

We'd like to ask you a few simple questions about our school newsletter.

The below survey is completely anonymous and will take approximately 2 minutes (8 questions), individual responses will not be shared.

The purpose of these questions is to assist us in better communicating with our school community. Survey closes FRI JUNE 14th.

We appreciate your feedback!

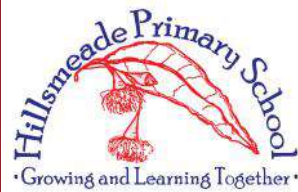
[CLICK HERE](#)

The Link

Hillsmeade Primary School Newsletter

Issue No 16—WED 5th 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
3rd JUNE Teeth on Wheels	4th JUNE School Tour for Prospective Families 10AM @ Front Office	5th JUNE Teeth on Wheels Lightning Prem 9:00-3:00PM	6th JUNE Year 3A/B/C Start Smart Banking	7th JUNE Electives Grade 4 Disability Awareness Guest Speaker 10AM
10th JUNE <u>QUEEN'S BIRTHDAY PUBLIC HOLIDAY.</u>	11th JUNE Year 3D/E/F Start Smart Banking	12th JUNE Teeth on Wheels	13th JUNE Teeth on Wheels 'Autism and ADHD' Parent Workshop 6:30-7:30PM	14th JUNE Whole School Assembly 2:45 in the GYM
17th JUNE Classroom Open Afternoon 3:45-4:30PM	18th JUNE VSSS Regional Rehearsal 9:00-2:30PM	19th JUNE Teeth on Wheels Gr 2 Cultural Inquiry Expo	21st JUNE Teeth on Wheels	22nd JUNE Teeth on Wheels
24th JUNE	25th JUNE	26th JUNE	27th JUNE Reports Available Via Compass	28th JUNE Whole School Assembly 1:45PM <u>LAST DAY OF TERM 2:30pm FINISH</u>

FROM THE PRINCIPAL

Dear Hillsmeade Primary School Community,

Happy Week 7! A reminder that this coming Monday the 10th of June is the Queen's birthday public holiday, students do not attend school. We hope you have a lovely long weekend.

Australia's Biggest Morning Tea

On Thursday 30th May our staff put on a delicious feast to raise money for the Cancer Council. This was a great opportunity for staff to take a moment to connect with colleagues, enjoy some morning tea and contribute to a worthy cause.



Teacher Triad Observations

This week and next, our teams of teachers are working in groups of 3 to participate in 'triad' lesson observations. This is an opportunity for our teachers observe teaching practice and provide feedback aligned to our instructional model. These observations will focus on building consistency and quality of practice in writing, our whole school priority area.



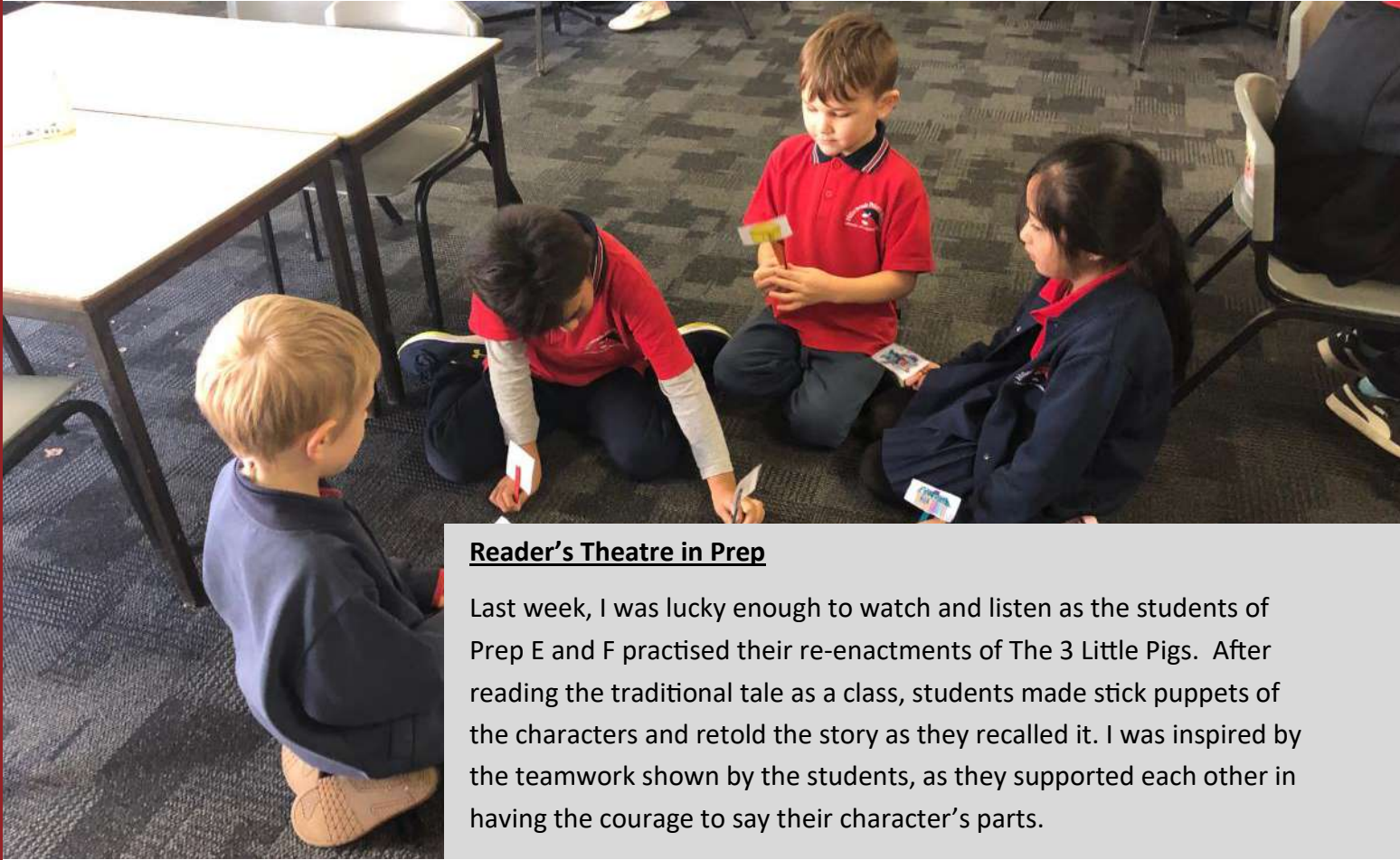
Teacher Professional Learning

During this term, our teachers at the ELC and Primary School have engaged in professional learning facilitated by Fiona Biss, our Student Support Services liaison. Student Support Services link government schools with speech pathologists, psychologists, social workers and visiting teachers to help schools identify and address the individual needs of students.

The first workshop focused on articulation (producing speech sounds) and guided teachers in identifying articulation difficulty as being developmentally appropriate, or not, using some informal assessment tools. Teachers enjoyed the opportunity to explore some activities they could use in class to support students' oral language development.

The second workshop, held on Monday this week, assisted teachers in building their knowledge of how to refer students for assessments and support through the Student Support Services.

FROM THE COMMUNITY



Reader's Theatre in Prep

Last week, I was lucky enough to watch and listen as the students of Prep E and F practised their re-enactments of The 3 Little Pigs. After reading the traditional tale as a class, students made stick puppets of the characters and retold the story as they recalled it. I was inspired by the teamwork shown by the students, as they supported each other in having the courage to say their character's parts.

Year 5 Graffiti IncurSION

Year 5 start every Monday morning with Empower Hour focusing on our SEL topic and reflecting on our learning journey. This week to support our SEL lessons we had Warner Youth Education come in and present to students about graffiti in the City of Casey. Our presenter engaged the students through role plays and scenarios to educate our students not just on graffiti but the choices and peer pressures that could come with it. They also were shown pictures and learnt about the difference between street art and graffiti and the impacts graffiti can have on our schools, homes and wider community.

We followed up on the incurSION in our literacy lessons, reading articles about the graffiti in our own and other council shires, and in writing, reflecting on our learning from the Graffiti IncurSION.

We hope you enjoy some of the students work from our Writers Workshop that have been shared.

Thank you to Casey Council and Youth Warner Education for offering the cost-free incurSION.

Toni Barker

Year 5 PLT Leader



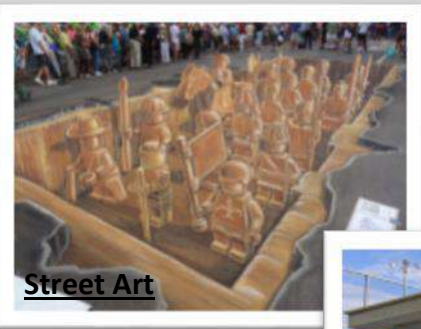
STUDENT REFLECTIONS

Year 5 Graffiti Incursion

Graffiti or Street Art? On Monday Year Five students had a Graffiti Incursion. We learnt about how graffiti is very bad for the community and can cost thousands of dollars to remove. However, there is a form of art called Street Art, Street Art is giving artists an opportunity to paint and express their creativity. Street Art is only legal if you have permission, if you don't have permission it is considered graffiti.

We also learned that a type of graffiti is tagging, tagging is where people write inappropriate or bad words on someone else's property, it is most commonly on: Playgrounds, trains/train stations, Schools, trucks, windows, houses and buildings.

Here are examples of the difference between Street Art and Graffiti. By Nicolas Z



Graffiti Incursion

Graffiti, one thing that is very bad for the community. if you do not know about Graffiti, I'll share with you. To remove graffiti, it costs the council thousands of dollars a year, "WOW!" One thing that is good is Street Art. There is a difference between street art and graffiti. One street art is that people put time in to it but graffiti is rushed. Some people think that people like doing graffiti but sometimes it is caused by peer pressure because people want to have 'cool' friends.

My message for you, if someone tells you to do something bad, say NO!

By Alex P

GRAFFITI

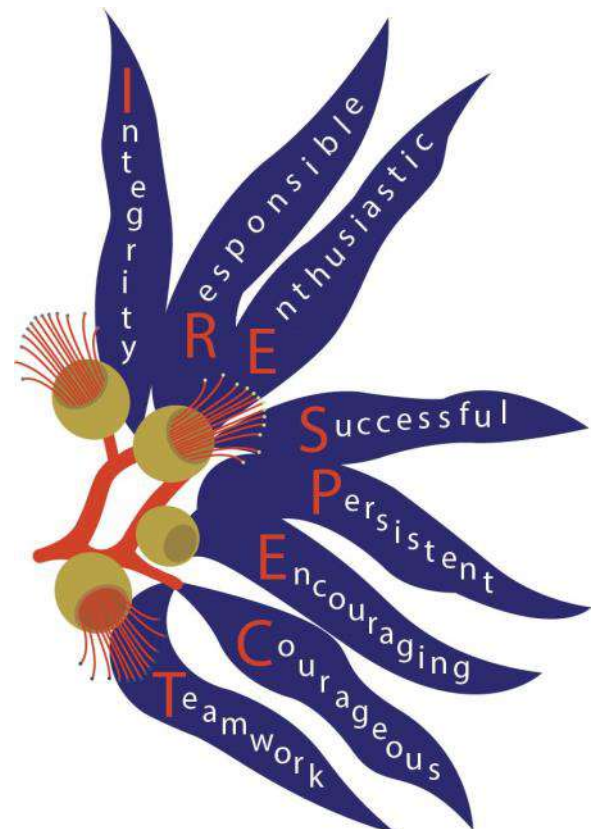
Have you ever wondered what the different is between GRAFFITI and STREET ART? Did you know you would have to pay a fine of \$780 in Casey if you do illegal graffiti?

If you have permission it is called Street Art. Street Art is only street art if you have permission, but if you don't have permission, it is graffiti which is illegal and it is vandalism. You will be able to tell the difference between street art and graffiti.

Graffiti is more rushed and street art is more beautiful and colourful because they take their time and are not scared of getting caught. It is better to do street art because you do not have to pay money for doing it.

The message I learnt was, never do graffiti because it is bad but if you have permission and do Street Art, make sure you stay safe.

By Chloe A





It's been a wet couple of weeks which means lots of puddles! Please remember to pack a spare set of clothing for your child.

During the winter months, we often have families seeking used uniforms items including, jumpers, jackets and long pants. If your child has outgrown theirs, we would be grateful for donations of washed winter uniform items.



Congratulations to our
MANDARIN STARS!



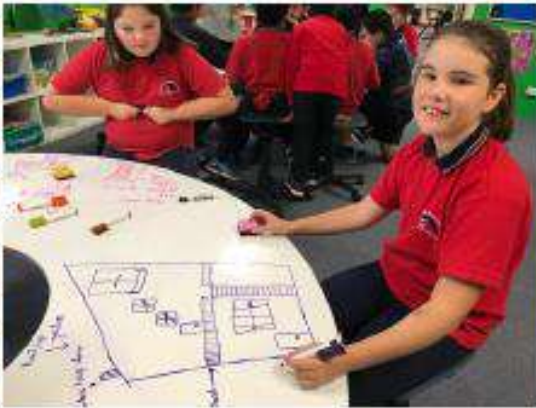


STEAM Agency



STEAM education is the learning of **science, technology, engineering, art and mathematics** in an interdisciplinary or integrated approach.

Miss Elkins and Mrs Bhardwaj



2019 CARDBOARD CHALLENGE

"Don't think outside the BOX – think of what you can do with the BOX!"



FROM THE SICKBAY - HAND FOOT AND MOUTH DISEASE

Summary

- Hand, foot and mouth disease is usually a mild viral illness which is common in children.
- Diagnosis is made by a local doctor, and there is no specific treatment.
- Good personal hygiene is important to prevent spread of the disease

Hand, foot and mouth disease (HFMD) is caused by a virus (usually from the coxsackie group of enteroviruses, particularly coxsackie virus A16). It causes blisters on the hands and feet, in the mouth and often in the 'nappy' area. It is generally only a mild disease that lasts seven to ten days.

HFMD occurs mainly in children under ten years of age, but can also affect older children and adults. Outbreaks may occur in childcare settings. By the time they are adults, most people have been infected with the virus that causes this disease.

Spread of hand, foot and mouth disease

This infection is spread by direct contact with fluid from the skin blisters, nose and throat discharges (including saliva, sputum or nasal mucus), droplets (sneezing, coughing) and faeces (stools). Good personal hygiene is important to prevent spread of the infection to others.

The skin blisters of HFMD are infectious until they become crusty and there is no fluid in the blisters. The virus may also be shed in the faeces (poo) for several weeks after the blisters resolve.

Symptoms of HFMD

People usually develop symptoms between three to seven days after being infected.

The most common symptoms include:

- High temperature (fever)
- Sore throat
- Small, blister-like lesions that may occur on the inside of the mouth, sides of the tongue, palms of the hands, fingers, soles of the feet and 'nappy' area.
- Children are often irritable, tired, and may be off their food.

For more information, please visit the Better Health Channel

<https://www.betterhealth.vic.gov.au/health/ConditionsAndTreatments/hand-foot-and-mouth-disease?viewAsPdf=true>



Teeth on Wheels will be on site at the school from today through to the end of term 2. If you signed up for an appointment for your children then they will be calling you to arrange a time during one of the days they are here.

The office does not have the schedule from Teeth on Wheels, and we're unable to tell you (or remind you) when your appointment will be. If you have any questions you can contact Teeth on Wheels:
info@teethonwheels.com.au
(03) 9338 1191

CANTEEN UPDATE

Check your QKR app for a range of available soup flavours!

Pizza, popcorn, milo cups and lifesaver icy poles are currently unavailable.

LOST PROPERTY

We have lots of lost property at the front office!

FROM MR CARDAMONE



Good Afternoon Hillsmeade Community,

Happy week 7! A big well done to our I-RESPECT recipients Nyah F and Vahin M

I hope the last two weeks in the link has given you a greater insight in the different ways that Hillsmeade build connectedness with our students through morning, recess and lunchtime clubs.

This week we have another important article to share with you from Michael Grose about friendships. If you would like to find out more please visit this website <https://www.parentingideas.com.au/blog/helping-your-child-make-and-keep-friends>

“Children who develop healthy friendships generally have a definite set of social skills that help make them easy to like, easy to relate to and easy to play with. One such skill is the ability to adjust their behaviours to suit the social requirements of a particular situation. Many boys struggle in this area and can be loud, overbearing and bossy when their peers want them to be quiet, cooperative and to follow others. You can coach your child to fit in with the requirements of many of their social groups using this three-pronged approach:

- *Remind: Be pre-emptive with your teaching. Before your child visits their friends provide some relevant pointers about their behaviour. “Remember to say hello quietly and ask them if they’d like to play with you.”*
- *Rehearse: It’s useful to practise with children how they should act in social situations. “Okay, Jeremy tell me what you will say when you want to enter a game. Let’s practice waiting for a break in the game, approaching someone you know and saying, “Excuse me. Can I play with you guys?”*
- *Revisit: Give your child feedback after the event but keep it positive and upbeat. “That was great the way you let the other kids lead the way. Your friends love it when you let them be boss.” Boys, in particular, benefit from being told what works well in terms of their friendships behaviours.*

Encourage healthy friendships

The wellbeing of many primary school girls is heavily impacted by her relationships with her peers. When relationships are going well she’ll tend to be happy, however when friendships become tricky then she can feel unhappy, even distraught. Help your daughter identify what a healthy friendship looks and feels like – she should feel safe, valued and able to speak up. Unhealthy relationships, such as cliques, are restrictive, one-sided, full of gossip and criticism. To assist them to reflect on the nature of healthy relationships help your child to formulate responses to these questions: “What does a good friend look like? How does a good friend behave? What do good friends do?”

Encourage friendships with both genders

The primary school age is an ideal time for children to form friendships with both girls and boys. This is particularly valid if your child has siblings of their own gender, or don’t have siblings. It’s through these early relationships that we gain the confidence to mix with different genders in the later years. Forming friends across genders helps to break down the mystique that sometimes forms, when a child has little contact with the ‘other’ gender.

Understand the impact of gender on friendships

Research shows that boys’ friendships groups are more inclusive and less changeable than friendships enjoyed by girls, particularly those in the eight to twelve age group. If you have a girl, be ready to support your daughter through the hurt of friendship breakdowns and remind them that new friendships are just around the corner. Many girls take a disagreement with a friend personally as they don’t have the emotional development to deal with conflict constructively. Help her reflect on her own place in a friendship breakdown, and encourage her to be open to restoring a relationship once emotions are in check

Remember, friends a feather flock together

If you think that your child doesn’t have as many friends as a sibling or other children their own age, don’t be too alarmed. On average, children usually have only two or three significant friendships at any one time. It’s the quality rather than the quantity of friendships that counts. If you are concerned that your child lacks friends at school encourage them to take up a variety of extra-curricular activities. It’s easier to strike up a friendship with someone when you have something in common.

Above all else, encourage your child to be friendly by talking to others, showing an interest in what other children do, offering help when needed, and being willing to enter a game or social situation. Consider teaching your child, if necessary, alternatives to fighting and arguing when there is disagreement and conflict within groups”.

Please let me know if you have any questions

John Cardamone - Leading Teacher in Social and Emotional Learning

‘Social and emotional learning...’It’s everyone’s business!’

Don’t forget to sign up to our [parent forum](#) next week! We are so very lucky to have Dr. Beth Johnson speak about autism and ADHD. Please find the brochure on the next page of the link. Please ask other family or friends that you may think may benefit from this forum.

PROJECT MAGNET

PARENT WORKSHOP



‘What is Autism and ADHD?’

Hillsmeade Primary School is excited to announce our next parent workshop, What is Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD)? presented by Dr. Beth Johnson and Ms. Rachael Knott

What: This workshop will explore what Autism and ADHD are, how they are diagnosed, support and treatments available, and current research.

When: 13th of June 6:30pm – 7:30pm (seated by 6:20pm)

Where: Hillsmeade Primary School staffroom

RSVP: Via the office. No later than June 12th

9704 6313 or hillsmeade.ps@edumail.vic.gov.au

You can register for the MAGNET Project here <https://redcap.cdms.org.au/surveys/?s=J7EFRRH4PR> or visit <https://www.monash.edu/turner-institute/research/project-magnet> for more information. Through these workshops, we hope to not only strengthen our partnership with families but also the connections between the families and Hillsmeade. There will be discussion time, opportunities to share successful strategies you use at home and share questions or challenges you may be experiencing.

Why: Hillsmeade Primary School is partnering with Monash University and Monash Children’s Hospital to support the Monash Autism/ADHD Genetics and Neurodevelopment (MAGNET) Project. The MAGNET Project hopes to improve diagnosis and reduce time to diagnosis for autism and ADHD, but we need 1000 families from across Victoria who have a typically developing child, or a child with ASD and/or ADHD to take part in this important research. The MAGNET project team will be visiting Hillsmeade Primary School in the last week of Term 2 to complete the research with interested families. All families receive a clinical report once they have participated. In exchange, the MAGNET team are supporting Hillsmeade’s workshops for families, and assisting the STEM Gems program.

Cost: **NO COST** for the workshop or the MAGNET Project.

<https://www.monash.edu/turner-institute/research/project-magnet>

Contact the team for more information and to get involved!

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

Instagram: [monashmagnetproject](https://www.instagram.com/monashmagnetproject)

Phone: **+61 3 9903 1931**

Email: med.magnetstudy@monash.edu

OR, you can visit this webpage directly to learn more about the project and complete eligibility form: <https://redcap.cdms.org.au/surveys/?s=J7EFRRH4PR>

CONGRATULATIONS TO OUR HILLSMEADE HEROES

0/A	1/A	2/A	3/A	4/A	5/B	6/B
Ashton B	Samad Q	Kingston D	Sierra H	Tori B	Caelan	Sanah A
Tyler M	O	Soman Q	Dabir N	Kiara S	Bella-Cruize	Caleb T
0/B	1/B	2/B	3/B	4/B	5/D	6/C
Jarrar N	Liam C	Mia A	Arman S	Nadeen A	Cameron H	Kat V
Bella J	Taylor T	Ayaan B	Madiha A	Jonty S	Chloe H	Brayden H
						Aidan K
						Shyla D
0/C	1/C	2/D	3/D	4/C	5/E	6/D
Adu M	Sayla K	Ana	Ethan T	Jacob K	Mahdiah	Quratullane
Subhan H	Marcel M	Chenul	Nahil N	Stephanie P	Mia J	Keshav
0/E	1/D	2/E		4/D		
Tehan P	Olivia Y	Sade B		Moneil S		
Elliana B	Subeg S	Angel K		Anabelle T		
0/F	1/E	2/F		4/E		
Vaughn B	Aimee B	Destiah		Annalees B		
Liam I	Hannah C	Shaaru		Oliver L		

FROM MS TOOBA

والدين محترم،
بخاطر صحت و سلامتی و مراعات نمودن قانون یونیفورم مکتب، لطفاً از پوشانیدن زیورات به شاگردان در مکتب خودداری کنید. برای معلومات بیشتر میتوانید در صفحه انترننتی تعلیم و تربیه مراجعه نمایید.



STEM GEMS



Empowering girls in science, technology, engineering, art and mathematics.

Dr Beth Johnson, Mrs Collins and Mrs Bhardwaj



In the last few weeks we have been learning about the brain and how we can use our other senses, not just our eyes to know what things are. Yesterday we did this by being blindfolded and we had to feel what the object was. I had fun doing it because sometimes I got it right and sometimes I got it wrong and that's what scientists do!

Hayley 4C

We are learning about the brain and how fast it can react and also to see how all the muscles work in our body. We did a test on this by having a group of three and one person dropped the ruler and another person had to catch it, one person had to record the results of how many centimetres it dropped before we caught it. My fastest reaction time was 2cm! It was fun because sometimes we dropped it and sometimes we didn't.

Eva 4D

We have been learning about what part of the brain does what with Beth the scientist, and we drew it in our science notebooks and we labelled it. We learnt which part of the brain controls our sight and we played a game learning how fast nerves tell each other what to do by touching them. We would do this by moving our fingers or moving our neck. Something that I really remember that the big part of our brain at the back coordinates our vision. I really like STEM GEMS because it gives me the opportunity to learn more and it's fun.

Ruby 4D





Attendance Matters
Every student, Every day



Splash's

learn to swim

ACCELERATE PROGRAM

2019
Mon 1 July - Thur 4 July
Mon 23 Sept - Thur 26 Sept

It is a well researched fact that a short burst of intensive learning accelerates motor skill development



BOOK TODAY

swim safer for life!



- Small class sizes
- Structured learn to swim lessons
- Dedicated family focused learn to swim facilities
- Graded pool depth and length for all standards
- All swimmers individually assessed
- Life Saving and water safety

4 DAYS ONLY \$60

Splash's

learn to swim

60 Kangan Drive, Berwick VIC 3806
T. (03) 9707 5922

Our learn to swim program also caters to children of all ages from babies as young as 12 weeks right up to squad level swimmers.



Don't forget to hand your stickers in!

Drop them in our collection box

Woolworths Earn and Learn is back for 2019

We will be collecting Stickers between 1st May and 25th June 2019. Earn and learn stickers and sticker sheets can be placed in the box in the main office at the school or in the box at Woolworths Casey Central. Extra sticker sheets are available from the school office.



“Children need to have certain basic experiences to build the competencies that will help them manage life – the good, the bad and the ugly.”

Maggie Dent

Commonly known as the “queen of common sense”, Maggie Dent has become one of Australia’s favourite parenting authors and educators, with a particular interest in the early years, adolescence and resilience.

REAL KIDS IN AN UNREAL WORLD

Building resilience and self-esteem in today’s children (10 resilience building blocks).

This seminar will offer you practical, common-sense ideas and strategies to make small changes in your home, which will make a big difference to your children’s cognitive, physical, psychological, emotional and social health later in life.

Saturday
29 June 11am

Beaconhills College
Lola Maghanoy Centre for Performing Arts
Pakenham Campus

Book online | \$35pp
<http://shop.beaconhills.vic.edu.au/maggie-dent-seminar>

<https://www.maggiedent.com/vents/real-kids-in-an-unreal-world-pakenham-197>

Enquiries
cead@beaconhills.vic.edu.au

CEAD Continuous Engagement and Development program

Are you worried, confused or concerned about parenting in today’s chaotic world?

Children need to have certain basic experiences to build the competencies that will help them manage life – the good, the bad and the ugly. Maggie has developed a common-sense, practical model of 10 building blocks that will reassure parents that what we have always known to be important in the early years of a child’s life is still important. This seminar will offer you practical, common-sense ideas and strategies to make small changes in your home, which will make a big difference to your children’s cognitive, physical, psychological, emotional and social health later in life.



Beaconhills College

Every Tuesday is: School Banking Day



2019 Women’s Business Lunch The Magic of Winging It

Join us as we welcome Emma Isaacs, Founder and Global CEO of Business Chicks as our guest speaker for the Casey Cardinia Women’s Business Lunch.



Friday 9 August 2019

With some brilliant prizes on offer throughout the event, a fabulous two course lunch and a glass of bubbly on arrival, there’s just one thing left to do – secure your seats today!

For more information and to secure your place visit <https://www.trybooking.com/487703>

This event is proudly supported by:



View the full range of events at caseycardinia.com.au/events



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



Moonlit Sanctuary KEEPER CLUB

Go wild these school holidays!

If you have some junior wildlife lovers looking for fun over the holidays, check out our Keepers Club holiday program.

In a day full of fun hands-on activities, they will get up close to many animals including dingos and pythons and learn how their keepers work to keep them happy and healthy.

Places are limited so book early and make your junior keeper’s day!

For ages 7-14. Cost: \$90



moonlitsanctuary.com.au | t. 5978 7935 | e. bookings@moonlit-sanctuary.com