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The Link

Hillsmeade Primary School Newsletter

Issue No 27—WED 9th SEPT

TERM 3
2020



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

WHO, WHAT, WHEN?

MON SEPT 7th	TUES SEPT 8th	WED SEPT 9th	THUR SEPT 10th	FRI SEPT 11th
			R U OK? Day	
MON SEPT 14th	TUES SEPT 15th	WED SEPT 16th	THUR SEPT 17th	FRI SEPT 18th
	Gr 4 Virtual NGV Excursion			Last Day of TERM 3 Virtual Assembly Posted to Compass.
School Holidays Sept 19th - October 4th (Any updates/changes will be posted to compass)				
MON OCT 5th	TUES OCT 6th	WED OCT 7th	THUR OCT 8th	FRI OCT 9th
ALL students remote learning	ALL students remote learning	ALL students remote learning	ALL students remote learning	Virtual Assembly Posted to Compass ALL students remote
MON OCT 12th	TUES OCT 13th	WED OCT 14th	THUR OCT 15th	FRI OCT 16th
Prep-2 Onsite learning TBC	Prep-2 Onsite learning TBC	Prep-2 Onsite learning TBC	Prep-2 Onsite learning TBC	Prep-2 Onsite learning TBC

TERM 4 - WHAT WE KNOW SO FAR

On Sunday the 6th of September Premier Daniel Andrews shared the road map to the new normal. From the released plan the following details regarding education were shared:

<https://www.vic.gov.au/COVID-normal-coronavirus-road-to-recovery>

First Step - coronavirus road to recovery

Our First Step on the coronavirus road to recovery starts at 11:59pm on 13 September 2020.

Education and childcare

- childcare - remains closed except for permitted workers
- schools - remote learning continues unless an exemption applies
- adult education - only on-site for those on the [permitted workplaces list](#)

Moving from the [First Step](#) to the [Second Step](#) is only possible if we reach an average daily case rate in metropolitan Melbourne of 30-50 cases over a 14-day period with public health advice regarding transmission source for cases. In metropolitan Melbourne it is expected that this may be achieved from 28 September.

Second Step - coronavirus road to recovery

When trigger points are met, we can take this step.

Education and childcare

- childcare - open
- schools - remote learning with staged return for onsite learning for Prep to Grade 2, VCE (Y11 - 12 or those doing VCE or VCAL subjects) and specialist schools in Term 4
- adult education - only onsite for those on permitted list

TERM 4 - WHAT WE KNOW SO FAR

When will we move to the next step?

Subject to public health advice, from 26 October, in metropolitan Melbourne if thresholds are met of less than an average of 5 daily cases state-wide (over the 14-day period prior) and less than five of unknown transmission during that time (state-wide total), we can move into our Third Step towards COVID Normal, while continuing to drive cases numbers to zero. This may be sooner in regional Victoria, who have a different trigger point for moving to the next step.

Third Step - coronavirus road to recovery

When trigger points are met, we can take this step.

Education and childcare

- childcare - open
- schools - in metropolitan Melbourne, remote learning with potential staged return for onsite learning for Grade 3 to Grade 10 based on epidemiology; in regional Victoria, staged return to onsite learning for all students in Term 4 with safety measures in place
- adult education - restricted. Learn from home if you can, onsite for hands-on, skills-based learning

When will we move to the next step?

Subject to public health advice, from 23 November if we get to zero new cases state-wide for 14 days, we can move to the [Last Step](#).

TERM 4 - WHAT WE KNOW SO FAR

Last Step - coronavirus road to recovery

When trigger points are met across the state, we can take this step.

Why are we here?

We are at the Last Step towards COVID Normal because of the efforts of Victorians - there have been zero new cases in the community for more than 14 days.

Education and childcare

- childcare - open
- schools in metropolitan Melbourne - remote learning with potential staged return for onsite learning for Grade 3 to Grade 10 based on public health advice
- schools in regional Victoria - onsite learning for all with safety measures in place
- adult education - restricted. Learn from home if you can, onsite for hands-on, skills-based learning

COVID Normal - coronavirus road to recovery

When trigger points are met across the state AND there are no outbreaks of concern in other states or territories, we can take this step.

Education and childcare

- childcare - open
- schools - onsite learning
- adult education - open with a COVIDSafe Plan. Return to onsite learning

Information provided from the below website:

<https://www.vic.gov.au/COVID-normal-coronavirus-road-to-recovery>

FROM THE PRINCIPAL

Dear Hillsmeade Community,

Happy Week 8 of Term 3. Thank you again for the wonderful efforts from our students, parents and families. The engagement across the school in remote and flexible learning continues to be appreciated. Well done to our teachers and staff who are really thinking creatively in supporting our learners and community.



Parent Teacher Interviews

A big thank you to parents / carers, students, and staff for the positive engagement in Parent Teacher interviews last week. It was pleasing to see so many quality conversations happening around student learning, progress, and next steps.

If you were unable to engage in a parent teacher interview last week and would like to organise an alternative time, please get in touch with your child's teacher via COMPASS or alternatively give the school a call on 9704 6313.

Bryan Jeffrey Professional Learning

On our school curriculum day last Friday our staff engaged with some quality professional learning delivered by Bryan Jeffrey. The day was engaging and provided great professional learning for our staff. A big thank you John Cardamone for coordinating this opportunity and to school council for supporting the Curriculum Day to create this opportunity.

Bryan Jeffrey Parent Workshop

On Friday evening last week, after the staff professional learning Bryan Jeffrey conducted a parent workshop. It was so exciting to see parents and some staff engaged in this opportunity. The feedback we have received has been overwhelmingly positive. We would like to take this opportunity to thank Bryan Jeffrey for being available to conduct this workshop (being highly flexible given that this was booked in for May). Also, a big thank you to parents / carers and staff who engaged so positively. We look forward to continued opportunities to work with Bryan in 2021.

Virtual Assembly

This Friday there will not be an assembly. We will be having our last assembly for this Term on Friday the 18th of September. Have a great remainder of the week.

Father's Day

We hope that all the dad's, grandparents, and special others had a wonderful Father's Day on Sunday the 6th of September. It was a beautiful, sunny day. We hope that the special packs arrived in time for our students to make something small for the day.

"The parent's workshop on mental health taught me the importance of helping our kids face their stressors in a safe and supportive way. My key takeaway was to take the pressure off and encourage them to identify and take small steps towards what they can do, as opposed to remaining stuck on what they can't do."

Thank you Hillsmeade for providing us with the chance to develop our childrens' and our own mental health strategies."

*Warm regards,
Lana Johnson*

**A note from a
parent
workshop
attendee.**

FROM THE PRINCIPAL

Footy Day

Next Friday the 18th of September is our Hillsmeade Footy Day. This year the day will look a little different, but we are still excited to be able to engage in some of the fun and learning. A big thank you to Travis Cole and the Year 6 student leaders who have organised the days activities. These will be available in next week's link and will also be sent out via COMPASS on Thursday afternoon.

A reminder to please add a photo or short video of you in your supported colours and email it through to:

tcollection@hillsmeade.vic.edu.au



R U OK? DAY

This Thursday the 10th of September is R U OK day? This day is important, particularly now. Checking in on others and self reflecting for ourselves about how we are feeling is so important.

Please take the time to stop and reflect and ask someone around you R U OK?

Visit the website for more ideas.

<https://www.ruok.org.au/>



FROM MR CARDAMONE



Good Afternoon Hillsmeade Community,

I hope that the week has been a positive one so far. Only a week and half to go before school holidays.

What an amazing day/night we had on Friday with Bryan Jeffrey! All staff

engaged with learning with Bryan during the day. It was great to see staff and our community come together during our parent workshop to learn and grow together. Bryan was amazing with his information on mental health and wellbeing for children and families. We had around 60 people join the event online. Bryan was able to share lots of different strategies for parents/carers to use to support their families and children during these challenging times. We hope that we can have Bryan back in term 1! Thank you to the parents/carers that have completed the survey for our feedback, if you have not completed this, can you please take a few minutes to complete, that would be greatly appreciated. <https://www.surveymonkey.com/r/LFKWF56>

Tomorrow is R U OK Day, a very significant day (given the challenging situation we find ourselves in) to acknowledge the importance of checking in on our family and friends. This is a great opportunity to role model to our children the importance of asking a small question can have a really big impact on someone.

On the previous page there is a detailed flow chart from R U OK, to assist you starting a conversation to continue a discussion if someone is not ok or they may say they are ok, but you feel otherwise. Please take the time to ask "R U OK?"

Below is an article from Child Mind Institute focusing on children returning to school, although this based in the United States, the same strategies still apply for your children.

'Back-to-School Anxiety During COVID'

Children who are heading back to the classroom this fall are facing unusual challenges, and one of them is anxiety about being separated from their families after months of togetherness.

For some kids it will trigger [separation anxiety](#), in addition to the anxiety they may feel about leaving their safe harbor from the pandemic.

"Kids are just really used to being home with their parents now," notes Jennifer Louie, PhD, a clinical psychologist at the Child Mind Institute. Even kids who had comfortably adjusted to being in school before the pandemic are finding it stressful to be separated now. And, she adds, "there is the added fear that other people are not as safe as we thought they were."

When kids go out now, they're often reminded not to get too close to other people, to keep their masks on, to use sanitizer, to wash their hands, notes Dr. Louie. "There's just anxiety in the air, and I think kids feel that. I think they are wondering: Are we sure it's safe to go back? And are other people safe? And is it safe to touch this?"

These are, of course, realistic fears that many adults share. And parents also know that there's a real risk that in-person schooling may be suspended if it leads to outbreaks of COVID-19.

"I think a lot of parents have been seeing some clinginess in younger kids, or even nine- or ten-year-olds," reports Rachel Busman, PsyD, director of the Anxiety Disorders Center at the Child Mind Institute. "Kids are saying things like, 'I don't want to go back to school,' or 'I don't want to be away from you.' They've been out of the routine of going to school for so long it's reasonable that they might struggle. And they might take a little bit longer to adapt, especially to these hybrid schedules."

For some children, the excitement of [going back to school](#) after so many months stuck at home will outweigh potential anxiety, Dr. Louie notes. "But I think the kids who already have anxiety are more prone to being more anxious going back."

So parents have a complicated mission dealing with all this anxiety and uncertainty: reassuring children that it's safe to be away from them, while also encouraging them to be careful and preparing them to be flexible in case the situation changes. How do you do that? Here are some pointers.

Validate their feelings

It's worrisome when kids are clingy or fearful about separating from you, but it's important for parents to [stay calm and stay positive](#). "If your child is telling you that they're worried or having those negative feelings, you want to validate that and let them have some space to express that. But you don't want to

FROM MR CARDAMONE

feed it too much and you want to help them think of something they can do about it,” Dr. Louie says.

“If your child is struggling a little bit, or they say they miss you, that’s okay,” adds Dr. Busman. “I think you want to say, ‘I miss you too, and I’m so proud of you for going to school.’”

Set the tone

“To me, the most important thought about going back to school is that parents lead the charge. If you lead with your own anxiety, you’re only going to fuel anxiety,” says Dr. Busman. “So you want to say what you know, answer questions and act calm even when you are not.” Try not to ask leading questions (“Are you nervous about going to school tomorrow?”), which can indicate to your child that there really is something to worry about.

If children have questions you can’t answer, you can say, “That’s a really good question. I am not sure, but I can find out the answer to that question,” Dr. Busman suggests. “Let’s start a list with questions we have.” Kids appreciate knowing what you’re doing to manage to the situation and also what they can do, so working together to ask and answer questions can help them stay calm.

Help them think positive

For younger kids worried about separation, it helps to know what you’re doing while they’re away, and how you’re staying safe. You can help them imagine where you are, Dr. Louie suggests: “Mommy’s going to be at the grocery store. I’m going to be in such-and-such aisle — what do you think I’m going to pick up?”

Another way to help kids focus on positive things is to try to get them to talk about the good things about school. What are they looking forward to? What did they enjoy the previous day?

Dr. Louie adds that transitional objects can be really helpful for younger kids to feel connected to home. A transitional object can be anything that helps your child feel connected to you when you’re apart — a stone, a button, a handkerchief. “Hopefully something small that they can keep in their pocket, that’s not too distracting, but something that they can take with them, a piece of home, a piece of their caregiver that can help them feel better.”

Practice separating

For children who are anxious about being apart, our experts suggest practicing separation, starting in small ways and building tolerance for more and more independence.

“Things like playing in your room by yourself, while Mom is in the kitchen cooking dinner. Or staying with another caregiver while Mom or Dad goes out,” explains Dr. Busman. “Those little things build the currency towards the big separation.”

Have a routine

Making sure that your child has a [predictable routine](#) leading up to school can help kids, especially younger ones, feel more secure.

“I think it just takes the uncertainty out of it — we always do this and we always do that,” says Dr. Louie. “For example, at drop-off Daddy always does a hug and a kiss before he says goodbye, and then we wave from the door.”

And if your routine and practicing separation still don’t prevent a child clinging to you at drop-off, it helps to have coordinated a plan with the teacher, so you know that when the teacher steps up to engage your child, and your child is even tentatively engaged, it’s the cue for you to go. “As soon as the teacher gives you a signal that they have got it under control, even a tiny bit, you want to say, ‘Great job going with your teacher! See you later. Mommy is going to be back at noon,’” says Dr. Busman. Many kids feel better as soon as they get into the swing of the school day, so drawing out your goodbyes usually doesn’t help.

It can also help to try out small variations in the separation process. Maybe your child does better with one caregiver than another, or maybe carpooling with someone in your “pod” makes the process easier. “It’s okay to figure out what works in your family and use whatever resources you need to,” says Dr. Busman.

Emphasize safety measures

We can’t promise our kids that we won’t get sick, but we can express confidence that the schools have done months of planning to minimize risk and keep everyone safe — that’s why all the new rules are in place. “I think it helps to reassure kids that everybody’s doing their best to keep things healthy,” suggests Dr. Louie, “and they wouldn’t open the school unless they were going to be really careful.”

Older children can understand the concept of acceptable risk.

FROM MR CARDAMONE

"We can never be 100 percent sure that we are not going to get sick," Dr. Louie notes, "sometimes we have to take small risks to do important things."

Encourage flexibility

Since there is a possibility that children who start school in person may be expected to switch back to remote learning, at least for some periods of time, it's helpful for kids to know that you're prepared for changes that may occur.

"We don't want to set kids up to be scared if it does go back," notes Dr. Louie. "We have to live it day by day, so we can say, 'Today the grown-ups have decided it's safe for you to go. If that changes and it seems more risky, they'll decide we should stay home.'"

Let your child know that the whole family is going to have to be flexible, adds Dr. Busman. "You can say, 'My guess is that things might change between now and the end of the year. And you know what? I promise that I'm going to give you information as I have it, but I would love for you to also make a promise. If you have a question you should always come to me first so I can make sure you have all the information.'"

When should you get help?

Kids who have trouble separating often just need time, and support from parents and teachers, to adjust. But if your child is having severe meltdowns at drop-off time for more than two or three weeks, and is unable to recover or to even stay at school, for more than three or four weeks, then seeking help can make a big difference.

Treatment for separation anxiety is usually involves a therapist working with the child and the parents to plan step-by-step ways for them to practice separating a little at a time.

Therapists often work with teachers, too, to see what they can be doing to help and make sure they are on the same page with parents. Therapy also involves helping anxious kids talk to themselves and reassure themselves that they're okay in difficult moments.

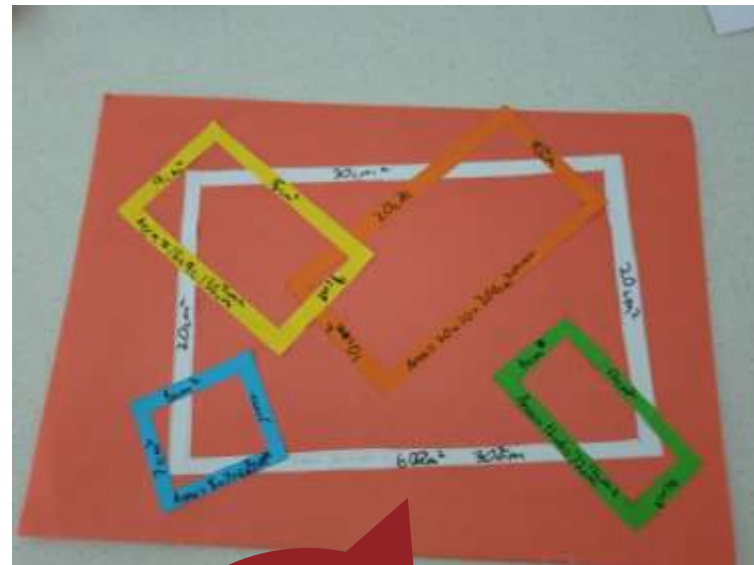
In some cases kids may resist going back to school because the quarantine was actually a lot easier for them than going to school — kids with a lot of social anxiety, or who were bullied, or kids with learning disorders who had an easier time at home where they could do things at their own pace.

Therapists can explore with them what aspects of school they don't like or don't want to do, even if you're not sure at first. "Sometimes you just won't know," adds Dr. Louie, "but you can still do the behavioral techniques without knowing exactly why they don't want to go."

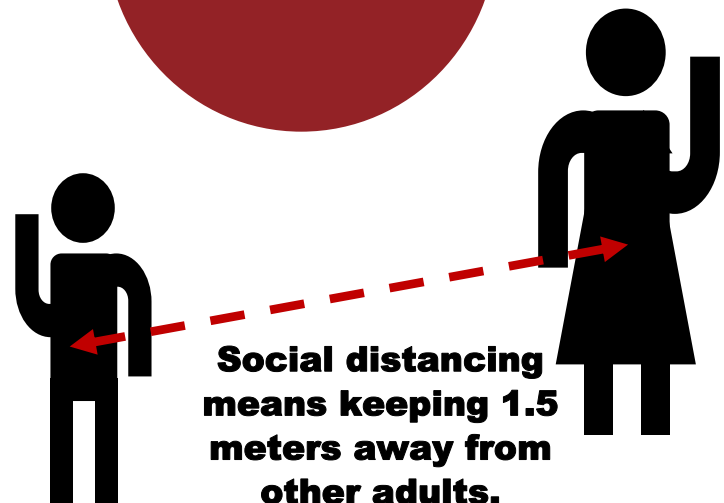
Thank you.

John Cardamone Leading
Teacher in Social and
Emotional Learning

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



**Thank you
Addison C for
sharing your
work with us!**



ENGINEERS ONLINE ‘Smart materials of the future, are they here now?’

On Thursday, September 3, 2020 as part of a **Victorian Challenge and Enrichment Series-Get to Know an Engineer**, few students from Hillsmeade got an opportunity to meet two award-winning Engineers virtually.

Professor Madhu Bhaskaran and **Professor Matthew Hill** were live at this online forum to discuss the varied paths that an engineering career can take, as well as answer questions from students from different schools.

I was really impressed with the discussion our students engaged in. Both engineers shared why failure is important for success. Failing in life helps to build resilience. They doubt themselves with every project and resilience and passion is what keep them going. It was inspiring to hear about their journey!

Please read the takeaways of our students who participated in this event.

The online meeting with Professor Madhu Bhaskaran and Professor Matthew Hill was very interesting as they explained what they do as a job and what they study. Professor Bhaskaran was an engineer who studied electronic chips like in computers or tablets. She said that she combined stretchy polymer and the silicone chips to make the chips work on the stretchy material that wouldn't break. This material somehow is now used in aged care mattresses. Professor Hill studied a particle called MOF's (Metal-Organic Framework), this was interesting as these MOF's could store hydrogen like a tank, and for example, in a car you would have a petrol tank. Thank you for arranging the meeting, Mrs B!

[Shaileshwar 5C](#)

It was a great experience to meet the award-winning engineers online and know about their intentions. The webinar was so informative and inspirational. I learnt so much, but the one thing I found the most interesting and amazed me was the flexible technology. I found it interesting because it could stretch like skin and is bendable. It can also check people's heart rate and blood pressure. Overall it was a great experience and I'm thankful to Professor Madhu Bhaskaran and Professor Matthew Hill for their time. I'm also very thankful to you Miss B for choosing me for this inspiring opportunity. I will always look forward to this kind of opportunities in the future. [Mahtab 5C](#)

On Thursday 3rd September the Australian Academy of Technology and Engineering had an online seminar about engineering which was run by two of Victoria's top engineers Professor Madhu Bhaskaran and Professor Matthew Hill. We were able to listen to them talk online about their projects which included MOFs (metal organic frameworks) which are special porous polymers. They are like stretchy contact lenses and they are using them to create technology for the future. They also told us about their careers as engineers. It was really interesting and fun to listen to. [Samuel M 6C](#)

Hello everyone,

Today I am going to share to you about me meeting 2 special scientists, Professor Madhu Bhaskaran and Professor Matthew Hills. I learnt that Madhu created an unbreakable glass and Matt created a product that captures carbon dioxide near it. It was fascinating to know about them and that they are also looking forward to making next generation things.

Thank you for reading, [Siddhartha Palla 5C](#)

Dimple Bhardwaj
Learning Specialist STEAM
(03) 9704 6313

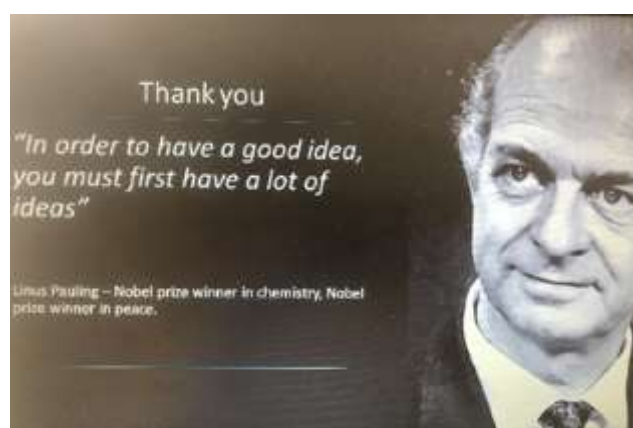


ENGINEERS ONLINE ‘Smart materials of the future, are they here now?’

I really enjoyed this experience being able to see what scientists and engineers actually do for a living. Doing what they really like for a job is fantastic. It's really cool how people can create things to benefit other peoples' lives. They had a great idea about developing a mattress that could sense if the elderly had stopped breathing or had a heart attack. I would definitely do this again as it was a great learning experience. [Ruby](#)

On Thursday 3rd September, a group of students were able to meet professors Madhu Bhaskaran and Matthew Hill, two pioneers that are showing the path to next-gen technology. We discussed their innovations, such as a device that captures CO₂ (carbon dioxide) and releases the other substances mixed with the gas, and a micro-gadget made from contact-lens material that is embedded with technology. The professors also told us about how they got to where they are now and the challenges they faced. Students were also able to clear their doubts during the 'question & answer'. Some questions that were asked include: "Is a PhD required to have a job in STEM?" and "How did you cope with challenges and hardship?". I believe that being able to interact with engineers that are largely involved in STEM is extremely beneficial to the students because they will understand what a career in STEM will look like, and possibly be encouraged to pursue one.

-Varun M, STEAM captain.



SCIENCE @ HILLSMEADE - RISING WATER



Spectacular Effort! Thank you for sharing your photos everyone!

SCIENCE @ HILLSMEADE - RISING WATER



Thank you Mahli
in Grade 3 for
sharing your
poetry with us!



Use any device to set a reminder or alarm for 9:00 a.m.



To record your child's attendance using the online form.

You will need to complete the daily attendance form so we know which students are engaged in remote learning. Please complete this form once for each student every day.

Online attendance opens at midnight and closes at 1 p.m.



FROM SQUIGGLE

Dear Hillsmeade,

Squiggle here, your school writing puppet!

Year 5 authors have been writing biographies about famous scientists. During writing video lessons, Mr Singh and Miss Sheers expertly demonstrated how good writers look for main ideas, take notes and use subheadings to complete a biography. Take a look at some excellent examples below.

Keep up the excellent work Hillsmeade,

From Squiggle



By Eve K
5/E

Albert Einstein Biography

Albert Einstein was born in Germany in 1879. His family moved to Switzerland in 1896, a few years after moving to Switzerland Albert wrote 4 scientific papers which revolutionised physics.

Albert had been always smart, I mean he had the highest IQ out of everyone! (154!) Also, he wrote another scientific paper of general theory of relativity, that had explained gravity more deeply than Isaac Newton's laws had ever done!

As Albert Einstein worked hard on everything he tried, many came out over expected. In 1921 Albert was awarded with the Nobel prize in physics for hard work on photoelectricity (how light can make Electricity). Later, Albert moved to the U.S.A where Albert became a popular icon.

Albert also supported campaigns for peace & equality, Albert also became friends with many Celebrities, including the famous comedian Charlie Chaplin.

In 1955, Albert Einstein passed away at the age of 76 on April, 18th after suffering an Abdominal Aortic Aneurism Rupture several days later before Albert died.

Leonardo da Vinci

2 of Sep

Intro

Leonardo da Vinci is not only an inventor but an artist and his painting the Mona Lisa got sold for 1 Billion dollars but most say it has no value.

Early life.

Leo was born on the 15 April 1452 in Vinci Italy. Leo's mother was a peasant but grew up with his father and became a Vinci.

Adult hood

Leonardo da Vinci was a great artist and inventor but he started off as a sculpting apprentice but then moved on to refining his skills for 10 years, then painted the last supper and Mona Lisa.

How he became famous.

Leo had plans for a submarine, an armor tank, a helicopter and a winged flying air craft but his best creations were the last supper and Mona Lisa which he made in the last 10 years of his life.

Later in life

When Leo died he kept a his findings in a secret spot even his paintings but a couple of years later it was found and the paintings are now in a French museum. Leonardo da Vinci died at the age of 67 on the 2 May 1519

Conclusion

Leonardo da Vinci left 2 amazing paintings and 4 marvelous creations, Leo is best known for his painting the Mona Lisa.



By Nadja
5/E

Nikola tesla

Name:

Nikola tesla

Early life:

Born on July the 10th 1856 Nikola tesla was born a subject of the Austro-Hungarian Empire in 1856 in a mountainous area of the Balkan Peninsula known as Lika. His father Milutin, and his mother Djuka, were both Serbian by origin. Tesla's father was a stern but loving orthodox priest, who was also a gifted writer and poet.



Adult hood:

Tesla had finally made his first AC motor in 1888. He needed an investor since he quit Edison's job. As he started looking for one, Nikola found George Westinghouse. George said he would be glad to help Tesla. Nikola made a lot of money from when he was the owner of the patent. After he started up my company Westinghouse offered to buy the patent from Tesla and Tesla said yes! In the end they both had a lot of stock in each other. In 1889, tesla got hooked to the fact of wireless energy transfer.

Hometown/country:

Nikola tesla was born to Serbian parents in Smiljan, in what was then called the Austrian Empire (now in Croatia.)



How he became famous:

Nikola tesla was an engineer and scientist known for designing the alternating-current (AC) electric system, which is the predominant electrical system used across the world today. He also created the "Telsa coil," which is still used in radio technology.

Later life:

When Nikola tesla came to America, he had 4 cents in his pocket and an imagination full of inventions. After a full life of inventions and discoveries, Nikola tesla died January 7th, 1943 of a heart failure. He died in a hotel in New York at the age of 86.

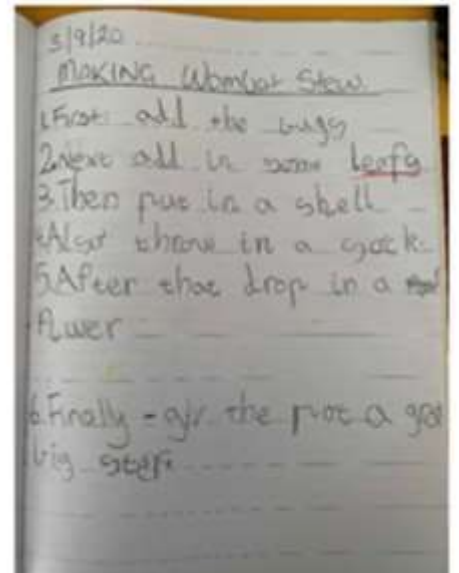
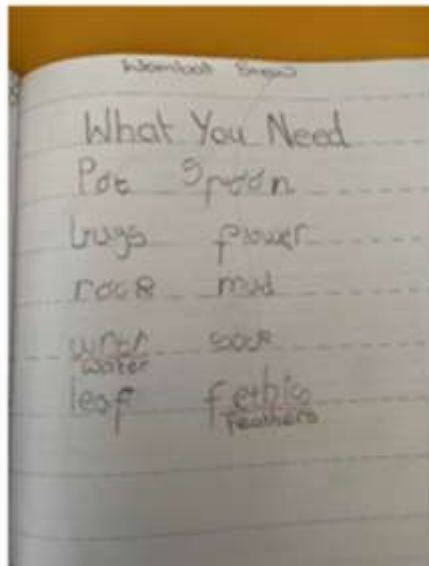


PREPS AND WOMBAT STEW!

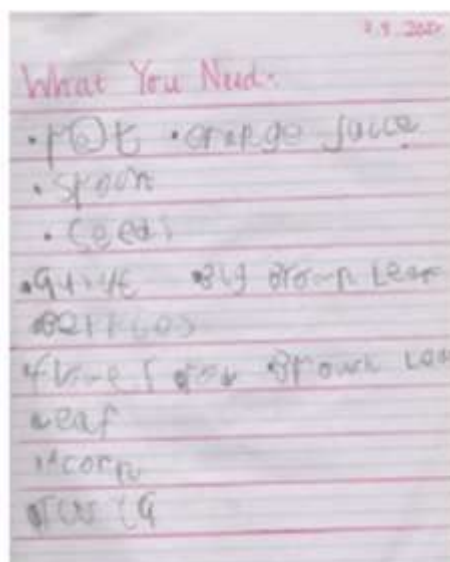
Last week Preps enjoyed making their own Wombat Stew as part of our writing focus on Procedural Text and the Organisation writing trait. There were many creative stews using items from around the house and from outside. Check out the labelled WOW pictures, outstanding writing and sentences where students have used sight words, finger spaces, capital letters, full stops and neat letter formation. Now you know the steps of how to make your own Wombat Stew at home!



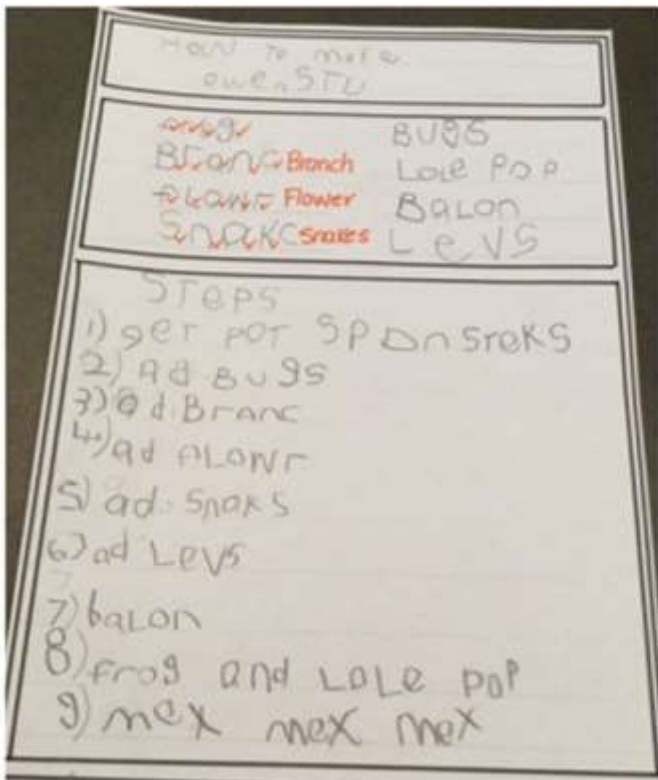
Amelia Prep A



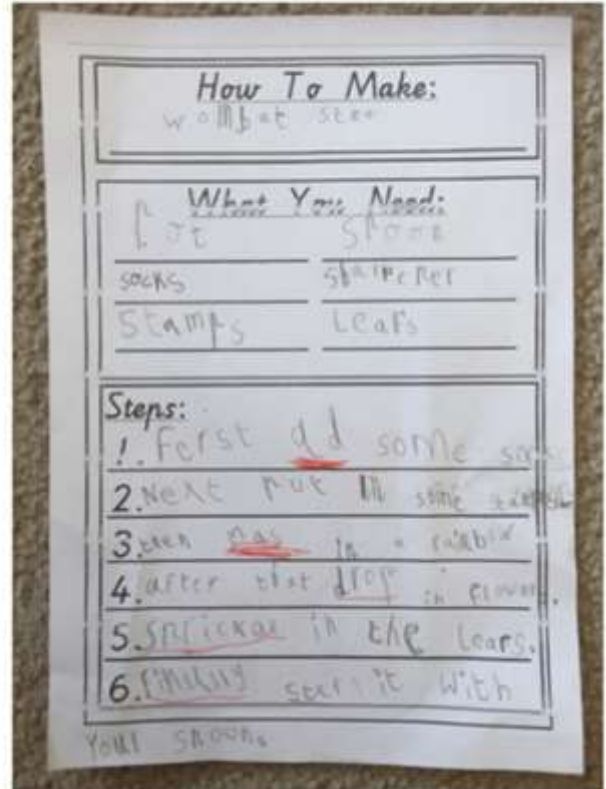
Emmett Prep A



Owen Prep B



Matilda Prep B

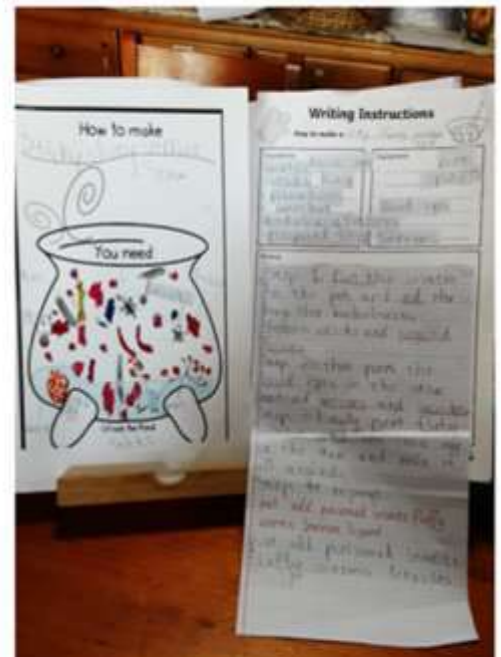


Axel Prep C



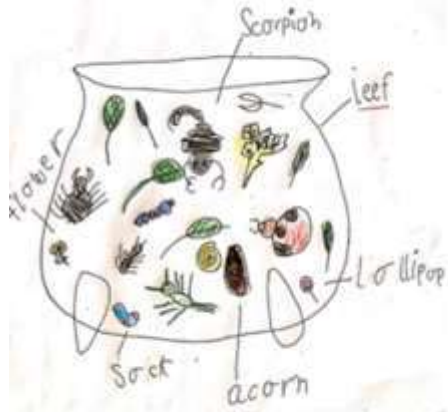
Julian Prep D

Scarlett Prep C



Zayd Prep D

SMELLY WOMBAT STEW



Scanned with CamScanner

What You Need

- Pot
- Spoon
- Shell
- Sock
- Scorpion
- Lollipop

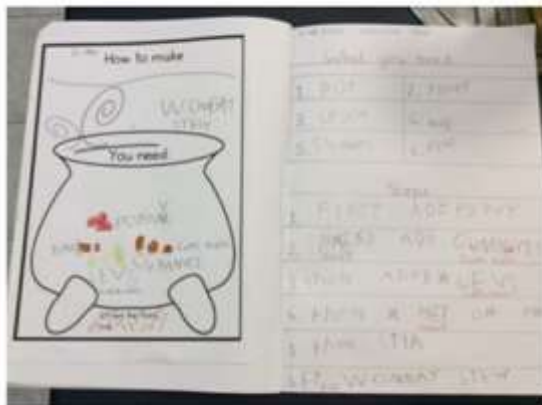


Steps

1. First add the bugs.
2. Next add in some leefs.
3. Then put in a shell.
4. Also throw in a sock and flower.
5. Finally give it a big ster.

Scanned with CamScanner

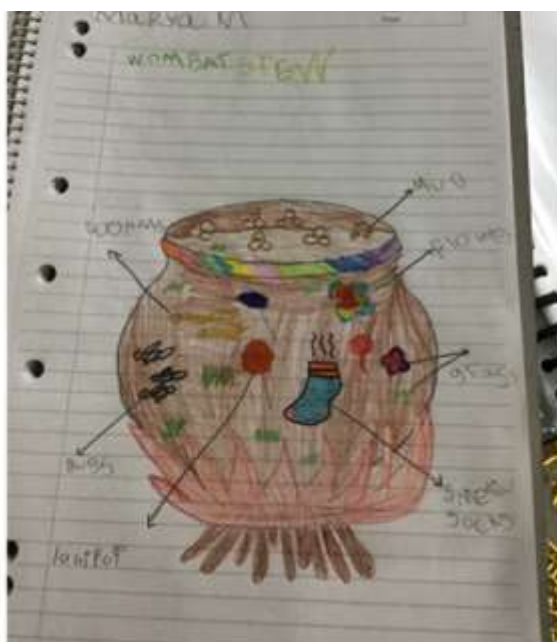
Finn Prep E



Jaxon Prep E



Maryam Prep F



Skylah Prep F

