions and VET](#)

[Government of South Australia – Starting primary school](#)

[Government of Western Australia, Department of Education – Transitioning through school](#)

[New South Wales Government Department of Education – School transitions](#)

[Northern Territory Government Department of Education – Transitioning to school package](#)

[Queensland Government Department of Education – Transitions to school](#)

[Tasmanian Government – Transitions](#)

[Victorian Department of Education and Training – Enrolment, attendance and transitions](#)



SCHOOL NEWS

BE YOU ACTION TEAM



Eat a RAINBOW of vegetables everyday!

Different coloured vegetables provide different nutrients for growing bodies. Supplying kids with lots of different coloured vegies and fruits each day is the best kick-start we can give them for health, growth, and concentration in the classroom.

RED

Cherry tomato, radish, red capsicum, red apple, cherries, strawberries

ORANGE & YELLOW

Corn, yellow capsicum, apricots, mandarin, carrots, rockmelon

WHITE & BROWN

Cauliflower, nashi pears, mushrooms, white nectarine, banana

GREEN

Sugar snap peas, green apple, pear, cucumber, broccoli, grapes, frozen peas

PURPLE

Purple grapes, purple carrots, blueberries, plums, blackberries

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SCHOOL NEWS

BE YOU ACTION TEAM



SUNSMART SCHOOLS NEWS.

Playing in the shade is the healthy choice!

"Where's your hat?" Most of the time, students will remember to bring their hat to school, but on the odd occasion when it has been lost or left at home, what is your school's approach to children without a hat during outdoor lessons or play and break times? One outcome of implementing school health programs is to develop life-long healthy habits. It is valuable to spend time explaining to students WHY they should wear a hat when outside rather than a 'no hat no play' rule. Not only can it discourage physical activity, but it also makes not wearing a hat a punishable rule, rather than a healthy lifestyle behaviour. If a student has forgotten their hat, consider 'no hat, play in the shade' to ensure children are still protected from UV while being active. For outdoor lessons, spare hats or shaded activities are preferable to excluding students.

It is recommended that all staff and students wear a broad-brimmed, legionnaire or bucket hat that protects their face, neck, ears, and crown of the head when outside. Caps are not sun protective and should not be permitted.



SCHOOL NEWS

BE YOU ACTION TEAM



Featured school - Bull Creek Primary School

SunSmart school Bull Creek Primary School, Year One Teacher Susan Bolton and her class have been learning about the importance of being SunSmart in their health lessons. Students made posters that depict themselves being SunSmart.

The SunSmart team think the posters are a great reminder to protect your skin by slip, slop, slap, seek and slide when the UV Index is 3 or above. Well done Mrs Bolton and her Year One class at Bull Creek Primary School. It's great to see the important sun protection message being shared in classrooms!





DATES FOR YOUR DIARY

Term 4 - Week 6

Monday, 14 November	Volunteer Thank You Morning Tea
Tuesday, 15 November	Edu-Dance
Friday, 18 November	Edu-Dance
Friday, 18 November	Assembly—W2

Term 4 - Week 7

Tuesday, 22 November	Edu-Dance
Tuesday, 22 November	P&C Meeting
Friday, 25 November	Edu-Dance

Term 4 - Week 8

Tuesday, 29 November	Edu-Dance
Tuesday, 29 November	Leeming Senior High School Orientation Day
Wednesday, 30 November	Board Meeting
Friday, 01 December	Edu-Dance
Friday, 01 December	Assembly—W8

Term 4 - Week 9

Monday, 05 December	Rossmoyne Senior High School Orientation Day
Tuesday, 06 December	Edu-Dance
Tuesday, 06 December	FLDC Graduation
Wednesday, 07 December	Booklist Pick up—8—9:30am in the Library
Thursday, 08 December	Year 6 Graduation Night
Friday, 09 December	Edu-Dance

Term 4 - Week 10

Monday, 12 December	Year 6 Leavers—Willetton Basketball Stadium Excursion
Tuesday, 13 December	Edu-Dance
Tuesday, 13 December	Celebration Night
Wednesday, 14 December	Year 6 Leavers—Point Walter Excursion
Thursday, 15 December	LAST DAY OF TERM





BCPS P&C NEWS

Email: bcpspandc@outlook.com

Facebook: www.facebook.com/BullCreekPrimarySchoolPC

NEXT P&C MEETING

6.30PM 22 November 2022 library and via Teams

COLOUR FUN RUN

Thank you to everyone who participated in and contributed to the colour fun run.

We received over \$4,600.

Prizes will be issued soon. Apologies for the delay in processing these.

It was a fun and successful event and we've got bigger and better ideas for next year. Thanks to all the P&C members and volunteers that assisted on the day and to Amanda Green for coordinating it.



CANTEEN

The trial of providing lunches to Rossmoyne, Bateman and Bull Creek has been very successful so this is likely to continue next year.

Please note we are considering changing our online ordering platform for the beginning of next year. We'll let you know if/when that will occur.

Thanks again to our fantastic volunteers. We'd love more help, especially on a Friday. If you are likely to be able to do a regular shift next year we'd love to know that too. Please speak to Kylie or Liv at the canteen or via email if you can help for a regular 2 hr shift 9.15am – 11.15am or 11.15am – 1.15pm
bcpscanteen@outlook.com.

UNIFORM SHOP

The uniform shop is open on a Monday morning 8.30am – 9.30am.

We are fully stocked and ready for the new school year so get in early and get your uniforms now.

Orders for new uniforms can be placed via QuickCliq or at the uniform shop on a Monday morning.

We also have a range of second hand clothing items for \$5 each. If your kids have outgrown their uniforms please donate them to the uniform shop (or via the front office) where they will contribute to the P&C fundraising.

BOOK CLUB

This year our book sales have earned us \$1192 in scholastic rewards. These rewards have been used to support our class and library resources and to reward student achievements.

Rewards issued by Book Club this year equals \$980 in total including:

- 6 x \$50 class Vouchers (\$300)
- 19 x \$20 Student Vouchers for Bull Creek Got Talent (\$380)
- 1 x \$100 Class Voucher for Ms. Bolton's Reading Eggs Challenge
- 15 x \$20 Aussie of the month vouchers (\$300).

If you haven't redeemed your vouchers please redeem them early next year. Any unclaimed credits will be issued to Nola in the library.



P & C NEWS

CELEBRATION NIGHT

The P&C will be holding a fundraising bbq at Celebration Night.

Hamburgers, hot dogs, vegetarian burgers and drinks available.

Thank you to Westminster Presbyterian Church for providing volunteers to cook the bbq.

Thanks to Dr Jags MLA for funding the bbq supplies again this year. We really appreciate his support.

SAVE THE DATE - Term 1 2023

Welcome Picnic – Friday 17 Feb

Bring a rug and some snacks. Start the year with a fun catch up meeting old and new friends. Food trucks and activities will be available.

Movie Night – end of term 1. Details TBC.

BUSY BEE



Thank you to the 28 volunteers who assisted with the busy bee, including 5 staff, and a number of students.

Thank you to Paint for Less in Willetton for supplying well priced paint, and thanks to Bunnings O'Connor for a \$100 voucher for additional supplies. See attached photos of some of the great achievements of the day.



P & C NEWS

Dads & Kids Camp Out

WHEN: 19/11/2022 3 PM TO 20/11/2022 9 AM

WHERE: BULL CREEK PRIMARY SCHOOL OVAL

FEE: FREE

RSVP: WWW.TRYBOOKING.COM/CDCWV



We have got you covered

DINNER (SAT EVENING)



DINNER (SAT EVENING)



COFFEE (SUN MORNING)



BBQ AVAILABLE TO COOK YOUR OWN DINNER AND/OR BREAKFAST



Your round trip ticket to **everyday savings!**

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<https://www.entertainment.com.au/orderbooks/860z42>



COMMUNITY NEWS

BAHA'I DAY CAMP

We had another one day Baha'i camp during the holidays on Friday October 7th with 20 children from the school attending.

The theme of the day was 'Preserving the Environment' with the interconnectedness of all the elements of nature. We had a particular focus on respect and kindness to animals.



Our guest visitor for the day was Lisa from the Perth Reptile Company. She came with her reptiles in tow and spent an hour educating the kids on how reptiles contribute to nature and how without them the rodent population would explode resulting in diseases. They all got to hold snakes, lizards and turtles.

The kids also had fun during the day doing arts and crafts, painting, baking, outdoor sports and much more. The Bull Creek families are very special and we feel blessed to know them and their children.

From your Baha'i Teachers

mastermind
AUSTRALIA



JANUARY 2023 JUMP-START PROGRAM

Tuition for all students Entering Year 7
Including NAPLAN, Transition Skills & Subject
Revision & Preparation

16 January to 21 January 2023
Venues

- Christ Church Grammar School
- Hale School

The January Jump Start Program aims to prepare students for Term 1 (2023) before the academic year begins. The classes will revise those important components from the 2022 syllabus that are vital for success in the new year. The program will also preview what students can expect in their courses in 2023.

ENROL NOW

www.mastermindaustralia.com.au

MASTERMIND AUSTRALIA

Ph: 9342 2000 mob: 0488 102 907

email: admin@mastermindaustralia.com.au



COMMUNITY NEWS



Holiday Camps

Keep your kids entertained during the school holidays with our fun and active camps throughout the year.

Willetton Basketball runs fun and active camps during the January, April, July, September, and December school holidays each year. Our camps are open to all school-aged kids from six and over. Not only are our holiday camps a great way to keep your kids entertained during the holidays, but they are an active, enjoyable and social environment for your child while they are off school.

Dates & Pricing

DECEMBER CAMP

4 day camp (7 – 12 years)

- Monday 19th December – Thursday 22nd December
- Camp fee is \$210
- Registrations close 14 December, unless sold out prior.

JANUARY HOLIDAY CAMP

Week One – 5 day camp (6-9 years)

- Monday 16th January – Friday 20th January
- Camp fee is \$250
- Registrations close 11 January, unless sold out prior.

Week Two -4 day camp (9 years and over)

- Monday 23rd January – Friday 27th January (*Excludes the 26th Public Holiday*)
- Camp fee is \$210
- Registrations close 18 January, unless sold out prior.



For further information and registrations, please visit
www.willettonbasketball.com.au/programs/holiday-camps/



COMMUNITY NEWS

ADVANCED HITTING

This Summer sees the return of the Advanced Hitting programme designed for 14+ yr olds. This course consists of advanced technique coaching for 14+ yr olds looking to get to the next level with their batting.



This programme runs from 1-4pm over 2 days and costs \$120.

Course 1a: 12th December	Course 1b: 16th December
Course 2a: 19th December	Course 2b: 23rd December
Course 3a: 9th January	Course 3b: 13th January
Course 4a: 16th January	Course 4b: 20th January
Course 5a: 23rd January	Course 5b: 27th January

Following the popularity of the Advanced Hitting Course, places will go fast, so call Callum on 9310 2670 or email enquiries@southerncricket.net to avoid disappointment.

Southern Cricket Summer Festival

This Summer sees the return of the Southern Cricket Summer Festival. Over 3 Days you will have the chance to develop your technical skills with our coaches and put them to the test in a series of games and challenges. Courses run from 10am to 4pm.

Week 1: 13th December - 15th December
Week 2: 20th December - 22nd December
Week 3: 3rd January - 5th January
Week 4: 10th January - 12th January
Week 5: 17th January - 19th January
Week 6: 24th January, 25th January & 27th January



The Summer Cricket Festival costs \$180 for 3 days. Single day bookings are \$80 each.

Following the popularity of the Summer Festival places will go fast, so call Callum on 9310 2670 or email enquiries@southerncricket.net to avoid disappointment!



COMMUNITY NEWS



BOOK NOW TO SAVE 30%*



SCAN ME

USE CODE **SASC30**

TO REDEEM ADD THIS CODE IN THE COUPON SECTION TO SAVE \$99*

- High-Quality programs for 5 to 15 year old's
- 9 am to 3 pm each day
- Delivered by qualified coaches
- For children of all skill levels
- Bring friends along and we will group you!



**BULL CREEK | SOUTH PERTH | CHURCHLANDS | CITY BEACH
MOUNT LAWLEY | WEMBLEY DOWNS | JOLIMONT**



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NOT APPLICABLE TO PARTNER PROGRAMS