

**UPCOMING CURRICULUM DAY & PARENT WORKSHOP -  
FRIDAY SEPTEMBER 4TH**

**NO STUDENTS ATTENDING ONSITE, NO HOME LEARNING  
POSTED ON COMPASS. A parent workshop will run on this day,  
details on next page.**

**Enrol NOW for**

Email us for an enrolment pack @  
hillsmeade.ps@education.vic.gov.au

**The Link**

Hillsmeade Primary School Newsletter

Issue No 23—WED 12th AUG

TERM 3  
**2020**



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

**WHO, WHAT, WHEN?**

MON AUG 10th	TUES AUG 11th	WED AUG 12th	THUR AUG 13th	FRI AUG 14th
				Virtual Assembly Posted to Compass
MON AUG 17th	TUES AUG 18th	WED AUG 19th	THUR AUG 20th	FRI AUG 21st
MON AUG 24th	TUES AUG 25th	WED AUG 26th	THUR AUG 27th	FRI AUG 28th
				Virtual Assembly Posted to Compass
MON AUG 31st	TUES SEPT 1st	WED SEPT 2nd	THUR SEPT 3rd	FRI SEPT 4th
Parent teacher interviews TBC	Parent teacher interviews TBC	Parent teacher interviews TBC	Parent teacher interviews TBC	<b>CURRICULUM DAY— STUDENTS DO NOT ATTEND. NO HOME LEARNING POSTED.</b>

## PARENT WORKSHOP



Hillsmeade Primary School is excited to announce our next **Parent Workshop**. This will take place online due to our current circumstances. This Parent Workshop will take place on the afternoon of our scheduled curriculum day (September 4<sup>th</sup>) and will be presented by Bryan Jeffery.

### ‘Understanding stress and mental health’ - Presented by Bryan Jeffery

**What:** This workshop will explore the role parents/families can play in supporting their children during the pandemic period. It will have a closer look at how stress can play a major part in our children lives along with our own. Bryan will talk about strategies that we can use to support our children’s mental health and wellbeing during these difficult and challenging times.

**When:** 4th of September 5pm – 6:30pm

**Where:** Via Zoom in the comfort of your home (a link will be sent and provided at a later date to this event)

**Why:** Bryan Jeffery has presented to the Hillsmeade staff on numerous occasions, showcasing and discussing on a range of topics regarding mental health. This area is a strong passion for Bryan and has invested his working life in this area. At Hillsmeade we believe he has lots to offer in the area of the mental health and wellbeing of our students, families and the community.

Through these workshops, we hope to not only strengthen our partnership with families but also the connections between the families and Hillsmeade.

**Cost:** NO COST! There is no cost to families.

**About Bryan Jeffery:** Bryan Jeffrey is a Registered Psychiatric Nurse, and since 1995 has been employed in a range of senior clinical positions in Child & Adolescent Mental Health Services (CAMHS) and Adult Mental Health in Scotland, and latterly in Melbourne, Australia. Throughout his career, Bryan saw gaps in mental health literacy, in people who were hungry for knowledge, and decided to focus the attention of MOAT: Mental Health Services on meeting these needs.

Ranging from delivering keynote addresses at national conferences, to providing workshops for small groups of staff and carers – Bryan’s passion is in mental health training.

You can find out more about Bryan Jeffery at his website <http://www.moat.com.au/>

**Please register for the parent workshop** with your name (please invite other family members/friends if you believe this will support their family) by email [hillsmeade.ps@edumail.vic.gov.au](mailto:hillsmeade.ps@edumail.vic.gov.au) by **September 3<sup>rd</sup>**. **Your booking will be provided at a later date which you will receive a link to this event.**

# FROM THE PRINCIPAL

Dear Hillsmeade Community,

**Happy Week 4 of Term 3. We hope that everyone is keeping safe and healthy given the current restrictions in place. We understand that this is a challenging time for us all, and we honestly appreciate the resilience of our students and the and hard work of families and carers. In Remote Learning 2.0 we are continuing to make changes based on feedback and engagement.**

**It has been so wonderful to this week sit in on a few Prep WebEx calls. It was exciting to see our students doing a wonderful job of upholding our I RESPECT values whilst being live on-line. A big, big thank you to parents and carers for persisting, logging on, logging off, logging on again and helping their children to engage using this new platform. Also, a big well done to our teachers who have really gone through the learning pit to engage and learn more about these platforms. We are so proud of you all.**



## Parent Teacher Interviews

Parent Teacher interviews will be taking place in week 7 beginning 31<sup>st</sup> of August.

These interviews will be to discuss Semester 1 achievement and will be conducted via WebEx. More information to come soon.

## THE LEARNING PIT



## 100 Days of Prep

On Tuesday 11<sup>th</sup> August, our Prep students celebrated 100 Days of School! This is a very special milestone and we are very proud of our students for their success and resilience this year. Congratulations and thank you to our outstanding Prep teachers for supporting our students in a very different first year of school.

Eliza and Levi (prep) sharing some amazing writing about kangaroos!  
Jacob, Heath and Yara celebrating 100 Days!



## FROM THE PRINCIPAL



### **Student Leaders**

This week, our Student Leaders met via Webex, facilitated by Mr Cole. The meeting focused on continuing the students' leadership development, discussing ideas to promote their roles and enhance community engagement during remote learning.

### **Congratulations!**

Last term the City of Casey held a Poetry competition which was included as part of Grade 6 remote learning. Eesha T of Grade 6B entered and won! Congratulations to Eesha on her environmental entry 'Save Our Earth'. It is always delightful seeing such creativity emerge from our students; especially given our current lock down situation. Congratulations again to Eesha and I am sure all teachers would love to see some poetry created by their students in their extra time.

### **Student Attitude to School Survey (Yr 4 – Yr6 Students)**

We value student voice as a means to improving student engagement, wellbeing and quality instruction and are conducting a survey to find out what your child thinks of our school. The Attitudes to School Survey is an annual student survey offered by the Department of Education and Training to assist schools in gaining an understanding of students' perceptions and experience of school. Our school will use the survey results to plan programs and activities to improve your child's schooling experience.

Students from Year 4 – year 6 our school will participate in the survey. Your child will complete the survey online during school hours using a purpose built secure online survey tool. It is important to note that we are not in any way "testing" your child. Your child has the right to refuse or withdraw from the survey at any point before, during, or after completion of the survey.

Your child will be provided with a unique login to complete the survey. The student login is an assigned identifier that may be used to link data for statistical

### **Save Our Earth by Eesha T 6B**

Factories are working every day.

Ashes from fires are turning our skies a deep grey.

This is a worry for everyone, but few are taking action.

This shouldn't be a type of satisfaction.

Millions of chemicals are being sprayed, this is partly what is causing global warming.

Why is nobody taking this as a warning?

and research purposes only. All responses to the survey are kept anonymous in the response file. Personal identification data will not be recorded in the survey response file. This ensures that the confidentiality of your child's responses is protected at all times.

This year the Attitudes to School survey will be conducted at our school over the coming weeks. The survey only takes 20 minutes to complete and occurs during your child's class time.

The survey results will be reported back to the school. All survey data that is made available in reports are for groups of students only so that no individual student can be identified. Data suppression rules are used for schools with low student numbers per year level.

Last year we used the survey results to plan changes to our school timetable, with the introduction of home group and the changes to the daily timetable.

If you would like more information, please speak to your child's teacher or visit: <http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/performsurveyat.aspx>

## FROM MR CARDAMONE



Good Afternoon Hillsmeade Community,

I hope that the week has been a positive one and are finding the time to spend with your family. I shared in the link last week that our next **parent workshop** will be






presented by Bryan Jeffery. This is a scheduled curriculum day (September 4<sup>th</sup>). The parent workshop will start online via Zoom at 5pm-6:30pm. This is a very exciting opportunity to hear from an expert in the area of mental health and wellbeing along with how to best support our children through these difficult times.

Thank you to all the families and students that continue to watch and send in their amazing SEL work, it is amazing to see students engage in SEL. I can't wait to share the work this week at our virtual assembly.

This is a difficult time for all of us and we will face different challenges. It's important to note that there are community agencies that can provide support and assistance in different areas. In the parent handbook there a listed agencies with their contact information and how they can help. Please find below a list of agencies that may be of assistance.

I am sharing a great resource provided by the Department of Education that has a focus on wellbeing activities and conversation starters for your family. This provides activities ideas from prep-6. Last week I shared activities from prep-2 and as promised will share from 3-6. If you would like more information, please visit the website.

<https://www.education.vic.gov.au/Documents/parents/family-health/parents-wellbeing-activities-primary.pdf>

 <p><b>Can assist with:</b></p> <p> <a href="#">Aged care</a> <a href="#">Disability services</a> <a href="#">Dementia recovery</a> <a href="#">Domestic &amp; family violence</a>  <a href="#">Emergency housing &amp; homelessness support</a> <a href="#">Food</a> <a href="#">General support</a> <a href="#">Health &amp; wellbeing</a> <a href="#">Recording in Australia</a> </p>	<p><b>Welfare number: 1800 305 330</b></p> <p>Monday to Friday 10:00am – 3:00pm</p> <p><a href="https://www.vinnies.org.au">https://www.vinnies.org.au</a></p>
 <p><b>Can assist with:</b> Financial and goods assistance, housing and counselling.</p>	<p><b>Salvo Community and Family Support Officers</b></p> <p><b>Berwick: 9704 1940</b> <b>Cranbourne: 5995 0133</b></p> <p>Salvation Army assistance inquires (Melbourne only): 1800 627727</p>
 <p><b>Can assist with:</b> Food packages, food hampers and grocery shopping</p>	<p><b>Narre warren: 0401 050 732</b></p> <p>By appointment only.</p>
 <p><b>Can assist with:</b> Food vouchers, accommodation, housing, counselling, emergency relief, social work and financial counselling</p>	<p>Phone: 5996 3333</p>
 <p><b>Can assist with:</b> Food vouchers, accommodation, housing, counselling, emergency relief, social work and financial counselling</p>	<p>Monday – Friday 9:30am – 4:00pm Phone: <a href="tel:0397056699">03 9705 6699</a> Email: <a href="mailto:cnciss@caseynorthciss.com.au">cnciss@caseynorthciss.com.au</a></p>

Zoom

## Wellbeing activities and conversation starters for parents of primary school aged children

There are a range of activities that will help build and maintain your child's wellbeing. Most of them are short and require very few materials. The activities cover six key elements that are important to wellbeing. There are also activities that focus on positive thinking and gratitude as well as breathing exercises that promote calm.

### Six key elements that are important to wellbeing



#### Understanding emotions

Understanding emotions helps your child to understand themselves and other people.

We can do this by focusing on recognising, expressing and managing emotions.

Understanding emotions is key to building empathy and self-awareness.



#### Personal strengths

Help to build your child's ability to recognise and understand positive qualities in themselves and others.

This will help to build your child's self-confidence and the capacity to face and manage challenges.



#### Positive coping

Provide opportunities for your child to discuss and learn different types of coping strategies.

This will increase your child's ability to manage stress, control impulses and overcome obstacles.

#### Problem solving

Your child can develop their critical and creative thinking skills to explore different types of problems.

This can build your child's ability to make responsible decisions that consider the likely consequences of different ways of solving problems.

#### Stress management

Learn about different calming strategies to deal with stress.

This can help your child to cope with challenges they are facing now and in the future.

#### Help seeking

In these challenging times, it is important to normalise asking for help.

Your child will learn to recognise situations in which to seek help, identify trusted people in their lives to ask for help and practice asking for and providing help.

#### Problem solving

**Goal:** Identify and evaluate strategies to solve problems.

**Activity:** Encourage your child to talk to a family member and ask: *Tell me about a small problem you faced? How did you solve the problem? If you were faced with the problem again would you solve it differently?*

**Goal:** Differentiate between levels of problems.

**Activity:** With your child decide how big the following problems are. Rank them from 1 (little problem) to 3 (big problem):

- You miss your friends at school.
- You are feeling bored being at home all the time.

#### Stress management

**Goal:** Identify a range of strategies that can be used to deal with strong emotions.

**Activity:** With your child, come up with a list of positive strategies your family can use to relax or calm down.

**Goal:** Put a stress management strategy to practice.

**Activity:** Do something active with your child. Turn off screens, get out and play in the backyard, listen to music, draw together or have a dance! Get some ideas from <https://fuse.educationvic.gov.au/Pages/funathome>

#### Help seeking

**Goal:** Identify people who we can go to for help.

**Activity:** Make a "hand" or "star" showing five people your child can seek help from. Use it as your family plan by writing it up and placing it somewhere visible to everyone.

**Goal:** Practice our help-seeking and giving skills.

**Activity:** Discuss with your child. Imagine a friend comes to you for advice. They tell you somebody has been mean today online. What advice would you give to your friend and why?

These activities are based on the optional Resilience, Rights and Respectful Relationships teaching and learning materials.



### Understanding emotions

**Goal:** Develop language to identify and describe emotions.

**Activity:** Name and describe the emotions of a character in your favourite TV show. Take turns in doing this with your child.

**Goal:** Name positive and negative emotions.

**Activity:** Name three positive and three negative emotions you experienced today. Ask your child to name three positive and three negative emotions they experienced. Ask: *How did it look, sound and feel?*



### Personal strengths

**Goal:** Recognise our personal strengths.

**Activity:** Personal strengths are our positive qualities. Ask your child: What are your personal strengths? What do you think are my personal strengths? Swap!

**Goal:** Identify how you can use personal strengths in daily life.

**Activity:** Kindness is a personal strength. Being kind means you do things for others without expecting anything in return. Encourage your child to do something helpful for a family member. Ask them to share their acts of kindness with your family.



### Positive coping

**Goal:** Try a self-calming technique to calm down when we feel hurt or angry.

**Activity:** Try the Robot to Rag doll technique with a family member. Scrunch up tight and hard like a robot, then slowly let go to turn yourself into a floppy rag doll.

**Goal:** Reflect on the impact our actions can have on others and learn how to make a meaningful apology.

**Activity:** Talk to a family member and ask them: What is an apology? What does it feel like when someone apologises to you? What are the ingredients of a good apology?

## Additional activities



**Goal:** Practice positive thinking.

**Activity:** Each day for the next week, spend 10-15 minutes with your child getting them to think about three things that went well during the day. Get them to write down the three things and then write down what they did that made them happen.

These can be simple things like someone laughed a joke or more major events.

This can become a weekly journal for your child.



**Goal:** Practice gratitude.

**Activity:** With your child, create a family gratitude tree or wall.

Collect colourful pieces of paper, ribbons and string.

Cut the paper into postcard-size pieces. On each piece of paper, write down something to be grateful about. Tie them to the tree in your yard, a sturdy house plant or stick them up on a wall in the family room/kitchen.



**Goal:** Calm the mind.

**Activity:** With your child, sit in a comfortable position. Ask your child to close their eyes, breathe deeply and relax.

Ask your child to breathe in through their nose for four seconds, hold their breath for seven seconds and breath out through their mouth for eight seconds.

Repeat this cycle four times.



### Understanding emotions

**Goal:** Understand our emotions.

**Activity:** Go around the dinner table and have each person share three emotions that they felt that day and why.

**Goal:** Understand others' emotions.

**Activity:** Encourage your child to tell a person in your family about their day. The listener tries to guess what emotions your child would have felt during their day.



### Personal strengths

**Goal:** Demonstrate character strengths.

**Activity:** Encourage your child to do something to make life easier for someone else at home.

**Goal:** Demonstrate character strengths.

**Activity:** With your child, plan to do something kind for a neighbour, friend or family member.

HINT: You might like to:

- Check to see if an elderly neighbour needs help with grocery shopping.
- Call a family member you don't live with such as an uncle, aunt or grandparents to say hello.
- Write a letter or send an email to a friend and post it to them.



### Positive coping

**Goal:** Think positively.

**Activity:** Encourage your child to leave a positive note for someone at home to find.

**Goal:** Practice positive coping strategies.

**Activity:** Choose an activity to do with your child.

- Draw a picture together
- Listen to soothing music
- Give each other a hug
- Do a favourite hobby

Get some other ideas from <https://fuse.education.vic.gov.au/Pages/funathome>

Reflect on how it made you feel to do this together.

### Additional activities



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**Goal:** Calm the mind and body.

**Activity:** With your child, sit in a comfortable position.

Ask your child to close their eyes, breathe deeply and relax.

Ask your child to breathe out completely, then block their right nostril with their right thumb and breath in deeply through the left nostril, then breathe out deeply through the left nostril.

Repeat for one to three minutes.

Thank you.  
John Cardamone Leading  
Teacher in Social and  
Emotional Learning

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



# #REMOTELEARNING4HILLSMEADE

Thank you  
Scarlet R 3/C



Wonderful  
writing Sam  
from 2/B



Jasmine and  
Annabelle  
from G2!

