



The Link

Hillsmeade Primary School Newsletter

Issue No 14—WED 19th MAY

TERM 2
2021



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

WHO, WHAT, WHEN?

WK 5 MON 17th MAY	TUES 18th MAY	WED 19th MAY	THUR 20th MAY	FRI 21st MAY
	District Cross Country	Academic Afternoon	School Tour for Prospective Families @10am Active Afternoon	Electives
WK 6 MON 24th MAY	TUES 25th MAY	WED 26th MAY	THUR 27th MAY	FRI 28th MAY
Education Week—'Building Connections'				
National Young Leaders Day Conference		National Sorry Day Interschool Sports Academic Afternoon Maths Dress up Day	Active Afternoon	Onsite Assembly for Students Parent Workshop 4-5pm
WK 7 MON 31st MAY	TUES 1st JUN	WED 2nd JUN	THUR 3rd JUN	FRI 4th JUN
	VSSS Mass Dance Rehearsal	District Cross Country Academic Afternoon	Active Afternoon	Electives
WK 8 MON 7th JUN	TUES 8th JUN	WED 9th JUN	THUR 10th JUN	FRI 11th JUN
	School Tour for Prospective Families @ 10 am	Academic Afternoon	Active Afternoon	Virtual Assembly

FROM THE PRINCIPAL

Dear Hillsmeade Community,

Happy Week 5! Next week, we are looking forward to celebrating Education Week at Hillsmeade. The theme is *Building Connections*, a great opportunity to recognise the positive partnerships between our school, the local community, families and carers.

A big well done to our Year 3 and Year 5 students who completed NAPLAN last week. Our students displayed persistence and a growth mindset when completing Reading, Writing, Language Conventions and Numeracy assessments.

Congratulations to our Student Leaders who were presented with their leadership badges at a special assembly last Friday. Our Student Leaders are fantastic role-models at Hillsmeade, who demonstrate initiative, positivity and engagement with our school community. Thank you to Travis Cole, our Student Empowerment Leader, who supports and develops our Student Leadership team. Next Monday 24th May, our Student Leaders will be attending The National Young Leaders Day at the Melbourne Convention and Exhibition Centre. This is an inspiring opportunity to hear from guest speakers and music performances, including student involvement and interaction.

Congratulations to our students who attended the District Cross Country yesterday at K M Reedy Reserve in Hampton Park. Our students represented Hillsmeade positively, showing determination and demonstrating our I RESPECT values. A big well done to our students who made it through to the next round!

Have a great week. - **Jodie Bray, Principal**





STUDENT MATHS @ HILLSMEADE

Our creation is called rhombicuboctahedron. It is made out of 26 faces which consist of 10 squares and 8 triangles. We made it out of chickpeas and toothpicks. One of the challenges we faced was that the chickpeas kept separating from the toothpicks. Why did we choose to create such a thing? Because we wanted to create a challenge for ourselves in a unique method. Thanks for reading.

—Will 5/E and Cody 5/A

My shape is an octahedron and a triangular prism. The challenges I had were that the tooth picks were long so I had to squeeze them into the chick peas.

- Kobe J 5/E



EDUCATION WEEK @ HILLSMEADE

24th – 28th May 2021

In Week 6, we look forward to celebrating Education Week with a range of student and family activities. The theme this year is **Building Connections**, celebrating the connections between schools, local communities, families and carers.



Wednesday 26th May
Maths Dress Up Day



Wednesday 26th May
Maths Games Expo
3:45pm – 4:45pm



Thursday 27th May
Active Afternoon
3:45pm – 5:45pm



Thursday 27th May
Parent Workshop:
Structure, Routines and
Self-Regulation
4:00pm – 5:00pm



FULL STEAM AHEAD IN YEAR 4!



A Big Thank you to Monash Pre-Service teachers who came to visit our school this week.

Each morning, they set up 5 group rotations for our Year 4 students. They designed a 15-minute activity related to food and integrated it with technology. Students engaged with Makey Makey, Bee Bots, Microbits, Sphero and Cubetto.

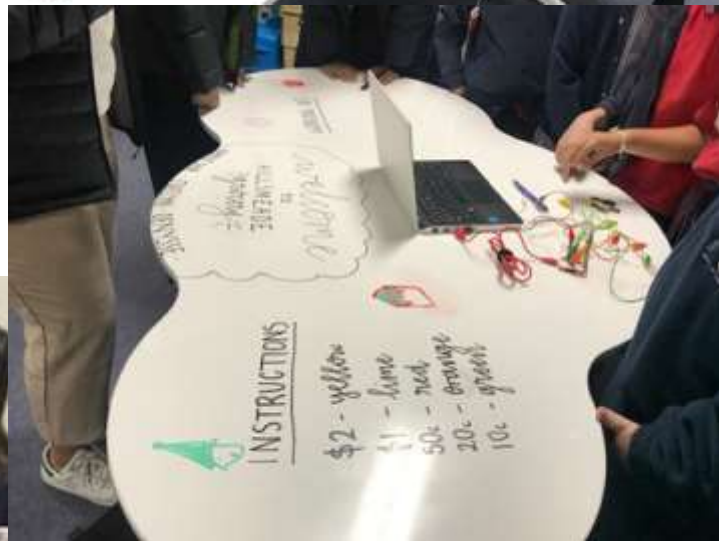
Well Done to our students who collaborated and focused on STEM instruction to problem solve through some amazing interactive activities!

Look what our students had to say:

My favourite activity was the snake game because our group got the record of fifty apples! Also I liked it because we used teamwork to tell the person who controls the hand to tap and not to tap.

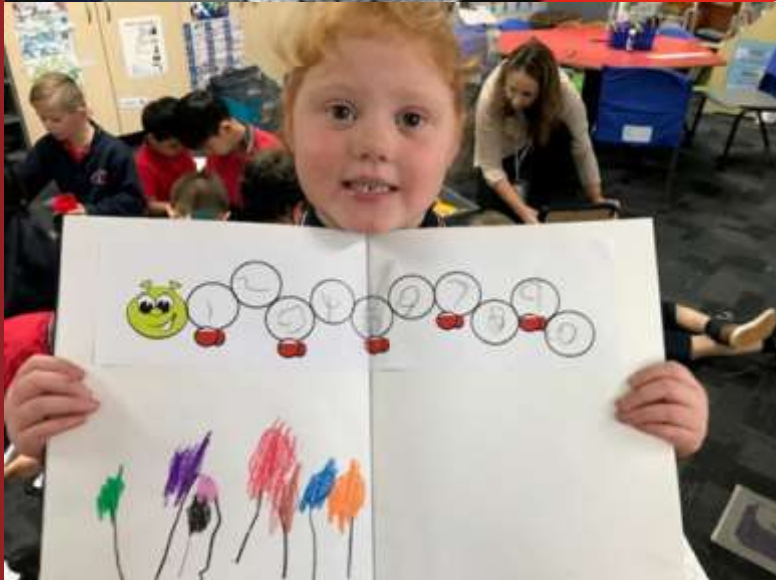
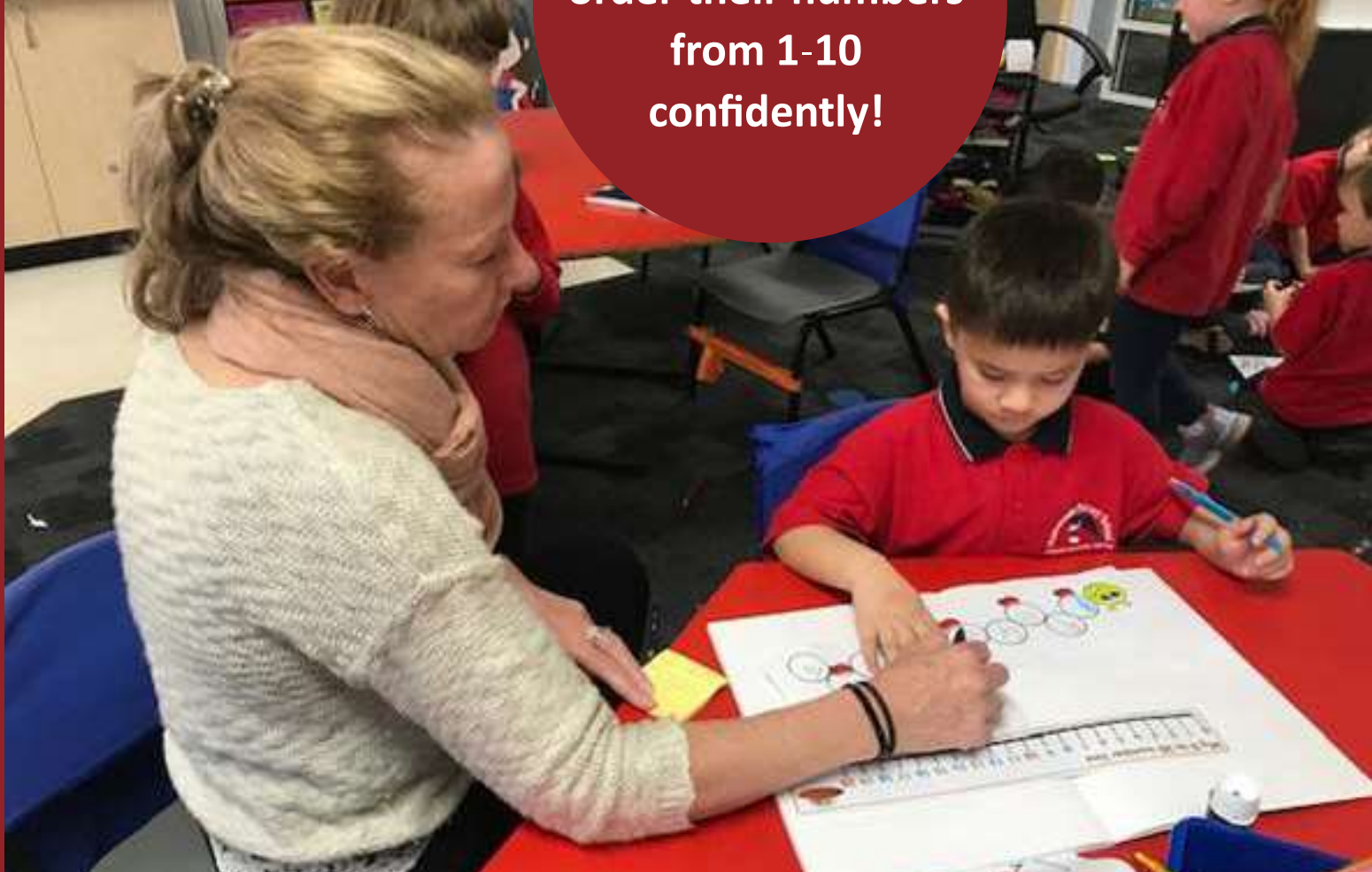
I learnt that the electricity travels through wires and tells the computer what direction to move to get the apple. We all got to control the snake. - **Allen**

My favourite activity is the food one. I learnt what conductive meant. Some food/material such as water beads and oranges are conductive. We'd connect the cord to the material and press it. On the laptop, it would play a noise a piano would do. We used a lot of **TEAMWORK!** - **Shaaru**





**Our Prep
Mathematicians can
order their numbers
from 1-10
confidently!**

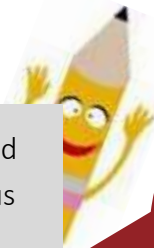


NATIONAL SIMULTANEOUS STORY TIME

The wait is finally over! Together with students across Australia and New Zealand, Hillsmeade participated in the National Simultaneous Story time. At 11 am, classes across the school and ELC all listened to the picture story book, *Give me some Space*, written by Australian author Philip Bunting.

In preparation for this exciting event, students and teachers celebrated by engaging in a variety of literacy activities.

Take a look at our Prep students below! - Miss Nicole Page



This year for National Simultaneous story time, we read *Give me some Space*, written by Philip Bunting



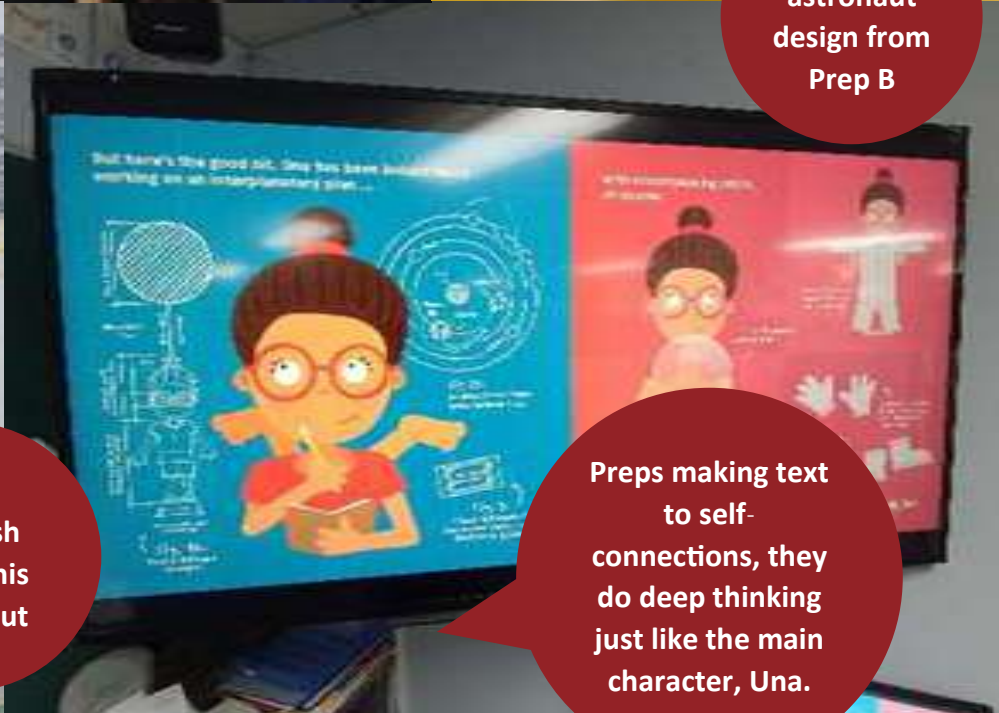
Mrs. Dorman reading *Give me some Space* to her Prep class.



An astronaut design from Prep B



Mrs. Beamish made this astronaut



Preps making text to self-connections, they do deep thinking just like the main character, Una.

NATIONAL SIMULTANEOUS STORY TIME

Designing and drawing to capture student thinking.



Using fine motor skills to create a tin foil astronaut!



WRITER'S CELEBRATION

Last week, we joined the budding authors of 2A to celebrate their outstanding writing. Each of the writers in 2A had innovated on a fairy tale, creating their own new and improved story. During their writing celebration, 2A students demonstrated I RESPECT values, showing encouragement and enthusiasm for their classmates' writing.



FROM MR CARDAMONE

Good afternoon Hillsmeade,

Happy week 5, this term is flying by and we still have lots to look forward to. I hope everyone has had an opportunity to spend time together during the colder weather.

Reminder: From this Thursday (May 20th) we will have another breakfast club morning! We will be offering Weetbix smoothies. This is very exciting as this means we will have breakfast club from Monday to Thursday. We look forward to seeing you there!

Don't forget breakfast club every Monday, Tuesday, Wednesday and now Thursday! 8:15am-8:40am at the canteen

Story time with Lucas has started over the last few weeks and we have seen lots of students come and listen to Lucas read. This provides another opportunity for our students to engage in a club to learn and listen to someone to read. Story time with Lucas happens every Monday recess time.

Next week is education week, there will be lots of different activities for students and families to engage with. I will be running a **Parent workshop presentation** on structures, routines and self-regulation. Some of the things we will cover:

Self-regulation

- What is self-regulation?
- Why is it important?
- What strategies can we put in place around self-regulation?
- How can we have an impact in this area?
- What we do at Hillsmeade to support this?



Structures and routines

- Why are routines and structure important for children and parents?
- How do we help children manage these?
- Family rituals
- Tools to help

The workshop will run from 4pm-5pm in the EAL room (a map will be provided). We hope to see you there.

Below is an article from Dr. Justin Coulson, he is one of Australia's leading experts in the areas of parenting, relationships and wellbeing. He is also an author on a number of books on the topic of families and relationships. In this article he covers the concerns that many families have, screen time.

3 Simple Tips for Managing Screen Time for the Whole Family

Have we all become slack-jawed zombies, staring blankly at our screens? According to research from around the globe, one of the most significant impacts of the coronavirus pandemic on parents and children (outside of the enormous and sad loss of life) is that screens are taking over! It may be the truth. But the news is not all bad. And the research may not apply to Australians the same way it does to others around the world.

FROM MR CARDAMONE

The Trends

The Journal of the American Academy of Child and Adolescent Psychiatry found that screen time has gone up markedly since the outbreak of COVID-19. I don't think anyone would be surprised by this. A pandemic that leads to shutdowns forcing school at home for students and working at home for adults doesn't leave too many options outside of using screens more, and there are negative outcomes associated with that increase.

The researchers stated, "screen time can be distracting or impersonal for certain children, especially those with learning disabilities. [It]... may also negatively impact... eye strain, unhealthy eating habits, and poor sleep hygiene." None of this is really new. It's just that it's happening at unprecedented levels.

However, their review of the COVID-19 "screen time" literature also emphasised positives: "maintaining social support has been made significantly easier by the widespread usage of cell phones and computers for social media, video gaming, and messaging. There has also been a wide dissemination of mental health services and public health information over popular youth platforms such as WeChat and TikTok."

In a more recent study, published in Nature at the end of 2020, German researchers studied 1,711 children aged from 4-17 years both before and during the strictest period of time in Germany's lockdown. They found a decline in "sports" activity in concert with an increase in screen time. Again, no surprise. But... physical activity went up. Children found ways to be active even while using screens more. To be clear, they had less "sport" activity but more physical activity in spite of extra screen

And while Australia has not escaped unscathed, the relatively low incidence of coronavirus in the community has meant that, with the exception of Melbourne's 100+ day lockdown, most children and adults have been able to live a relatively normal life compared to much of the rest of the world. Screen usage has increased here, but not in the same way that it has in the USA and European nations.

Anecdotally (for Australia) and empirically (for the USA and Europe), however, two major trends have occurred through the pandemic.

- *More children are using devices for longer periods of time in more diverse ways than ever before; and*
- *More adults are using devices at home and in the presence of children than ever before.*

Parents are Stressed About Two Things

This presents a concern. Remember the slack-jawed zombie suggestion I made at the beginning of the article? Well... it's a thing. I'm hearing from parents who are telling me one of two things:

First, their children don't want to get off their Switch, or their iPad, or their x-box, or their phone. It's always on, and they're always on it. It's how they do their learning, their socialising, their playing... their everything. And the reality is that parents have loosened the reins, allowing extra time and extra leniency (such as younger children watching more Netflix or playing first-person shooter games).

This is creating stress and frustration for parents who are trying to reduce screen time for their children. But it also creates stress and frustration for children who want more screen access, more privileges, more socialisation – and maybe more limits to what they can and can't do (even if they can't articulate that and they fight against it).

FROM MR CARDAMONE

Second, they (the parents themselves) are so distracted by their own screens that they know they're not present for their families. This takes a toll on them because they're stressed, they know they're not doing what matters most (spending time with their children), and they are mad at themselves for it. And yet, the urge to check the email, read the news, or scroll social media is so strong that the device ends up in their hands at bizarre times for no good reason over and over again, exacerbating those uncomfortable feelings – but never quite enough to put that screen away!

To help you counter these challenges, I recommend these three ideas:

1. Remember That Not All Screen Time Is Created Equal

The conversation about “screen-time” is at the beating heart of so much conflict in our homes, but the screen time conversation is unhelpful and outdated. It's time we drove a stake through that heart.

As Oxford researcher, Andrew Przybylski (Shuh-Bill-Ski) has said,

“Say we were interested in measuring the relationship between eating and obesity, or exercise and fitness, we wouldn't give people a food-time questionnaire – ‘In the last day, in the last week, in the last month, in the last year, how much time did you spend eating?’ – and then try to correlate that to some other outcome we care about. Yet that's what has been done from about around 1976 until whatever the latest most scary headline you read about screens was.”

Clever research from various universities around the world (including this study, and this one, and this BIG study) has demonstrated that, while screen time can be problematic at the extremes (more

than, say 5-6 hours per day for children), it's more about what type rather than how much screen time our children experience.

Screen time that is passive and revolving around consumption is the equivalent of eating digital junk food (games, movies, social media). A little can be fun. Too much may be concerning when it comes to wellbeing. You've probably had the feeling like a digital hangover if you watch too much Netflix or spend too much time gaming. You just want to get out of the room, be active, do something!

Screen time that is active and revolving around connection and creation is likely to be good for mental health. It's positive! It's constructive!

This is the conversation that should be guiding our decisions, and not some arbitrary number that experts have come up with based on essentially no credible research from anywhere in the world.

A quick muddying of the waters: games, movies, and social media are my examples of passive consumption. Let's be clear, though, that games and social media can also be highly active and based around connection and creation. It all depends on what you're doing!

2. Make decisions intentionally

If your children's screen usage (or yours) is habitual, unintentional, passive, consumption focused on brain-dead “zombie” time, it's probably not helpful. It's likely to be displacing time spent on:

- Physical Activity
- Building Relationships
- Proper Rest and Recreation
- Developing talents (art, music, etc)
- Sleep

FROM MR CARDAMONE

This can be associated with poor health. The answer is simple. Start living intentionally and encourage your children to do the same. We do that by developing boundaries. The following are some examples of boundaries we have in our home, or have observed in other families. None must be adopted by your family. The important point here is to be intentional about your activities, regardless of whether they involve screens or not.

- All phones are off as soon as dinner is served*
- Friends are asked to leave their phones in the ‘phone bin’ near the door so that we can really interact and enjoy each other’s company without interruption*
- No screens during dinner (or after it)*
- No phones or screens in the bedroom*

But don’t – I can’t say it clearly enough: DON’T!!! – make these rules unilaterally. If your children are young, sure, go for it. But once those children are older than about eight, focus heavily on the third key, below.

3. Communicate Boundaries Effectively

If you want to create limits around screen usage (not screen time) – and I think it’s a worthy decision to do so – it’s so important that you do it with and not to your children.

It’s easy to understand how to do this, but hard to actually do it in practice. Here are the steps:

First, explore why screens matter so much to your child.

Understand how she wants to use those screens, where, when, and why. Let them know you want to understand so you can discover what is working with screens, and so you don’t destroy their happiness with unfair rules. This is called the Explore stage of limit setting.

Second, explain why you’re concerned. Provide your child with an explanation for your decision to determine guidelines around how screens are used. They hate it when we impose rules, but when a rationale is explained, they’re usually more likely to consider it as reasonable.

Third, empower them to develop boundaries with you; boundaries that feel reasonable to everyone. The trick here is to avoid controlling language like “should”, “have to”, “must”. We want our children to feel like they have a voice, and by doing so, there will be more buy in. But... they’ll only feel empowered if they know we heard their preferences and the also understand our concerns.

Are Screens Really That Bad?

Some scholars argue that screens really are the enemy. This is hyperbole. There are some potentially negative outcomes to too much screen usage, particularly at times that should be reserved for being together, connecting, looking in one another’s eyes. But they’re here to stay and our job is to learn to use them wisely.

In 2002, the author Douglas Adams proposed a set of rules that describe our reactions to technologies:

- 1) Anything that is in the world when you’re born is normal and ordinary and just a natural part of the way the world works;*
- 2) Anything that’s invented between when you’re 15 and 35 is new and exciting and revolutionary and you can probably get a career in it;*

FROM MR CARDAMONE

3) *Anything invented after you're 35 is against the natural order of things.*

The thing is, these devices are just tools. They don't need our attention like people do, yet some of us (and our children) give screens more attention than the more precious others in our lives. If we can use them for the good they offer, be intentional about our usage, and communicate clearly with our children about their usage, we're going to be ok".

If you have any questions, please let me know.

Thank you

John Cardamone

Leading Teacher

in Social and Emotional Learning

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



CSEF & PREP WINTER UNIFORM PACKAGE

Do you have a current health care card? You may be eligible for CSEF and a prep winter package. Please contact the office for an application form before June 18th.



Our Year 6 student leaders at the badge ceremony!

Congratulations student leaders



MATHS GAMES EXPO AND NUMERACY DRESS UP DAY

WEDNESDAY 26TH MAY 2021

TO CELEBRATE EDUCATION WEEK, COME TO SCHOOL DRESSED IN
YOUR BEST MATHS THEMED COSTUMES!

*No donation required 😊

LET US HAVE A FUN AFTERNOON TOO!

MATHS GAMES IN THE MAIN BUILDING AND COURTYARD.

BRING YOUR WHOLE FAMILY!

3:45 PM - 4:45 PM



Safe Around Schools



Getting children to school safely is everyone's job. There are lots of children, parents and cars all trying to get to the same place at the same time - with limited car parking.

While there is no quick fix, schools, council, parents and children can all work together to get everyone to school and work - safely and on time.

When there is not enough parking around your school, here are some helpful tips:



Reduce car trips – one of these options may work for you

- ✔ **Walk or ride to school.** Start the day with some fresh air and exercise and avoid car congestion.
- ✔ **Your school has a Walk to School map.** Grab a copy and find the best walking route to your school.
- ✔ **Park and walk.** Park a little further away from school and enjoy a short walk - avoiding car congestion and parking pressure.
- ✔ **Carpool with a friend.** Share pick up and drop off with friends - this reduces the number of cars around your school.

Keep the pick-up zone moving

- ✔ **The pick-up zone** allows you to stop while picking up or dropping off your child. This must not take more than two minutes. You can't park and wait for your child in your car or leave your vehicle.
- ✔ **Move as far down the pick-up zone as possible,** don't stop at the start, this blocks the traffic behind you.
- ✔ **Arrive at least three minutes after the school bell.** No children are ready before this time. Don't arrive early and park in the pick-up zone – remember, you can only stop here for 2 minutes.
- ✔ **Stagger your pick-up or drop-off times** – try to drop off slightly earlier or pick up slightly later, this will help you avoid peak times.
- ✔ **Child not there? Keep moving!** Drive out of the pick-up zone and come back through. This gives your children time to arrive and keeps the pick-up zone flowing. Don't park and wait for them.

No Parking

This no parking sign means that the area is a pick-up/ drop-off zone. You cannot leave your vehicle unattended and you cannot be parked for more than two minutes. The times may be a little different at your school, but the rules are the same.



Be courteous and aware

- ✔ **Follow signs, road rules and parking signs**, they are there to keep our children safe.
- ✔ **No stopping signs mean "Do not stop your vehicle for any reason"**. This means do not stop or leave your vehicle – this is dangerous.
- ✔ **Don't park on nature strips or in front of people's driveways**. This is very unsafe for children and other road users. It blocks the road and children can't see any approaching dangers.
- ✔ **Don't drop your children on the other side of the road and tell them to run across**. This is dangerous. Use the pick-up zone to pick up or drop off. Use the safest crossing point, like a School Crossing or a Pedestrian Crossing.
- ✔ **Be patient**. If you choose to drive to school, remember many other parents are doing the same thing. Be extra careful and patient.
- ✔ **Slow down and be alert!** Children can be unpredictable and there are LOTS of children around schools, especially at drop off and pick up times.

Use school crossings

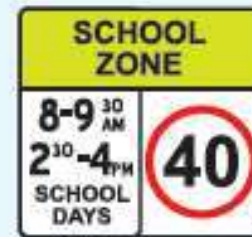
- ✔ **Casey's School Crossing Supervisors** are trained to help children to cross the road safely.
- ✔ **Use the school crossing**. It is the safest place for children to cross the road.
- ✔ **Keep the school crossing clear**. Do not stop your car on the crossing. Blocking the crossing is dangerous for everyone.

Getting children to school safely is everyone's job. Think before you park, drive, drop off and pick up! All children deserve to get to school safely.

For more information about safety around schools visit www.casey.vic.gov.au/safe-around-schools

This project is a joint partnership between City of Casey, TAC and Casey schools.

Follow the signs And keep children safe



School Zone

The speed limit around schools is 40km on school days between 8.00am and 9.30am and 2.30pm and 4.00pm.

Slow down and keep children safe.



No Stopping

The no stopping sign means you cannot stop your vehicle for any purpose, no matter how short the time.



Bus Zone

A bus zone is an area only for busses. You cannot stop there at all.

Never double park, it is illegal and dangerous

Double parking is stopping next to parked cars to pick up or let out children.



Contact City of Casey

03 9705 5200

NRS: 133 677 (for the deaf, hearing or speech impaired)

TIS: 131 450 (Translating and Interpreting Service)

caseycc@casey.vic.gov.au

casey.vic.gov.au

[facebook.com/CityOfCasey](https://www.facebook.com/CityOfCasey)

[@CityOfCasey](https://www.instagram.com/CityOfCasey)

PO Box 1000
Narre Warren VIC 3605

Customer Service Centres

Narre Warren
Burjil Place
Patrick Northeast Drive

Cranbourne
Cranbourne Park
Shopping Centre



Safe Around Schools



When you drive your children directly to school it can add to heavy traffic at drop-off and pick-up times.



Too many cars around schools can make it:

- more dangerous for children, and
- hard to find a parking spot



We can all help to reduce the traffic congestion around our school.

Other ways your family can get to or from school might be:



- park a few streets away from school and walk your child the rest of the way



- walk together from home



- ride a bike or scooter

- park at an agreed meeting place and have your older child walk to and from school by themselves



- carpool with friends, family or neighbours

Any change your family can make will be a benefit.

It does not have to be every day or every school trip - if you can do any of the above just once per week, it can make a difference.

If you can do it more often, it will make a bigger difference.

www.casey.vic.gov.au/safe-around-schools

Casey
Aboriginal
Gathering
Place

KOORIE HOMEWORK GROUP



Please click [here](#) or scan
the QR code to register via
our online form for 2021.



WEDNESDAYS
4PM - 7PM
DURING
SCHOOL TERMS

DINNER
PROVIDED

FOR QUESTIONS AND
MORE INFORMATION
20 Agonis Street, Doveton
(03) 9792 7378 OR
Kiah Mills - 0448 402 804

Let The GAMES Begin...



Year 4, 5 and 6

Night time performance at
Bunjil Place Theatre Narre Warren
Thursday 29th July

By Mike Smith
& Steve Tittford



CK TENNIS -COACHING-

Available lessons:
Group
Private
Cardio Class
Semi-Private
Advanced Programs

Free Trial Lesson Available



ck_tennis_coaching



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