



Do we have your up to date contact information?

Email us @

hillsmeade.ps@edumail.vic.gov.au



The Link

Hillsmeade Primary School Newsletter

Issue No 11—WED 29th APRIL

TERM 2
2020



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



We are committed to remote learning that is:

REASONABLE
PURPOSEFUL
CONSISTENT
SUSTAINABLE

FROM THE PRINCIPAL

Dear Hillsmeade Community,

Happy week 3 of Term 2 everyone. I hope that you have all had a great week. I am so proud of the way our community are supporting each other at this time. A huge well done to our parents and carers who are really doing an AMAZING job in supporting learning at home. We are so proud of the way you are partnering with us. Keep up the amazing effort.



A huge congratulations to last weeks I RESPECT wrist band winners. Our Hillsmeade I RESPECT wrist bands are awarded based on staff nomination of students demonstrating our school values. A big well done to last week's winners!

- Angus S 2/F
- Dion T 4/C
- Hamed N 4/D

Hillsmeade Happenings

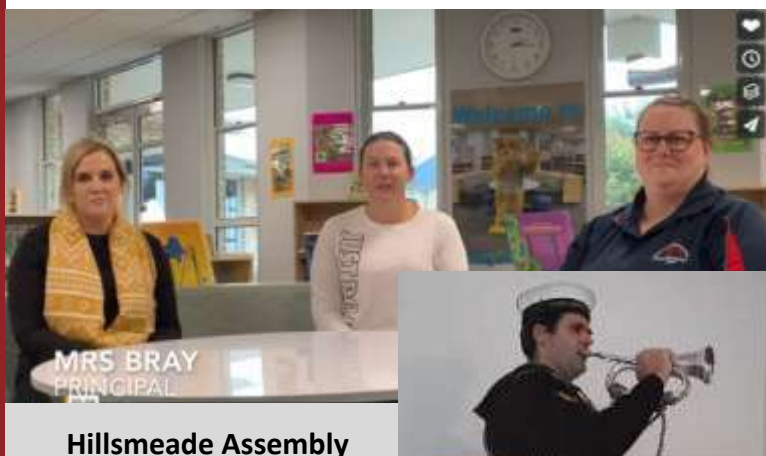
We hope that you are enjoying the weekly Hillsmeade Happenings episodes each Monday. A big thank you to Travis Cole for putting these together.

Hillsmeade Happenings Episode 3

<https://vimeo.com/412123288/7e40cc26f7>

Hillsmeade Happenings Episode 2

<https://vimeo.com/409429795/5209df0b7e>



Hillsmeade Assembly

We hope that you enjoyed our very first virtual assembly last Friday. A big thank you to Jess Szalek for putting together our very first virtual assembly. A big thank you to staff who contributed. We were very pleased to hear the wonderful comments from our community who enjoyed the assembly.

<https://vimeo.com/412123288/411236319>

Reading Support Portal

We are excited to share a new feature on our website, the Reading Support Portal. Our Intervention Team have designed a series of tasks to support texts that can be accessed by logging in to Epic! Each week, new tasks will be uploaded to the website. Simply click on the book icon that represents your home reading level to access reading support tasks that provide a balance of support and challenge. **Happy reading!**

FROM THE PRINCIPAL

Compass Learning Tasks

The next stage of remote learning will introduce a new feature of Compass – Learning Tasks. Parents have been sent an email with their child/ren’s login details for the student portal of Compass.

Student access to Compass allows teachers to assign assessment tasks to students during remote learning. Students will be able to submit tasks by uploading their work in the form of an attachment, such as a photo or document file.

Parents and carers will also have visibility of the Learning Tasks and teacher feedback via the parent portal.

Our First Practice Learning Task

This week, a practice task will be assigned to all students. This will support families in becoming familiar with Compass Learning Tasks and students learning how to submit a task for teacher feedback.

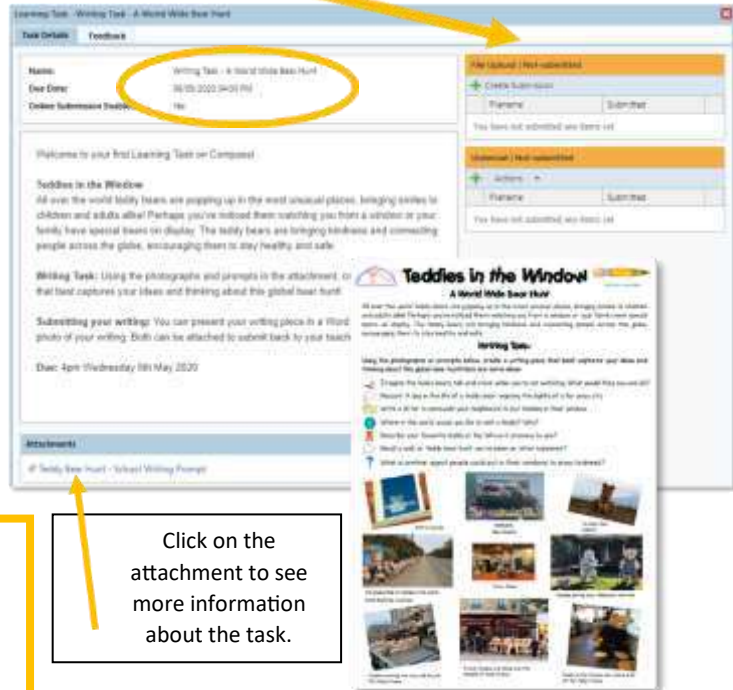
3. You will see a welcome message, the task description in an attachment, the due date and where to upload your work.

Student Portal on Compass – Accessing Learning Tasks

1. Students log in to Compass. Click on the pencil icon. Select Learning Tasks from the drop down menu.



2. Click on the Writing Task.



Click on the attachment to see more information about the task.

DID YOU KNOW?

Our school website has many helpful pages regarding how to use compass.

<https://www.hillsmeade.vic.edu.au/school-portal/why-features/>

AN EXAMPLE OF THE READING SUPPORT TASKS ON THE READING SUPPORT PORTAL

WEEK 3

Red Level Reading Support

LEARNING FROM HOME

Picture Prompts

WHAT DO GOOD READERS DO?



Picture	Prompts
	<ul style="list-style-type: none"> Listen to the text Log on to Epic using your class code Find the book shown for your learning this week Find a quiet place where you can hear clearly You need to be doing whole body listening
	<ul style="list-style-type: none"> Time for you to read about Remember to: <ul style="list-style-type: none"> Use pictures (these help you to work out words) Look at the first sound of the word Match the first sound and picture to help you work out the word
	<ul style="list-style-type: none"> Use a pencil to complete this task Keep all your work in the same place
	<ul style="list-style-type: none"> This is your speaking, listening and sharing time
	<ul style="list-style-type: none"> Use glue and scissors to cut and paste to complete the task
	<ul style="list-style-type: none"> More please! You can choose one or more of these activities

DAY 1

Remember to use your prompt sheet

Learning Intention: To listen to and read the book about lion cubs.

-  Listen to the book.
-  Read along with an adult.
-  Copy a favourite lion cub picture from the book and tell an adult why you chose it.
-  Talk to an adult about what you have read.

DAY 2

Learning Intention: To notice that pictures and first sounds help reading.

-  Listen to the book again.
-  Read to an adult.
-  **What to look at**
Look at this page in your book.
-  The pictures and first sounds help you to read the words.
-  Draw two pictures from your book. Write the matching word for each one.
-  Talk to an adult about your pictures. Play a game of 'I Spy'.

Are you currently eligible for the CSEF?

State Schools' Relief have a limited number of the following resources to support families, who are eligible for the CSEF, during remote learning.

If you are eligible for the CSEF and need any of these items, please email the school with the subject 'State Schools' Relief'. Please list your children's full names and year levels as well as the items needed.

SUPPORTING STUDENTS IN NEED
with remote and flexible learning in 2020

**C.S.E.F. Do you have a health care card?**

You may be eligible to apply for the CSEF (Camps Sports Excursion Fund) which gives each student \$125 per year to go towards Camps, Sports, Excursions and Incursions at Hillsmeade Primary School.

Applications must be submitted by Friday 19th of June 2020.

Send us email for a digital application form.




Signature of carholder: _____

The online 2020 Application Form is available at: <https://www.hillsmeade.vic.edu.au/parents>

Read by the Hillsmeade Government Department of Human Services on behalf of the Department of Social Services

VICTORIA
 CUSTOMER NAME: _____
 CUSTOMER ADDRESS: _____
 CUSTOMER PHONE: _____
 ONE: TTT-111-111A
 CUSTOMER NAME: _____
 CATEGORY: _____
 CATEGORY 2: _____
 CATEGORY 3: _____
 CATEGORY 4: _____
 CATEGORY 5: _____
 NAME: HILLMEADE PS (2020)

Expires: **21 JAN 201X**

LEARNING FROM HOME TIPS

As we enter our third week of remote learning, I would like to take the opportunity to express the immense pride I have for the resilience and teamwork being demonstrated by our school community. I would also like to take a moment to revisit a key message for parents and carers, shared by the Department of Education, at the beginning of our transition to remote learning;

'remember that no one expects you to be a subject matter expert or teacher. The most important thing you can do is to continue to provide comfort, support and encouragement to your child.'

Below, we have shared some tips from the DET as well as our teachers and hope these may help you in supporting your children at home during remote learning.

How you can support your child

You can support your child by:

- having a routine and setting expectations
- making sure your child has a space to work
- Providing a level of supervision suitable to your child's stage of development
- monitoring communications from teachers
- checking in with your child often to help them manage and pace their work
- monitoring how much time your child is spending online.

We find that children benefit from a visual schedule. Many students particularly enjoy being able to cross out the tasks as they finish them or move a picture to the 'finished' section.



SETTING UP A LEARNING ENVIRONMENT

Every home is different but it's important to provide a quiet and comfortable space in which to learn.

Where possible, extended learning should take place in a space your family shares. For example, a lounge room or dining room. These spaces are preferable over a bedroom, where your child can feel isolated and supervision can be more challenging.

It should be a place:

- that can be quiet at times
- that has a strong internet signal, if possible
- where you or another adult is present as you would normally when your child is online, dependent on age

State Schools Relief is supporting families who are eligible for the CSEF to create home learning environments by providing a limited number of desks and chairs

ESTABLISHING ROUTINES AND EXPECTATIONS

Start and end each day with a check-in to help your child:

- clarify and understand the instructions they get from their teachers
- help them organise themselves and set priorities for their learning at home.
- A healthy daily routine is great for mental and physical health, as well as concentration and learning.

Encourage regular exercise breaks. This might mean going for a walk, using exercise DVDs and apps, dancing, floor exercises or using home exercise equipment.

Encourage healthy eating habits and make sure they drink enough water.

LEARNING FROM HOME TIPS

You may like to make this a part of building the visual schedule for the day. Children, like all of us, respond well to having some control over their day. If your child is resisting engaging in learning, it may be helpful to offer them limited options. E.g. *Would you prefer to do your maths learning or reading first?*

Communicating with your child

While morning conversation is focused on helping your child organise their day, an afternoon check-in can be a great opportunity to celebrate successes as well as reflect on challenges.

In the afternoon, ask:

- What did you learn/get better at today?
- What was challenging? You could come up with a way to deal with the same problem if it comes up again.
- Consider three things that went well today. Why were they good?
- Are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

ADVICE FOR PARENTS OF CHILDREN WITH ADDITIONAL NEEDS

- [How you can support your child with additional needs at home](#) – this resource helps you support your child's learning at home.
- [Understanding learning difficulties for parents: a practical guide](#) – this guide provides you with practical advice about learning difficulties. This includes the evidence base supporting particular intervention programs and a [recommended apps](#) list for children with learning difficulties.

From the City of Casey

Kindergarten 2021 registration reminder!

Is your child registered for kindergarten for 2021? If you child is due to attend kindergarten in 2021 and you have not already registered, now is the time!

For your registration to be received on time, it needs to be submitted by 30th April 2020.

Registrations after 30 April are processed as late registrations.

To find out more about our kindergartens or to register your child visit:

<https://www.casey.vic.gov.au/cit-of-casey-kindergartens>

STUDENT SCIENCE!



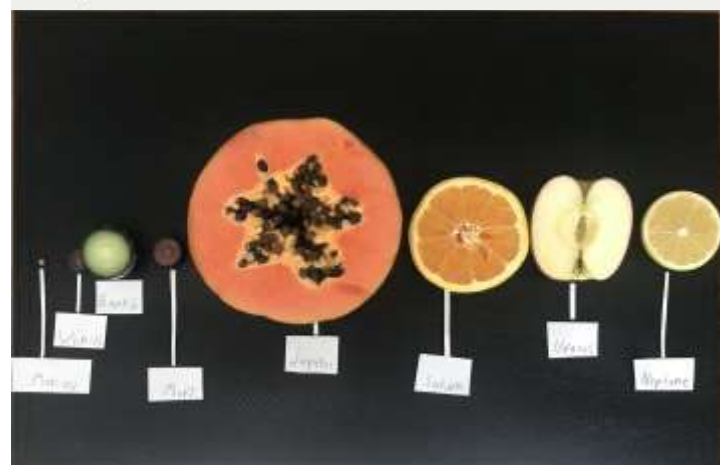
Yummy and Mouth-watering Solar System

Mahtab S in 5C created this delicious Solar System using fresh fruits for his Science task last week. I am so glad he took this photo before he ate all his yummy fruits.

I am quite impressed by his scaling to match the respective planets. Try making a solar system in your house and remember to label which four planets should be the gas giants and which four planets should be the terrestrial planets.

You can also make your own mnemonics to learn the order of all planets in our solar system. I do like this one!

Mrs Bhardwaj



#RemoteLearning4Hillsmeade

We know that Term 2 is unlike any other Term 2 we have had in our school. But, we are all in this together. Please enjoy the below shared images of our students positively engaging in remote learning. We are so proud of our school community and the way we are all supporting each other during this testing time.



Thank you Mason Prep F for sharing your work with us!



Science tasks with Kira in 3/A



Grace 2/A We loved seeing your writing and drawing.



CJ 5/D what a wonderful playground you have built!

#RemoteLearning4Hillsmeade



Thank you for the update
Eunice Xaris and Eden!

Mason 1/E and his AWESOME work!



Ashlee and Austin keeping active while at home.



Congratulations to Tessa Parmenter and her partner Tim on the arrival of baby Georgia!

We would love to see photos of families learning from home!
Email us at
hillsmeade.ps@edumail.vic.gov.au

FROM MR CARDAMONE



Good Afternoon Hillsmeade Community,

Happy week 3, I hope it has been a positive one. Over the last few weeks we have been focusing on how to discuss the challenge we are

facing with our children. This week I wanted to share about the importance of family connections. Family connections in a time of crisis is a powerful protective factor. Children benefit from having the connection, sense of belonging and security in knowing that family will be there for them no matter the circumstances.

In these difficult times, for children it can be really scary, especially when things are uncertain. We know children can thrive when situations are predictable. With the restrictions, this can be an opportunity for your family to start building positive family connections, through family rituals, spending quality time together- playing board games, cooking or just being silly together whatever that might look like.

I made bread over the weekend with my family, it



was a very positive experience, and little Vincent thought throwing flour everywhere was the best part and we just joined in (the best experience for our families and children in life can be

for free).

Below I have shared another article by Andrew Fuller on creating resilient families, he touches on some points I have made above. If you would like to know more please visit:

<https://www.theparentswebsite.com.au>

“Resilience is the happy knack of being able to bungy jump through life. When the inevitable pitfalls and setbacks of life occur, it is as if you have an elasticised rope around your middle that helps you to bounce back from hard times.”

Ten Tips for Creating Resilient Families

Promote Belonging

The sense of belonging we have is the strongest antidote we know of for self harm, depression and drug abuse and it's built on our sense of belonging. Children are most resilient when they have three types of belonging:

- 1. A sense of being part of a family**
- 2. Having different friendships to belong to**
- 3. Having an adult outside their family who connects with them.**

Have some Mooch Time

We live in a world that suffers from attention deficit disorder. We rush children from activity to activity, from lesson to lesson and from one organised event to another. Then we wonder why, when there is a lull that they say ‘I’m bored’. Be a counter-revolutionary. Find some time each week just to be at home without anything structured happening. Quiet times allow children to develop creativity and ingenuity.

Rediscover some Family Rituals

Family rituals are strong predictors of resilience. It doesn't matter whether it is the family walk after dinner, the Sunday roast, the Friday night pizza or the Saturday morning clean up – rituals are highly protective. The best rituals often cost nothing. These are the activities you hope that later on your children will reminisce and say ‘Mum always made sure we did...’ or ‘Dad always made sure we did...’

Spontaneity and Curiosity

Spontaneity and curiosity are the building blocks of good mental health. You cannot tell someone how to have better mental health and you can't give it to them by getting them to read a book.

So the really hard message here is that if you want to raise your children to have mentally healthy lives, you are going to have to have a good time yourself. If you want your children to succeed you need to show them that success is worth having.

Love Kids for their Differences

When families' function well, individuals in the family are allowed to be different and to be loved for

We all know that children take on different roles. A father of three said, 'It's as if they have a planning meeting once a year and say, "you be the good kid, I'll be the sick kid and the other one can be the trouble-maker"! And then just when you think you've got it figured out they change roles again'.

Having children who are strongly individual and who have a sense of who they are is a sign of good parenting. The problem may of course be that they will then express their independent spirit in ways that you don't like. The ideal is a mix between someone who preserves their own uniqueness and is able to work with others without becoming dictated to by them. Someone who has their own independent nature but is comfortable enough with themselves to allow inter-dependence.

It is Clear who is in Charge

Families do not work well as democracies. In fact they seem to work best as benevolent dictatorships in which the parent or parents consult a lot with their children but at the end of the day, the parent has the final say.

Some parents fear that if they take charge that they will lose the friendship of their children, but often the reverse is true. In families where parents fail to take their own role seriously, children may feel that to express their independence they need to engage in risk-taking behaviour and avoid responsibility.

Authoritative parenting allows children to feel safe, have clear boundaries and flourish.

Consistency

Consistency is the ideal. Having parents who agree on rules and standards and who convey the same sorts of messages and who value compassion over coercion, clearly has the best outcome in terms of children's wellbeing. It is also important that parents not be open to manipulation and work together as a team.

Life however is not always so simple and we all know from sad and sour experience that parents cannot always be consistent. Sometimes parents have different value systems or can't come to a consistent way to handle particular areas. In these situations, a second possibility is to for one parent to take charge of a particular area. This is not the most desirable solution but it is better than having parents in conflict over management issues or worse, undermining one another.

In single parent families or where parents are separated the same principle applies.

Teach the Skills of Self-Esteem

Families that work well seem to praise one another a lot. Compliments are made, positive efforts are commented on. Optimism is in the air. Even in these families, teenagers still shrug and say, 'yeah, Mum' or 'yeah, Dad' whenever a compliment is made.

Teaching the skills of self-praise is useful. One way of doing this is to ask questions extensively about any achievement or accomplishment. Asking questions like, 'How did you do that?', 'How come you did so well at that test?', 'What did you do?' and 'Have you been doing homework behind my back?'

Know how to Argue

Families that work well know how to argue. It seems strange to say this because we all have the sense those families that work well don't have conflicts.

The family is really where we learn to resolve disputes fairly. The way that parents teach children to resolve differences of opinion with their brothers and sisters provides the basis for sharing, negotiating and problem-solving in the world beyond the family. While differences of opinion should be allowed to be expressed, children also need to learn that they will not be able to win at all costs

Parents are Reliably Unpredictable

With young children it is important to provide consistency and predictability. This allows them to feel sure of you. After a while though, a bit of predictability can go a long way. To many children, most parents are about as predictable as a washing machine cycle. It is important to have structure and consistency but it is also useful to act in ways that your children wouldn't expect. This keeps them interested in learning from you or least wondering what you are up to. Perhaps the most important feature of parents in healthy families is that they realise that all of the above is desirable but not always possible, and so they look at how to promote good functioning while not wasting energy on blaming themselves for the times when things don't quite work out as they had planned".

Thank you - Mr John Cardamone Leading Teacher SEL

CONGRATULATIONS TO OUR

HILLSMEADE HEROES

Prep A	1/A	2/A	3/A	4/A	5/A	6/A
Jordan A	Brayden H	Oliver S	Michael T	Oliver S	Sam L	Isabella S
	Chloe L	Riley M	Daniel M			Alex P
Prep B	1/B	2/B	3/B	4/C	5/B	6/B
	Omar F	Blake O	Jayden H	Cooper K	Hayden T	Hayden S
	Amity V		Sean A	Aishah S		Chevy S
Prep C	1/D	2/C	3/C	4/D	5/C	6/C
Thomas B	Mason D	Danish M	Chloe L	William M	Lara N	Darcey R
	Taylah R	Yalda N	Mahli T	Deegan C	Sid P	Tyler M
Prep D	1/E	2/D	3/D	4/E	5/D	6/D
Yaana O	Zali W	Edward C	Lex W	Mohammed J	Isabella Z	Jake E
	Ashton B	Alex R	Cooper W	Jackson H		Meily S
Prep F		2/E	3/E		5/E	6/E
Isabella K		Cody B	Zaine B		Luca D	Danen E
		Indiana M			Eunice A	Ruby J
		2/F				
		Keisha D				
		Vahin M				

PREMIER'S READING CHALLENGE

Athini A 5/A

Austin W Prep C

Ali T 2/C

Brandon M Prep A

DIGITAL CERTIFICATES

Please send us an email if you would like a .pdf certificate from Friday's virtual Assembly.
hillsmeade.ps@edumail.vic.gov.au

FROM THE WRITING PUPPET!

Dear Hillsmeade,

Last week I finally arrived at Miss Page's house after a long journey from Writing HQ. I've been sent to keep an eye on Miss Page to make sure she is being a good writing teacher. Word on the street is that she drinks too much coffee!



Miss Page thought I was a bag of coffee beans! Did you see Hillsmeade Happenings?



Surprise!
It's me!

Unfortunately, I don't have a proper name yet. I also don't know much about why you enjoy writing at Hillsmeade. Could you please write back to me with a new name and to tell me why you love writing so much. I have some funky writing prizes to share.

Send your thoughts to npage@hillsmeade.vic.edu.au by Monday May 4th.



















I can't wait to share writing ideas with everyone at Hillsmeade over the next few weeks and to meet you at school soon!

Lots of Smiles,
Your Writing Puppet

PS...I can confirm
Miss Page is
ALWAYS drinking
coffee!



COMPASS FOR STUDENTS AND FAMILIES

	Student Compass 	Parent Compass 
Logins required		
Daily lessons visible on the class newsfeed		
Learning Tasks for assessment assigned to students		
Students attach work to submit to the teacher (photo or document file)		
Visibility of student Learning Tasks on Compass		
Compass alerts for Learning Tasks due within a week		
Teacher feedback shared and visible in response to Learning Task		
Attendance and absence notes		
Community communication – The Link, events, school updates	