



# The Link

Hillsmeade Primary School Newsletter

Issue No 9—WED 15th 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,

Learning will look a little different in Term 2! We want to reassure our community that as a school, we are committed to learning that is reasonable, purposeful, consistent and sustainable.

We can think about our school environment in four elements:

- **Students and families** – we are still working in partnership and will maintain connectedness between school and home.
- **Skilled teachers** – good teaching is still good teaching in the online environment. Our teachers are using their knowledge about teaching and learning in new, innovative ways.
- **The curriculum** – this is still the same. Our teachers are planning purposeful lessons aligned to the Victorian Curriculum.
- **The classroom** – this is the element that has changed! This will require adapting to new routines and ways of working. We are well-prepared as a school to support families throughout Term 2, so that students continue to make progress in their learning.



Our **Transition to Remote Learning Parent/Carer Handbook** is available on our website, through the Home Learning Portal.

<https://www.hillsmeade.vic.edu.au/hlp/>

This resource is very useful to revisit throughout the term for information about:

- School operations and communication
- Teaching and learning
- Monitoring learner engagement
- Student health and wellbeing
- Frequently asked questions about remote learning

Do we have your up to date contact information?

Email us @

[hillsmeade.ps@edumail.vic.gov.au](mailto:hillsmeade.ps@edumail.vic.gov.au)



# FROM THE PRINCIPAL

The holidays were definitely different for us in the Bray household. We did a lot of staying home. We celebrated Gemma's 9<sup>th</sup> birthday very quietly at home, although there was still an ice-cream cake.

I had a go at doing a little more exercise than normal. As a family we went for some nice walks and some super long bike rides. Sometimes the weather was really lovely.

I did a lot of face timing with friends and family and checking in on them to make sure that they were doing okay, particularly our family who live far away.

I cleaned up all of those cupboards that I always manage to miss. I cleaned all the rooms and moved the furniture (which was an event).

My daughters and I had a go at making some fancy desserts. And .... We really enjoyed eating them.

On the holidays I also set up a good space to work from home.



# HOW DID YOU SPEND THE HOLIDAYS?



**Here's how Miss Smith enjoyed her holidays!**



# HOW DID YOU SPEND THE HOLIDAYS?

I also spent some time learning how to paint with watercolours. It has been a lot of fun!



My cat, Max, and I are in a battle.

She has discovered how to get under the blankets on my couch – which are there to protect the couch from her claws and fur.

Every time I leave the apartment, she sneaks under the blankets!

Can you see her?



I read soooooo many books during the holidays!

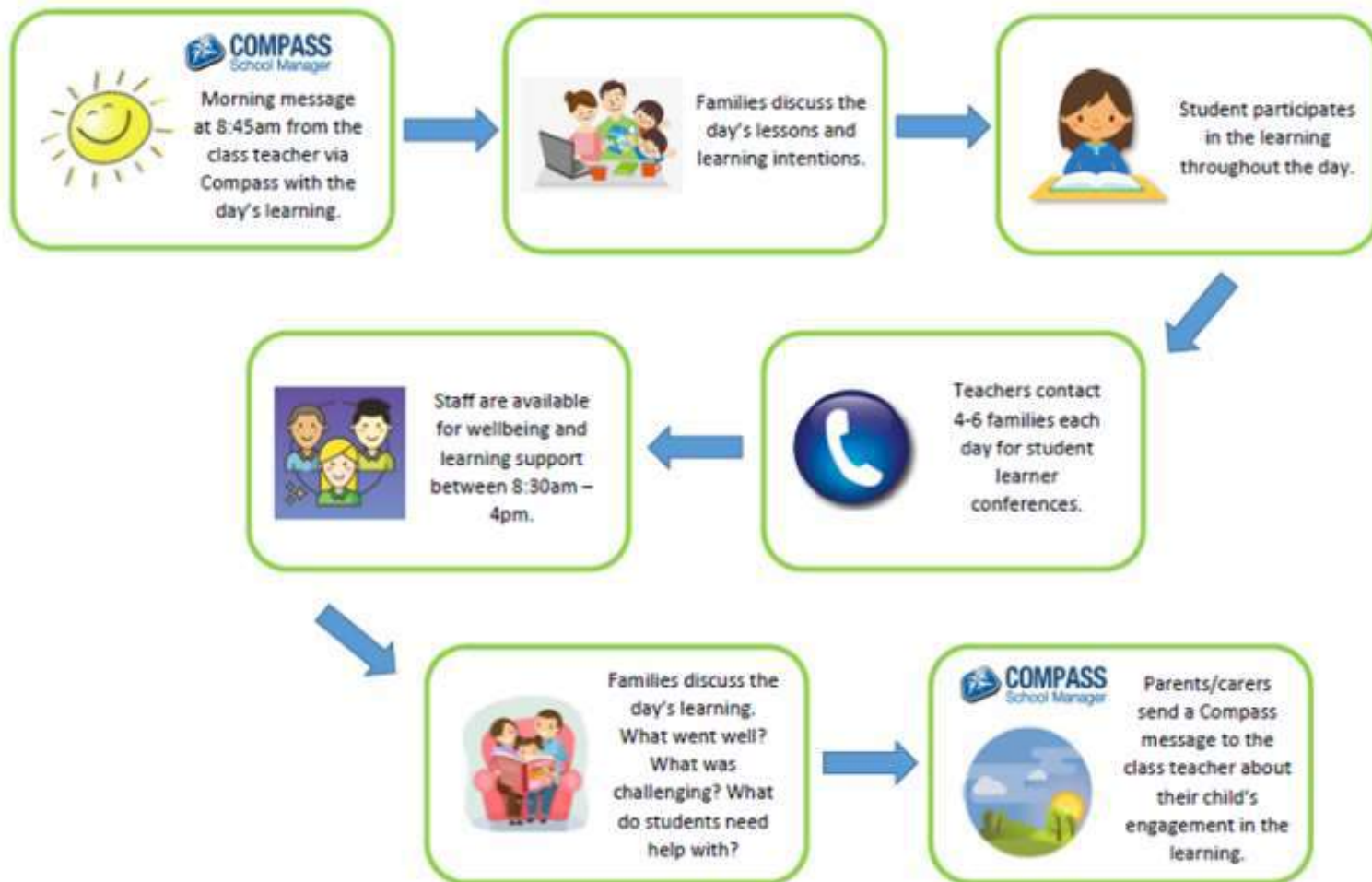


OK. So, I didn't actually ride a dinosaur on the holidays. But, I did ride my bike and go for a walk nearly every day. I have walked/cycled nearly 50km already this month!

I definitely earned some afternoon naps after all that exercise!



## THE SCHOOL DAY DURING REMOTE LEARNING



## FROM THE PRINCIPAL



## For parents



Home > For parents > Learning and play

## Learning from home information for parents

This page provides advice, tips and resources to help you support your child's continuity of learning from home.

To increase physical distancing across the population and prevent the transmission of coronavirus (COVID-19), children in government schools will move to remote and flexible learning and care at the commencement of Term 2.

This means that from the start of Term 2 most children will be learning from home.

For more information on coronavirus (COVID-19), visit the [Victorian Government website](#).

### LITERACY AND NUMERACY TIPS TO HELP YOUR CHILD EVERY DAY

A GUIDE FOR PARENTS OF CHILDREN AGED 0-12



[https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/english/literacy/LiteracyandNumeracyTipstoHelpYourChild\\_Final.pdf](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/english/literacy/LiteracyandNumeracyTipstoHelpYourChild_Final.pdf)

<https://www.education.vic.gov.au/parents/learning/Pages/home-learning.aspx#link38>

#### Learning from home fact sheet for parents

[Download the fact sheet \(docx - 106kb\)](#)

#### This section: Learning and play

Play-based learning for preschoolers

Play and learning for babies

> Literacy and English

### Literacy Teaching Toolkit

Practical advice and high-impact teaching practices that improve outcomes in reading, writing and speaking and listening.



#### Explore the toolkit

We're testing out a new way to navigate the toolkit. Leave feedback using the widget at the bottom of the screen, or you can skip to the old navigation.

Early childhood > Foundation to level 6 > Reading and viewing

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/>

Home > Curriculum > Early years > Early years curriculum resources

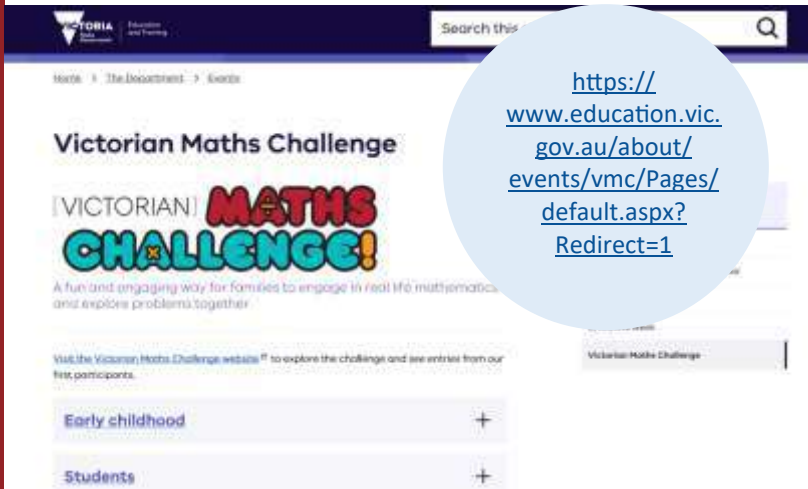
### EARLY YEARS CURRICULUM RESOURCES

Videos, learning and development plans, curriculum for children aged 0-6 years, practice programs and

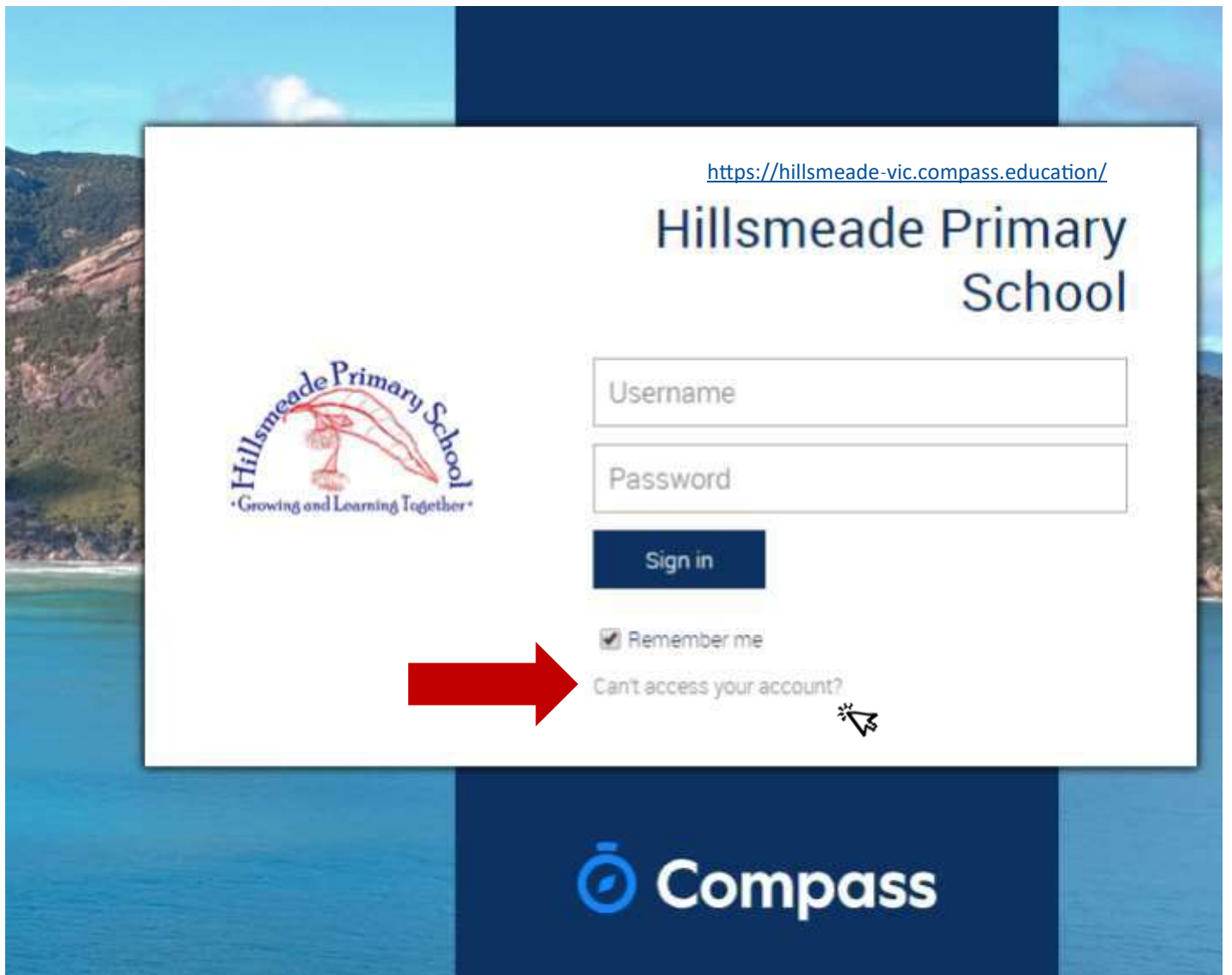
<https://www.vcaa.vic.edu.au/curriculum/earlyyears/ey-curriculum-resources/Pages/Index.aspx>

Birth to 3 years > Transition to school: support for children with > Supporting Bilingual, Multilingual and Language Learning > Early Years Exchange > Evaluation Reports >

# FROM THE PRINCIPAL



## HOW DO I RESET MY COMPASS PASSWORD?



## FROM MR CARDAMONE



Good Afternoon Hillsmeade Community,

I hope everyone has had the opportunity to rest and spend some quality family time together. We know that this is a difficult time for everyone, due partly to the uncertainty around when things will return to normal. Our children will be looking at us as role models, as stated in my last link article. They will be watching how we respond to the challenges we are facing and will times and learn from us how to respond in a stressful situations.

I certainly have been making the most of spending time at home with my family, I have been learning about animal sounds with my son, (as you will see on Hillsmeade Happenings) making play doh and rediscovering my rolling and cutting skills.

To assist with discussions around the Corona Virus and to establish routines to remote learning, Andrew Fuller has written "**Talking to Young People about Corona Virus (COVID-19)-Phase One - Bewilderment and Fear**". There are two parts to this, I will be sharing the other part next week.

Andrew Fuller is a clinical psychologist. He works with many schools and communities in Australia and internationally, specialising in the wellbeing of young people and their families. You can find out more at his website <https://andrewfuller.com.au/>

*"The role of parents and adults in talking to young people through this time is crucial.*

*As the situation progresses the types of challenges we will face will change as will the general reaction of most people. This most likely follow some fairly predictable stages.*

*I will release a series of statements over the weeks as I feel people generally have reached the next stage of coping with the virus. The conversations parents will need to have with their children will change as we go through this.*

*The general patterns of people's reactions have been identified from how populations responded at different stages to the influenza outbreaks of 1918-20 and 1957 in Singapore and the USA as well as SARS, HIV and bird flu (H5N1).*

*The current challenges to us all, heighten and amplify everyone's feelings. Young people and children will vary in their feelings some appearing to be relatively unconcerned while others are restless and sleepless.*

*Let's consider ways to get through this first phase successfully.*

*The predominant feeling in this first phase will be one of bewilderment and panic driven by fear. At times you will feel you may be over-reacting, at others whether you are under-reacting. Uncertainty is common during this stage.*

*Conflicting messages about levels of risk will drive fear and we have already seen hoarding behaviours as people attempt to protect themselves from being impacted.*

*Clearly when a society has such a powerful reaction to an outbreak, the effects are transmitted to young people.*

### **What young people may think?**

*Fears of death are common at the best of times in middle childhood and are added to by the sometimes, morbid thoughts of teenagers. These are not the best of times.*

*This may bring an over-estimation of the likelihood of fatality in either themselves or other family members resulting in clinginess, checking on everyone's whereabouts or frantic distraction often through compulsively playing computer games.*

*Some others may become reckless as if being 'death-defying' will prove to themselves that they are stronger than this threat.*

*A few young people will be able to express their fears directly and be able to have conversations where risks can be appraised.*

### **What young people may feel?**

*Awareness of feelings will vary. Some will acutely sense fear and may experience disturbed sleep. Other will be 'out of sorts' and grumpy with little understanding that their feelings relate to changed circumstances.*

### **What you may see?**

*While some young people may initially see this as an enforced holiday with an opportunity to binge on their favourite computer games, other may be irritable and be atypically reactive to disruptions and changes. How young people deal with fear varies.*

*Transition times in homes (bedtimes, mealtimes, getting up in the morning and stopping playing computer games) may be times for high friction. Slowly ease into these changes.*

*Handling the stress of being with your children possibly 24/7 is something I'll discuss in the paper on the next stage.*

## FROM MR CARDAMONE

*When the world feels uncontrollable some people become controlling. This can be of personal belongings, family member's comings and goings and siblings. This also explains why some young people will become so fixated on playing computer games. When the world feels uncontrollable, you go towards the things you can control.*

*Other children become more primitive. One sign of this is siblings demanding severe reprimands and punishments if their brothers or sisters engage in minor misdemeanours. When parents (wisely) do not comply, criticism will be hurled at them.*

### **What you may consider doing?**

*Be a cool and collected parent as much as you can. You may need to find a safe place for yourself at times where you can re-collect yourself. Sitting in your car, alone might be such a place.*

*Try to keep family routines as stable as possible. If you are spending more time with one another attempt to give family members as much space as they need. You may even consider develop a signal that indicates to others that you need some alone time.*

*Uncertainty about money, work stability, food availability and health status put pressure on us all. Plan as much as you can but don't turn these times into a catastrophe.*

*Having siblings spending too much time together is often a recipe for conflict.*

*This is not the time to overly restrict screen-time. Young people use devices to socialize and will need to do so over the next few weeks.*

*Gaming is a good source of connection with others and also distraction.*

*Don't be at their beck and call all day long.*

*This depends of course, on the age of your child but try to keep some times for yourself.*

*I recommend you do not when you enter a room to find a child or teen draped across a couch in idle bliss that your first greeting is to ask, 'haven't you got work to do?'*

*Don't binge on news updates. Use high quality sources to be well informed once a day, no more.*

### **What you may consider saying to young people?**

*These are uncertain times. We don't know how long this will last.*

*The best minds around the world are already working on vaccines and ways to prevent us getting sick.*

*This is awful but it is not the entire world and The way we feel now is not going to be the way we will always feel.*

*We will do everything we can to make sure you and our family are safe.*

*Even if one of us does get sick the risk of becoming seriously ill is low.*

*If they ask, 'will I die?' your best answer is 'no.'*

*The world has been through health challenges*

*Like this before and come through and we will again.*

*Andrew's books, " **Tricky Teens**" and "**Tricky Kids**" (Bad Apple Press) may be useful during these times*

### **Stay in touch with Andrew**

#### **On face book:**

*andrewfullerpsychologist*

*Learning Strengths*

#### **On Linked-in and at**

[www.andrewfuller.com.au](http://www.andrewfuller.com.au)

[www.mylearningstrengths.com](http://www.mylearningstrengths.com)"

Thank you.

### **John Cardamone**

#### **Leading Teacher in Social and Emotional Learning**

*Social and emotional learning... 'It's everyone's business!'*

#### **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 19<sup>th</sup> of June 2020.**

Send us email for a digital application form.



# 5 Tips for Writing at Home



*Writing helps communicate thoughts, ideas, opinions and feelings. However, writing is not an easy task for all students. It is challenging to put thoughts into words on a page in an organised manner. The good news is that parents and carers can support and enrich their children's writing skills in the home environment. This support may help make the task of writing easier and more enjoyable for students!*

- 1. Writing Zone:** Develop a consistent and relaxing writing space in your home, ideally where your child can do most of their learning. This area should have a desk or table, chair and ideally near natural light. Also, good writers do good thinking, therefore writing time should be peaceful and without distraction. Try playing relaxing music as your child writes. Having funky textas, crayons and pencils, as well as colourful paper, will be a great motivation for student authors.



- 2. Oral Language:** If you can't say it, you can't write it! This is true for all authors regardless of experience. Therefore building vocabulary is crucial, especially when our conversations are limited due to the current situation. Choose strong vocabulary words to learn at home. Use these words in your daily conversations with your child. Words such as 'compassion' and 'curiosity' are a great start. See if your child can use them both in a conversation and writing.



- 3. Writing is Everywhere:** Build writing opportunities into your everyday tasks. Your child could write a shopping list, help you compose a family email or write together in a family journal. Highlight how everyday authors can write for a variety of purposes.



- 4. Everyone is a Writer:** Allow your child to see you as an author. Take time to share your writing with them and talk about how you use writing in your personal and professional life. Show a variety of different written work such as a written letter, business communication or journal page.



- 5. Let them shine!** When your child finishes a piece of writing let them share it with you. You may want to use this time to offer valuable feedback, or just let them know how proud you are of their efforts. Consider having an 'Authors Chair' where your child reads their writing and you record it to share with family and friends.



*Good writers do good thinking!*





## ***Encouraging a scientific mind***

Science forms part of our everyday lives. Our students say they enjoy science when it is fun, interesting, fascinating, cool and most important of all when they have to figure out things by themselves!

Let our students be the 'science expert' at home. We don't have to wear a lab coat and twirl a test-tube to encourage our children to connect science to the real world.

*Families who explore together nurture young scientists!*

**See science everywhere:** Nurture their curiosity: Ask open-ended questions and take time to encourage answers. The skills of science can and should be practiced everywhere. "What shapes do you see in that spider web?" "Does the crust on this bread feel different from the crust on that one?" "How long will an ice cube last sitting on the counter? "Will it last longer on another surface?" "Why is the moon following us?"



**Set High Expectations:** What you say to your child is important. But what may be even more important is what you don't say. If you tell your children, "I never liked science in school" or "I got my worst grades in science," you convey the expectation that science will be boring or difficult, or worse. On the other hand, if you say, "I wish I could do that experiment with you" or "I'm so glad that you are having opportunities that I missed," you will open doors for your children.

**Lead family discussions on science-related topics:** Dinnertime might be an ideal time for your family to have discussions about news stories that are science based, like space shuttle missions, severe weather conditions, or new medical breakthroughs. Movies and TV shows with science-related storylines are also great topics for discussion.



**Encourage girls and boys equally:** Many girls are left out of challenging activities simply because of their gender. Don't forget, that girls are every bit as curious as boys are about science.

**Make it personal:** Find out about famous scientists and research unique and exciting inventions up to and including the present day. Who knows, you may have the next Stephen Hawking or Marie Curie at home!

**Explore and find the answers together:** You don't have to be your child's encyclopaedia and quickly try to answer all your child's questions. Responding with "What do you think?" or "I don't know but we can find out together" can stimulate more thoughts.



## FOXY'S TIPS FOR READING AT HOME

# 1

### Establish a home reading routine.

Reading will be included in the daily lesson outline you receive from your teacher. Where possible it would be a great idea to read a story each night with your child before bedtime. This might be the same story your child has read as part of their learning.

### Turn off electronic devices.

During reading time turn off any electronic devices so you can give your child your undivided attention.

# 2

# 3

### Change locations.

If reading time is stressful, move the reading to a new location. Instead of sitting at the kitchen bench, move to the lounge room floor, or go outside and sit under a tree.

### Find a reading time that works for your family.

Limit the time and set the timer if reading in the past has always been difficult. It is better to have an enjoyable 10 minutes than a laborious 30 minutes where everyone is left feeling frustrated.

# 4

# 5

### Less is more.

The less you interrupt the 10 minutes of reading, the more you are supporting the reader's independence, resilience and confidence. Zip your lips, monitor the miscues, and listen as your child reads.



# MATHEMATICS AND LEARNING REMOTELY



The idea of remote learning for students and parents can be daunting, especially when it comes to learning in mathematics.

There is often discussion between families around the different strategies or ways that teaching concepts has changed over the years.

We teach students that there are multiple ways to find answers and to experiment with different strategies and **problem solve** their way through challenges. There is not only one way to solve a problem and sharing different strategies through maths can help students build their **understanding** and **fluency**.

Asking your student to share their **reasoning** behind effective strategies and why they believe they are correct helps them build their metacognitive strategies – supporting themselves to become drivers of their own learning.

This allows them to set guided learning goals with their teachers, monitor their learning progress with feedback and, share and celebrate their success with themselves, their parents and teachers.

Our remote learning at Hillsmeade allows students to explore this through daily activities and challenges that reaffirm and extend the areas developed throughout term 1 and stimulate continued growth throughout term 2 and beyond.



## Victorian Curriculum - Mathematical Proficiencies

<b>UNDERSTANDING</b>	The relationship between the 'why' and the 'how' of mathematics.
<b>FLUENCY</b>	The skills to choose appropriate procedures effectively and for efficiency.
<b>PROBLEM-SOLVING</b>	The ability to make choices, investigate and apply known strategies.
<b>REASONING</b>	The ability to explain and justify thinking.