



Hillsmeade is a polling station
for the **upcoming election on**
Saturday MAY 18th 8AM-6PM

**Sausage Sizzle Volunteers
Wanted (please see the office)**

- Hillsmeade is NOT an early voting centre



The Link

Hillsmeade Primary School Newsletter

Issue No 13—WED 15th MAY

TERM 2
2019



THE FULL CALENDAR AND DETAILED EVENT INFORMATION IS AVAILABLE TO VIEW VIA THE COMPASS APP OR WEBSITE

WHO? WHAT? WHEN?



MON	TUES	WED	THUR	FRI
13th MAY Yr 2 Aboriginal Culture Guest Speaker 10-11AM	14th MAY <u>NAPLAN</u>	15th MAY <u>NAPLAN</u>	16th MAY <u>NAPLAN</u>	17th MAY Gr 4 Disability Awareness Guest Speaker 12:30-1:30PM Whole School Assembly— 2:45PM in the GYM (student leaders badge presentation)
20th MAY Gr 4 Disability Awareness Guest Speaker 12:30-1:30PM Teeth on Wheels	21st MAY Maths Games Night/ ARTS Focus 5:00-6:00PM	22nd MAY Teeth on Wheels	23rd MAY “When I Grow Up” Dress up Day Teeth on Wheels	24th MAY Inter-school Sports Round 5 9:00-11:00AM Electives

FROM THE PRINCIPAL

Dear Hillsmeade Primary School Community,

Happy week 4 everyone. I hope that everyone is having a wonderful week. This week we have some exciting things being prepared for next week's Maths Games Night. We hope to see you in attendance on Tuesday night next week.



Breakfast Club Helpers

This week it was fantastic to see two Year 4 students join the Breakfast Club. Archer and Zye from 4C did a wonderful job in helping our students out with a piece of toast, or a bowl of cereal. Great work boys!



Mother's Day Stall

A very, very, very BIG thank you to our eager Year 6 Student Leaders who ran last week's mother's day stall. Our student leaders did a great job of helping our shoppers make their choices. A big thank you to the community for supporting this school fundraising event.

FROM THE PRINCIPAL

Mothers and Special Others

A huge thank you to everyone who attended our Mother's and Special Others event last Friday. It was inspiring to see so many special mums, grandparents and aunts brave the terrible weather and spend some time having a snack and a dance. A big thank you to our Teaching and Learning Assistant Principal Sarah Smith for coordinating the event. Also, a big thank you to our hardworking staff and marvellous Year 6 student leaders.



6 + 1 TRAITS of Writing



In line with our whole school focus on writing, our classes have introduced the 6 + 1 Traits of Writing. The Traits provide a consistent language for our writers to discuss and develop the craft skills for improving their writing.

Ideas – the heart of the message, details, development and focus

Organisation – the text structure

Voice – tone, style, purpose and audience

Word Choice – precise language, vocabulary and phrasing chosen to convey meaning

Sentence Fluency – the rhythm and flow of the language

Conventions – punctuation and correctness

Presentation – handwriting, formatting, layout

Questions that good writers ask themselves...



IDEAS

Does my writing make sense?
Do I know my topic?
Is my writing interesting?

ORGANISATION

Do I start off strong?
Is everything in the right order?
Are similar things together?



VOICE



Can you hear me in the writing?
Can you tell I care about these ideas?
Have I added some sparkle?

WORD CHOICE



Do these words sound and feel right?
Have I tried new words?
Have I painted a picture?

SENTENCE FLUENCY

Can I read my writing aloud?
Do my words and phrases go together?
Have I tried to use different sentences?



CONVENTIONS

Does my punctuation and capitalisation make sense?
Is my spelling readable?



PRESENTATION

Am I ready to publish?
How will I present this for an audience?



FROM THE PRINCIPAL

Leading Literacy for Networks

On Thursday 9th of May we began our participation in the Leading Literacy for Networks Course. This professional development opportunity will take place over 5 days across Term 2 and 3.

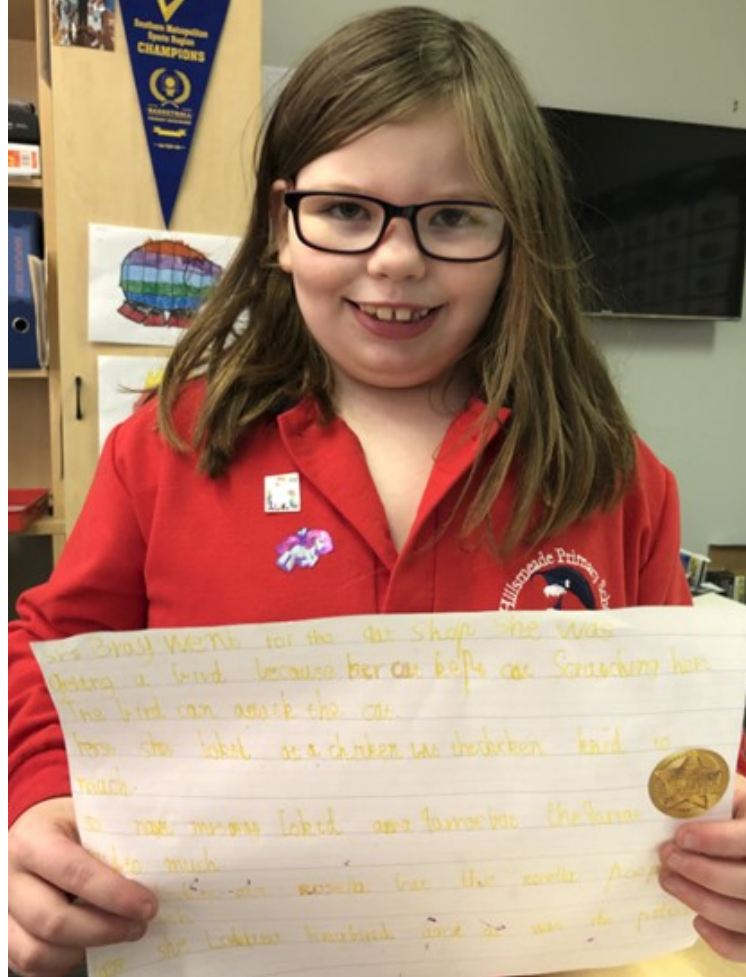
In our first session, we discussed how students are best able to become literate when they are engaged in authentic literacy experiences.

We explored the evidence based practices recommended by the Department of Education and identified many that we are implementing at Hillsmeade. This included looking at how the Hillsmeade Instructional Model closely relates to the High Impact Teaching Strategies. For example, Setting Goals, Collaborative Learning, Multiple Exposures, Differentiated Teaching and Feedback.

With teachers from our Casey network, we collaboratively discussed various reading comprehension strategies. This discussion provided us with some exciting ideas to bring back to Hillsmeade teachers.

We look forward to sharing our learning experience with you across the coming months.

Belinda Catanese and Tessa Parmenter



Writing in action

This week I was very happy to have a visit from Year 2 student Claire coming to share her writing. I was very entertained by her tale about a character named Mrs Bray visiting a pet shop to buy a bird.

Well done Claire.

A Warm Welcome

This week we welcomed **Jennifer Ching** to Hillsmeade as our new Mandarin specialist teacher. We are very excited to have her join us in 2019.

A reminder that this Friday the 17th of May we will be having our school assembly starting at 2:45pm in the gym. If you are available to attend, we would love to see you there. We will be joined by our local MP Gary Maas who will be presenting our Year 6 Student Leaders with their permanent badges.

Jodie Bray

Principal

NAPLAN on paper – information for parents and carers

NAPLAN
NATIONAL ASSESSMENT PROGRAM
Literacy and Numeracy

2019

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life.

Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN is just one aspect of a school's assessment and reporting process - it does not replace ongoing assessments made by teachers about student performance.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are meeting important educational outcomes in literacy and numeracy.

What is assessed?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. All government and non-government education authorities have contributed to the development of NAPLAN materials.

See example NAPLAN questions at nap.edu.au

How can I help my child prepare?

Help your child prepare by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply try their best. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

NAPLAN is about assessing learning progress in literacy and numeracy.

Participation in NAPLAN

All students in Years 3, 5, 7 and 9 are expected to participate in the annual NAPLAN assessment.

Students with disability may qualify for adjustments that reflect the support normally provided for classroom assessments. You should first discuss the use of any disability adjustments for your child with your child's teacher.

A formal exemption may be granted for a student with disability that severely limits their capacity to participate in the assessment, or for a student who has recently arrived in Australia and has a non-English speaking background.

Your school principal and your local test administration authority can give you more information on special provisions or the process required to gain a formal exemption.

Will my child sit NAPLAN on paper or online?

In 2019, your child will sit NAPLAN paper tests.

However, children in other schools across Australia will sit the NAPLAN online tests this year. Federal, state and territory education ministers have agreed that all schools will move online by 2020. State and territory education authorities will determine when their schools move online.

As students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the test online or on paper, results for both formats can be reported on the same NAPLAN assessment scale. To find out more about NAPLAN Online, visit nap.edu.au

What if my child is absent from school on assessment days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the testing week. Individual students are not permitted to sit tests after Friday 17 May 2019.

NAPLAN 2019 timetable

	Tuesday 14 May	Wednesday 15 May	Thursday 16 May
Year 3	language conventions 45 minutes writing 40 minutes	reading 45 minutes	numeracy 45 minutes
Year 5	language conventions 45 minutes writing 40 minutes	reading 50 minutes	numeracy 50 minutes
Year 7	language conventions 45 minutes writing 40 minutes	reading 65 minutes	numeracy 65 minutes
Year 9	language conventions 45 minutes writing 40 minutes	reading 65 minutes	numeracy 65 minutes

How is my child's performance measured?

Individual student performance is shown on a national achievement scale for each test. A result at the national minimum standard indicates that the student has demonstrated the basic literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be issued by your child's school later in the year. If you do not receive a report, you should contact your child's school.

How are NAPLAN results used?

- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to better identify students who would benefit from greater challenges or extra support.
- Schools use results to identify strengths and areas to improve in teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- The community can see average school NAPLAN results at myschool.edu.au

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

For information about how personal information for NAPLAN is handled by ACARA, please visit nap.edu.au/naplanprivacy

FROM MR CARDAMONE



Good afternoon Hillsmeade Community,
Week 4!!! This term is going by very fast!
I hope everyone had a great mother's
day and celebrated how wonderful our
mothers and special others are.

Below is another great article by Michael Grose on the
topic of anxiety in children. If you would like to find
out more please visit [https://
www.parentingideas.com.au](https://www.parentingideas.com.au)

"If your child feels anxious, reassure them that these feelings are a normal response to new people, events or potentially challenging situations. Help your child understand that there is a great deal they can do to manage their anxious feelings, so they can get on with the activities they enjoy.

Explain anxiety

If your child is anxious he may struggle to explain how he feels. An important first step in anxiety self-management is explaining to your child how anxiety works.

Sufficient sleep, good nutrition and exercise are essential for anxious kids. Support your child to adhere to their optimal bedtime so they wake naturally each morning, reduce sugar, take care of their gut health through good nutrition and encourage regular exercise for optimal mental health.

- Teach your child that the part of the brain that protects them from danger (the amygdala – pronounced ahh-mig-dah-la), is always on high alert when they are anxious
- Explain that the amygdala sees danger where there is none, but the body prepares to fight for life or flee from danger as if it's protecting them from a hungry lion
- Discuss that the amygdala can't differentiate between a hungry lion and public speaking or some other task they must face
- Talk about the changes that happen in their body to power them up to fight or flee, including increased heart and breathing rates and the pumping of the blood from the stomach

Help recognise anxiety-inducing events

There are many things that can evoke anxiety in your child, including:

- Stressful events

- Life changes
- Transitions
- Difficult experiences
- New or unfamiliar situation

Help your child to recognise the specific situations and events that make them feel anxious such as meeting new friends, sitting tests and fear of rejection. In this way you can help your child manage and minimise their feelings of anxiety.

Respond with empathy

When your child feels anxious, the part of the brain that controls rational thinking, decision-making and concentration temporarily goes offline. They can feel easily overwhelmed by simple, everyday events and situations. Rather than protecting your child by allowing them to avoid meeting these challenges, or dismissing them as trivial, validate their feelings with statements such as:

- "I can see you're feeling worried about going to camp without your brother."
- "Thanks for telling me you feel nervous about the test. It's understandable."
- "I see you're really anxious about this right now. I know it's hard for you."

Resist the temptation to rescue or fix a situation. Respond with empathy and understanding to your child's concerns.

Manage anxious moments

Help your child develop the tools to regulate and push their anxious feelings to the background. Practise these anxiety management tools when your child is feeling calm, and it will be easier for them to practise when they are nervous. These include:

- Taking some deep breaths: Deep belly breathing from the diaphragm calms the amygdala, reducing feelings of anxiousness
- Bringing their attention back to the present: Use their senses to bring their attention to the present moment and away from their worries – "Tell me five things you see, four things you hear and something you smell."
- Getting them moving: Physical exercise is not only a great distraction but it releases feel-good endorphins that help children and young people feel better and more optimistic about the future.

FROM MR CARDAMONE

Get the fundamentals right

Sufficient sleep, good nutrition and exercise are essential for anxious kids. Support your child to adhere to their optimal bedtime so they wake naturally each morning, reduce sugar, take care of their gut health through good nutrition and encourage regular exercise for optimal mental health.

There is a great deal you can do to help your child manage their anxiety. Start by assisting your child to understand the fundamentals of anxiety, show your genuine understanding of their feelings and be ready to support them emotionally to push their anxiety to the background”.

John Cardamone - Leading Teacher in Social and Emotional Learning *‘Social and emotional learning..’It’s everyone’s business!’*

DISTRICT CROSS COUNTRY

On Thursday the 9th of May, 65 grade 4/5/6 students travelled to Sydney Pargeter Reserve to compete in district cross country. It was windy and freezing; ideal cross country conditions. The students braved the weather and heaps of kangaroo poo to end the day in second place overall. It is the first time we have competed against many of the schools as now we are in a district with St. Catherine’s, Strathaird, Narre Warren P-12, Lyndhurst, Lynbrook, Cranbourne East and Courtenay Gardens.

A special congratulations to our place getters.

Zye B—2nd, Farhad B—3rd, Bradley B—9th, Dihein G—10th, Shae L—1st, Ruby J -3rd, Daniel G—1st, Bejiek L—8th, Jaylen F—2nd, Homayun A—9th and Malik A in 10th place. Congratulations to all these students (plus possibly a couple more) who will now complete at the division event at Casey Fields on the 29th of May.





MATHS GAMES



NIGHT!



Tuesday 21st May
4:30pm - 5:30pm



19-25 MAY

EDUCATION WEEK 2019

CELEBRATING CAREERS

DRESS UP DAY**THURSDAY 23RD MAY****THEME - 'WHEN I GROW UP...'**

*Come dressed to
represent the career you
hope to have in the
future!*

2019 is the 75th year of Education Week and aims to positively profile and celebrate the strengths and achievements of Victoria's government education sector. It is all about celebrating careers and pathways that will make dream jobs come true.



Find out more about Education Week 2019 at
www.education.vic.gov.au/educationweek

We are looking for families who have a child aged 4-17 who either:

- Is typically developing OR
- Has a diagnosis of autism and/or ADHD

Please register your child to participate using this link:

<https://redcap.cdms.org.au/surveys/?s=J7EFRRH4PR>

PROJECT MAGNET

PULLING TOGETHER TO SUPPORT
OUR CHILDREN'S FUTURES



Attention deficit hyperactivity disorder (ADHD) and autism spectrum disorder (ASD) affect approximately 7% and 2% of children respectively. Overlap between ASD and ADHD is thought to occur in around 30% of cases. These children with co-occurring ADHD-ASD symptoms have poorer outcomes socially, emotionally, behaviourally, and academically. We would like to improve these outcomes through better understanding the behavioural and genetic overlap between ASD and ADHD, to learn more about the risk, and appropriate treatments. This is your opportunity to help us help them.

THE PROJECT

Across Monash University, Monash Children's Hospital, Deakin University and the Royal Children's Hospital Melbourne, caring for our community is central to all that we do.

Through the Monash ASD/ADHD Genetics and Neurodevelopment (MAGNET) Project, we would like to help children with ADHD and/or ASD, aged between 4-12 years, to give them the best chance of a good education, and a happy life.

In order to do this, we need to better understand the differences between ASD and ADHD, by looking at the DNA for those genes that we think affect behaviours like attention, memory and language. This will enable us to help improve diagnosis of ASD and ADHD and tell us about how differences in our DNA leads to someone having ASD and/or ADHD.

And, for this, we respectfully request your help.

YOUR INVITATION TO PARTICIPATE – AND WHY IT'S WORTH IT

Your school has been invited to take part in Project MAGNET.

The project findings will guide you as teachers, and our researchers, in developing the tools to help children with ASD and ADHD. Your school will be invited to access in-house professional development opportunities, including training about our current understanding of ASD and ADHD and accommodating children with these disorders in the classroom.

We will make contact with your school principal to allow this study to take place at your school. We will then make contact with parents/caregivers of your students in the hope that their children will participate.

Your help is also critical to this landmark project. Although you will not directly be involved, we ask that you support our need to involve some of your students by completing some questionnaires about students taking part (about 10-15 minutes per child). Parents/Caregivers of participating children will also complete some additional questionnaires about their child's behaviour. Their children will complete their computer-based tasks, which will take 2-4 hours and take place at our facilities at Monash University. Some children will also be asked to give a small sample of saliva for genetic analysis.

Working together we can better understand the issues faced by children with ASD and ADHD, to help improve diagnosis and treatment.

THE NEXT STEPS....

If families decide to take part in the study, they will contact the research team to organise an appointment. We will then contact you to complete some questionnaires about your student.

For more detailed information about the study, please email med.magnetstudy@monash.edu

For further details of the process, please contact:

Dr Beth Johnson,
Chief investigator,
Monash Psychological Sciences,
Monash University
T: +61 3 9905 4040
E: med.magnetstudy@monash.edu

We look forward, in hope, to working with you.

Thank you, from all of us.

MONASH SCHOOL OF PSYCHOLOGICAL SCIENCES

The School of Psychological Sciences is ranked among the best in the world, and its mission is to develop research outcomes that make significant contributions to improving the lives of others globally. This is achieved by integrating leading edge interdisciplinary research grounded in psychological sciences and clinical translation; translating our research discoveries into practical, positive applications for improved societal and health outcomes.

More information:

Prof Mark Bellgrove,
Research Director

T: +61 (03) 9902 4200

E: mark.bellgrove@monash.edu

W: med.monash.edu/psych

MONASH CHILDREN'S HOSPITAL

Monash Children's Hospital is part of Monash Health, Victoria's largest healthcare service and one of only four accredited Academic Health Science Centres in Australia. The hospital has access to the world's leading medical minds which are turning research findings into better health outcomes for its patients. They deliver specialised, innovative, family-centred care and believe strongly in putting patients first and striving for exceptional care and outstanding outcomes. The hospital also has the largest Neonatal Intensive Care Unit and provide leading paediatric services in Rehabilitation, Oncology, Paediatric Intensive Care Unit, and Palliative Care.

More information:

Dr Katrina Harris,
Head of Developmental Paediatrics Unit

T: +61 (03) 8572 3000

E: katrina.harris@monash.edu

W: <https://monashchildrenshospital.org>



DEAKIN UNIVERSITY

Deakin is a dynamic and contemporary university with a reputation for being innovative, nimble and friendly. The University combines excellent research and outstanding teaching with a strong focus on the communities it serves. Everything Deakin does is informed and directed by its strategic plan - LIVE the future 2020. This strategy presents a bold vision, offering its students a personalised learning experience with premium digital engagement, creating the power and opportunities to live in a connected and evolving world.

More information:

Professor Nicole Rineheart,
Director of Deakin Child Study Centre

T: +61 (03) 9244 5469

E: nicole.rinehart@deakin.edu.au

W: www.deakin.edu.au

ROYAL CHILDREN'S HOSPITAL MELBOURNE

The Royal Children's Hospital (RCH) has been providing outstanding care for Victoria's children and their families for over 140 years. It is the major specialist paediatric hospital in Victoria and its care extends to children from Tasmania, southern New South Wales and other states around Australia and overseas. With a passionate, highly skilled and committed staff campus wide of close to 4,000, the hospital provides a full range of clinical services, tertiary care and health promotion and prevention programs for children and young people.

More information:

Professor David Coghill,
Professor of Child and
Adolescent Psychiatry

T: +61 (03) 9345 6856

E: david.coghill@unimelb.edu.au

W: www.rch.org.au/home

To commence at Hillsmeade Primary School
Week 10 – Monday 24th June – 28th June



The ACPA Little Star Program is designed to be the BEST beginning in dance for your Little Star. Watch your child's imagination soar as they learn to dance, sing and play in a safe and fun environment. Catering specifically for 2-5 years olds.

Our School age dance programs mentor students so that they not only become exceptionally skilled performers, but they are self confident and passionate members of the community.

10 Intrepid Street Berwick
9796 1482

info@acpa-dance.com.au
www.acpa-dance.com.au



A Note from Sick Bay

If your child has Asthma could you please supply the school with a current Asthma Action plan signed by your doctor and ensure your child has Ventolin and spacer (named) either in their bag or in the sick bay.

Due to upcoming wet weather, it is a good idea to place a change of clothes, socks and plastic bag in your child's bag.

Just a reminder that all medication (with the exception of Ventolin) needs to be handed into the office with a Medication Request form or note with time, dose and in its original packaging.



RSPCA 
Million Paws Walk
Walk to fight animal cruelty

Fred Smith Reserve, Marine Parade, Hastings

REGISTER TODAY: millionpawswalk.com.au



#millionpawswalk

**SUNDAY
19 MAY
2019**

FROM THE COMMUNITY



Tell Us What You Think About Parenting

The Parenting and Family Support Centre at the University of Queensland is conducting research into parents' opinions about parenting and parenting programs.

If you have a child between 2 and 12 years, we would love to hear your views on parenting and the services that are available to you as a parent. You will need to complete a short survey.

To find out more, please visit:
<https://exp.psy.uq.edu.au/parenting>



WAVELLY
Gymnastics Centre

NARRE WARREN GYMNASTICS



A fun, safe and challenging gymnastics program for girls and boys aged 4-13 years! Classes are held in the Fountain Gate Primary School gymnasium on Wednesday and Thursday afternoons. Call now to book your trial class!

9887-9611
www.wgc.org.au

Every Tuesday is: School Banking Day

If you would like to place an advert in the newsletter, please see the friendly office team

PARENT VOLUNTEERS WANTED!

For sausage sizzle on election day MAY 18th. Please register you interested with the office.

