

# The Poppet Head

Weekly newsletter of Quarry Hill Primary School  
Wednesday, June 11<sup>th</sup>, 2025  
Newsletter No. 9

## Our Vision:

QHPS students are empowered to be engaged learners. Our community fosters a culture of respect and belonging.

## 2025 TERM DATES

Term 1: 29<sup>th</sup> January - 4<sup>th</sup> April  
Term 2: 22<sup>nd</sup> April – 4<sup>th</sup> July  
Term 3: 21<sup>st</sup> July – 19<sup>th</sup> September  
Term 4: 6<sup>th</sup> October – 19<sup>th</sup> December

**Principal:** Anne Rochford

**School Council President:** Andrew Ellis

**PFA President:** Michelle Kennedy

**PFA Vice President:** Rhayven Milliner

## ~OUR VALUES~

### Kind

I understand that everyone is different.  
I co-operate.  
I respect myself, others, and the environment.  
I am community minded.  
I belong.

### Curious

I am a learner.  
I seek knowledge.  
I ask questions.  
I explore and wonder.  
I Create.

### Brave

I am honest.  
I am independent.  
I have high expectations.  
I am resilient.  
I am open to feedback.

## IMPORTANT DATES

| JUNE   |                             |   |
|--|-----------------------------|---|
| Monday 16 <sup>th</sup>                            | 8:00am                      | Student Led Conferences Bookings Open   |
| Thursday 19 <sup>th</sup>                          | 9:00am                      | Issue 4 Book Club Orders due  |
| Wednesday 25 <sup>th</sup>                         | All day<br>9:00am<br>3:30pm | Student Led Conferences<br>PFA Pizza Day Orders due<br>Healthy Lunchboxes Parent Workshop |
| Friday 27 <sup>th</sup>                            | 9:00am                      | Healthy Lunchboxes Parent Workshop  |
| Monday 30 <sup>th</sup>                            | All day                     | PFA Pizza day   |
| JULY   |                             |   |
| Wednesday 2 <sup>nd</sup>                          | All day                     | JSC Fundraiser- 'Values Day' dress  |
| Friday 4 <sup>th</sup>                             | 9:00am-2:30pm               | Last day of Term 2- Early finish  |
| Monday 21 <sup>st</sup>                            | All day                     | First day of Term 3   |
| Monday 28 <sup>th</sup> -Tuesday 29 <sup>th</sup>  | Various                     | P-4 Gymnastics Program  |
| AUGUST   |                             |   |
| Monday 4 <sup>th</sup> -Tuesday 5 <sup>th</sup>    | Various                     | P-4 Gymnastics Program  |
| Thursday 21 <sup>st</sup>                          | All day                     | Curriculum Day (no students at school)  |
| Friday 22 <sup>nd</sup>                            | All day                     | Book Week Dress Up/Parade and Multi-Age Activities  |
| SEPTEMBER  |                             |   |
| Monday 8 <sup>th</sup> -Wednesday 10 <sup>th</sup> | All day                     | Grade 6 Urban Camp  |
| Friday 19 <sup>th</sup>                            | 9:00am-2:30pm               | Last day of Term 3- Early finish  |

## Reminders:

- Student Led Conference bookings open (on Compass) on Monday
- P-4 Gymnastics Program:
  - Complete approval/payment through Compass.
- Prep enrolments 2026:
  - If your child has a sibling starting school here in 2026, please fill out an enrolment form and hand it into the office.



## PFA PIZZA DAY- MONDAY 30<sup>TH</sup> JUNE

Order forms for PFA Pizza Day have been handed out to all students (to the eldest student in the family). Completed order forms, along with EFTPOS or cash payment, are due back to the office before 9am Wednesday 25<sup>th</sup> June. Late orders cannot be guaranteed. Spare order forms are available at the office.

## SEMESTER ONE REPORTING

Semester One reports will be available to access from the Compass portal on **Monday 23<sup>rd</sup> June 2025**.

### Report Features

#### Victorian Curriculum

Teachers assess students using the Victorian Curriculum. The report uses a standard 5-point scale ranging from E - A inclusive.

- A- Well above the standard expected at this time of year.
- B- Above the standard expected at this time of year
- C- At the standard expected at this time of year
- D- Below the standard expected at this time of year
- E- Well below the standard expected at this time of year.

| Victorian Curriculum   |                               |         |            |         |         |         |   |                               |   |                          |   |                       |   |                          |   |                               |
|--|-------------------------------|---------|------------|---------|---------|---------|---|-------------------------------|---|--------------------------|---|-----------------------|---|--------------------------|---|-------------------------------|
|  | Rating                        | Level D | Foundation | Level 1 | Level 2 | Level 3 |   |                               |   |                          |   |                       |   |                          |   |                               |
| Capabilities   |                               |         |            |         |         |         |   |                               |   |                          |   |                       |   |                          |   |                               |
| Personal and Social Capability   | C                             |         |            |         |         |         |   |                               |   |                          |   |                       |   |                          |   |                               |
| English  |                               |         |            |         |         |         |   |                               |   |                          |   |                       |   |                          |   |                               |
| Reading and Viewing  | C                             |         |            |         |         |         |   |                               |   |                          |   |                       |   |                          |   |                               |
| Speaking and Listening   | C                             |         |            |         |         |         |   |                               |   |                          |   |                       |   |                          |   |                               |
| Writing  | C                             |         |            |         |         |         |   |                               |   |                          |   |                       |   |                          |   |                               |
| Mathematics  |                               |         |            |         |         |         |   |                               |   |                          |   |                       |   |                          |   |                               |
| Number and Algebra   | C                             |         |            |         |         |         |   |                               |   |                          |   |                       |   |                          |   |                               |
| Statistics and Probability   | C                             |         |            |         |         |         |   |                               |   |                          |   |                       |   |                          |   |                               |
| <div><div><b>Ratings</b><table><tr><td>A</td><td>Well above the expected level</td></tr><tr><td>B</td><td>Above the expected level</td></tr><tr><td>C</td><td>At the expected level</td></tr><tr><td>D</td><td>Below the expected level</td></tr><tr><td>E</td><td>Well below the expected level</td></tr></table></div><div><b>Legend</b><ul style="list-style-type: none"><li> Previous result, x months ago</li><li> Your child's achievement this semester</li><li> Your child's progress</li><li> The expected level of achievement</li></ul></div></div> |                               |         |            |         |         |         | A | Well above the expected level | B | Above the expected level | C | At the expected level | D | Below the expected level | E | Well below the expected level |
| A  | Well above the expected level |         |            |         |         |         |   |                               |   |                          |   |                       |   |                          |   |                               |
| B  | Above the expected level      |         |            |         |         |         |   |                               |   |                          |   |                       |   |                          |   |                               |
| C  | At the expected level         |         |            |         |         |         |   |                               |   |                          |   |                       |   |                          |   |                               |
| D  | Below the expected level      |         |            |         |         |         |   |                               |   |                          |   |                       |   |                          |   |                               |
| E  | Well below the expected level |         |            |         |         |         |   |                               |   |                          |   |                       |   |                          |   |                               |
| <b>Scale Definition</b> <p>The Victorian Curriculum standard 5 point scale. Ranging from E - A inclusive. Where E is two standard points below the expected level and A is two standard points above the age expected level.</p>   |                               |         |            |         |         |         |   |                               |   |                          |   |                       |   |                          |   |                               |

#### New Maths Curriculum

The Victorian Curriculum and Assessment Authority (VCAA) recently published its revised mathematics curriculum (Mathematics Curriculum 2.0).

All Victorian Government schools will start using the Mathematics Curriculum 2.0 in 2024 or 2025.

At Quarry Hill Primary School we are using the revised mathematics curriculum for school reporting from Semester 1 2025.

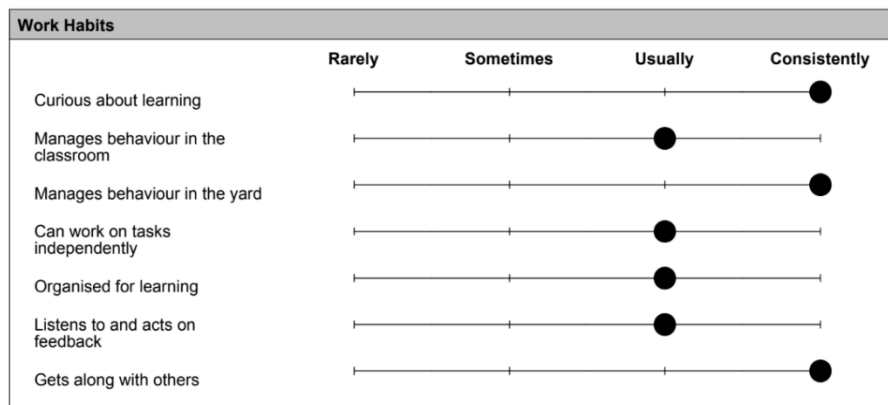
On your child's previous report, the teacher reported against the 3 strands of the achievement standard for Mathematics (Number and Algebra, Measurement and Geometry, and Statistics and Probability).

Under the Mathematics Curriculum 2.0, your child's teacher will report against the achievement standard as a whole, providing a single, aggregated score.

As the achievement standards reported on have changed, your child's Semester 1 report will only show achievement and not progress. For all reports after this, progress will be shown against the single achievement standard.

### Work Habits

Student work habits relate to student effort and behaviour. They are gauged using the scale of Rarely, Sometimes, Usually, and Consistently.



### Teacher Comment

Teacher comments highlight personal learning characteristics, personal qualities and elaborate on student work habits. This is the focus of the Semester One reports.

### Specialist Subjects

Specialist teachers provide an overview of tasks completed throughout the semester. They assess students' work habits.

### Continuous Reporting & Learning Tasks

Continuous reporting is the process whereby teachers throughout the teaching and learning cycle provide feedback to students regarding their learning progress.

Feedback is timelier, supports students to more effectively track, reflect and improve their learning and supports parents/carers to develop a greater awareness of, and engagement with, their child's learning progress and achievement.

Parents/Carers do not have to wait to have conversations with teachers about any issues or concerns.

As part of our continuous reporting cycle, all students at our school undertake learning tasks throughout the year. Learning tasks are activities that have been completed in class and assessed against the Victorian Curriculum by teachers.

The tasks are uploaded onto Compass regularly throughout the term and are from a variety of subject areas. Parents/Carers and children are encouraged to access the tasks when they are uploaded and discuss them together.

### Attendance

Student attendance is included and shows the number of days absent for the semester.

## Some Frequently Asked Questions

### **What does the 5-point scale with the dot points represent?**

Student reports use a five-point rating scale to show student progress and achievement, at the time of reporting.

Teachers enter a score based on their judgement of each student's level of achievement against the curriculum areas taught during the reporting period.

### **Why is there such a big or small spread between the dots on the scales?**

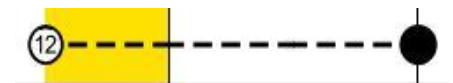
Reporting reflects what has been taught. For example, English, Mathematics and Physical Education are all subjects that are taught all year and are reported against twice a year. The dot points on the scale reflect this 6-month time span, hence the line (growth) is shorter.



Some other subjects, such as History, Geography, Civics and Citizenship, for example, are curriculum areas that are managed on a two-year cycle. This means that those subjects may not be taught every semester, or indeed, every year. The dot points on the scale will either have no previous dot (as this is the first time the subject has been taught),



or it will have a longer line between the dots (as it may be 12 months or more since the subject was taught).



### **Why hasn't my child moved on the scale from their last report?**

Like physical growth spurts, children learn at different rates. Sometimes they make rapid progression with their learning and may then need time to consolidate before their next learning growth. Other children might learn at a slower, but more continuous rate.

Everyone is different.

Children will never progress as rapidly as they do in the early stages of their life. (In the first few years, more than 1 million new neural connections are formed every second!)

As children progress through stages in their education their thinking becomes more abstract. They move from the 'known' (which is what is in front of them or the experiences that they have lived) to broader and more unfamiliar concepts.

Learning becomes more about expanding their education and applying their new knowledge and skills rather than just going up levels.

### **What are Student Led Conferences?**

Student Led conferences are a special opportunity for students to take the lead in sharing their learning. Reflecting our school values of **Kind, Curious, and Brave**, students will showcase work they're proud of, reflect on their growth, and share their goals.

Our upcoming conferences will be held on **Wednesday 25th June**. Appointments can be made via our Compass portal, with bookings opening on Monday 16<sup>th</sup> June.

Parents/Carers are required to attend with their child for the 15-minute timeslot chosen on this day. Students will not be attending school other than their conference time but are asked to wear their school uniform to their session.

Dear Parents and Guardians

Each year we give our students in Year 3 to Year 6 the opportunity to participate in the world-renowned ICAS competition.

### What is ICAS?

ICAS is an online academic competition that gives students the opportunity to challenge their higher order thinking and problem-solving skills in English, Mathematics, Science, Writing, Spelling Bee, and Digital Technologies. **This year we are offering English, Maths and Writing.**

Every student who participates is celebrated and recognised with a printed certificate in each subject area, and an online results report to track development each year.

To learn more about this year's exciting ICAS competition, visit: ([icasassessments.com/products-icas/](https://icasassessments.com/products-icas/))

### How to participate in ICAS

If you wish for your child to participate in ICAS this year, please:

1. Read about ICAS subjects and prices [here: \(icasassessments.com/products-icas/\)](https://icasassessments.com/products-icas/)
2. Read the Privacy Collection Statement below.
3. Read the terms and conditions [here: \(icasassessments.com/wp-content/uploads/2023/04/2023-ICAS-Assessments-Schools-TsCs\\_S2023.V6-1.pdf\)](https://icasassessments.com/wp-content/uploads/2023/04/2023-ICAS-Assessments-Schools-TsCs_S2023.V6-1.pdf)
4. Go to the Parent Portal to sign up to chosen subject areas [here: \(shop.icasassessments.com/pages/pps\)](https://shop.icasassessments.com/pages/pps)
5. Enter our school's access code – **BIW214**  
Or our **Parent Page Link:**  
<https://shop.icasassessments.com/pages/parent-payment/BIW214>
6. Enter your child's details, select the subject areas your child would like to participate in, then proceed to payment.

Please note that the ICAS subject areas shown for selection are at the school's discretion.

After payment is made via the Parent Payment System, you will receive an order confirmation email, please keep this for your records.

### ICAS results and certificates

All assessments will be conducted online, at school. We will notify you of the date(s) that we will run ICAS assessments, and when your child's ICAS results are ready. Your child's ICAS certificates will be delivered to school. Once we have received them, we will present them to your child to bring home. The back of the certificate will show your child's ICAS results and the login details, "TAP ID and Pin". - Use these to enter the [Results Portal](#).

+61 (0) 2 8267 8800 • [icasassessments@janison.com](mailto:icasassessments@janison.com)  
[icasassessments.com](https://icasassessments.com)  
PO Box 341, Glebe NSW 2037, Australia  
ABN 35 081 897 494

## Privacy collection statement

The following information is a privacy notification about how your child's data is kept private and secure.  
*ICAS Assessment is owned by Janison Solutions Pty Ltd (We, Us, Our).*

*To deliver assessment products, Janison will require your child's School to obtain your consent to provide Janison with certain personal information of students. Janison will collect, store, use, disclose and otherwise deal with such personal information in accordance with its privacy policy (below). We are aware of our responsibility to protect personal information related to children and students from being disclosed when we deliver an ICAS Assessments product. Unless you, as the child's legal guardian consents, we **will not**:*

- collect any personal information or data of children other than the information we need for the successful completion of an assessment, test, or exam.*
- transfer any personal information we obtain from a child in the delivery of assessments and tests to any jurisdiction outside of Australia.*
- share any personal information relating to children with any third parties (except for those third parties necessary for us to carry out our Services or provide our Products e.g., medal engraving).*
- use any personal information or data relating to children for marketing purposes.*

You can view our full privacy policy at <https://www.janison.com/privacy-policy/>

We may retain personal information and data relevant to a child for their future purposes or for research purposes by Janison for the duration of the school life cycle of the child. However, if you or your child at any time wish to have their personal information or data removed from our systems, they or you may opt out by simply contacting our Privacy Officer at [privacy@janison.com](mailto:privacy@janison.com) or by contacting [icasassessments@janison.com](mailto:icasassessments@janison.com).

We are excited to be offering ICAS to our students this year and look forward to celebrating their achievements. Please do not hesitate to contact the school office if you have any questions.

Kind regards,

**Anne Rochford**

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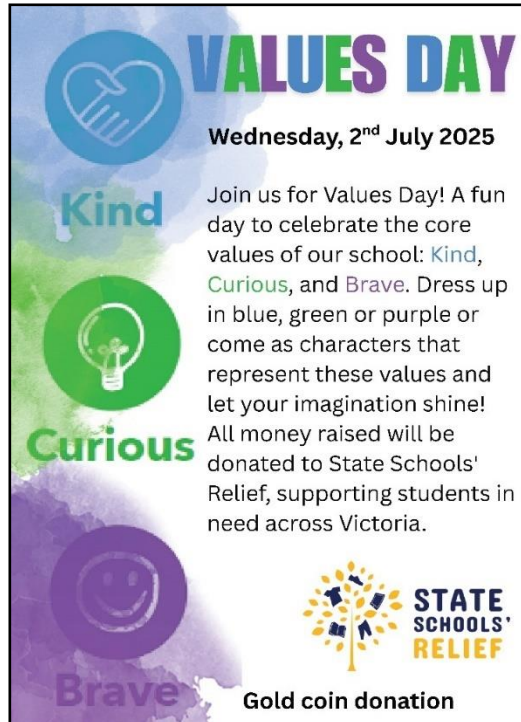




# STUDENT ACHIEVEMENT AWARDS



|                |         |  |
|----------------|---------|--|
| <b>KIND</b>    |         |  |
| Josh C         | Room 5  | For showing kindness to his friends and classmates.                    |
| Charlotte S    | Room 12 | For always being kind to others and willing to help out when needed.   |
| <b>CURIOUS</b> |         |  |
| Dominik H      | Room 8  | For being a curious learner and trying your hardest every day.         |
| Dylan P        | Room 6  | For always trying her best and working hard in all class activities.   |
| <b>BRAVE</b>   |         |  |
| Rhonon F       | Room 7  | For being brave and resilient to participate in all school activities. |
| Mabel S        | Room 5  | For attempting to learn a range of tricky words.                       |



**VALUES DAY**

Wednesday, 2<sup>nd</sup> July 2025

**Kind**

Join us for Values Day! A fun day to celebrate the core values of our school: **Kind**, **Curious**, and **Brave**. Dress up in blue, green or purple or come as characters that represent these values and let your imagination shine!

**Curious**

All money raised will be donated to State Schools' Relief, supporting students in need across Victoria.

**Brave**

**STATE SCHOOLS' RELIEF**

Gold coin donation



**SCHOOL FUNDRAISER**

Order custom school & pantry labels

🛒 Fundraiser ends 7th July

**School Labels, Clothes Labels and Pantry Labels!**

👉 Order now & choose our school at checkout!

**30%**

OF ALL SALES GO STRAIGHT TO THE SCHOOL



FUNDRAISING.HAPPYPRINTHUB.COM.AU/QUARRYHILL

**happy PRINT HUB**

EMILY

## WORLD ENVIRONMENT DAY

World Environment Day was celebrated at Quarry Hill Primary School on Friday 6<sup>th</sup> June.

World Environment Day is a United Nations International Day. It aims to put the spotlight on the key environmental issues of our times. Students participated in multi-age group rotational sessions to gain awareness of the importance of respecting and caring for the environment. Educational sessions included:

- The Importance of Bees
- Land Art
- Tree Planting In Bushland
- Supporting Animal Habitats
- Rubbish and Recycling Sorting
- Pot Making and Seedling Planting
- Water bottle design using no plastic



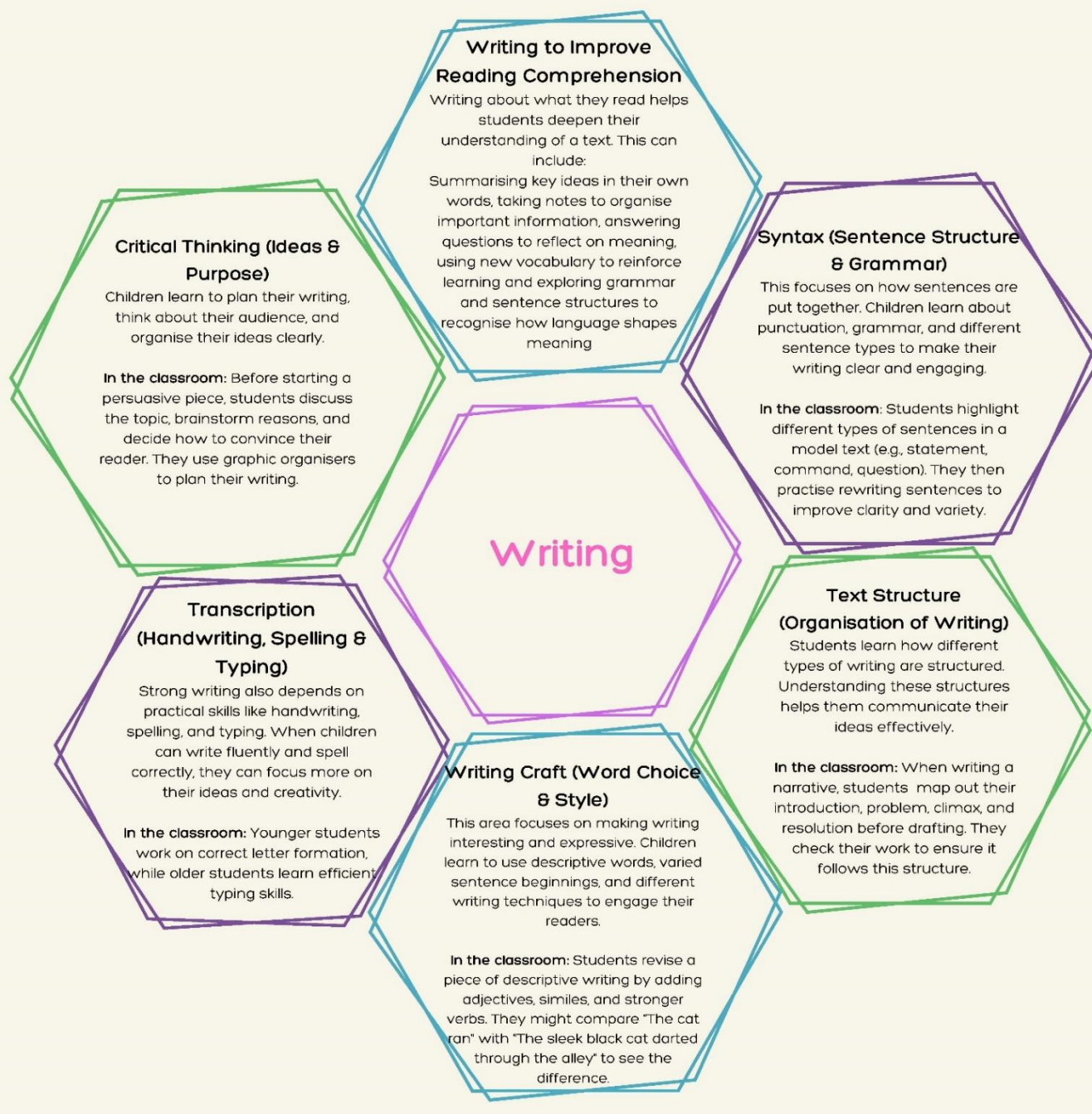




# Spotlight on Teaching and Learning: Writing

This week we continue our Spotlight on Teaching and Learning, where we will share our teaching and learning practices at QHPS.

At our school, we use a structured approach to teaching writing. The Writing Rope model highlights five key areas that help children become confident and effective writers. Writing is also used as a strategy to improve reading comprehension. Below is a snapshot of these areas, along with examples of how they are taught in the classroom





# TOP TIPS FOR CYBER SECURITY

## PRACTICAL WAYS TO PROTECT YOURSELF ONLINE

[cyber.gov.au/learn](https://cyber.gov.au/learn)



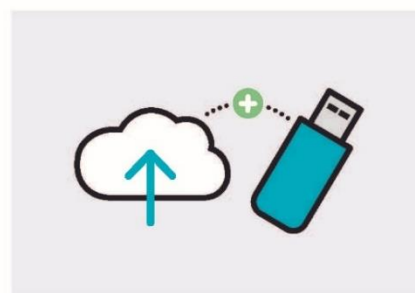
### Update your apps and devices

Updating your apps and devices can fix issues and address new security concerns or weaknesses that hackers could use to access your devices or accounts. They can also add new features.



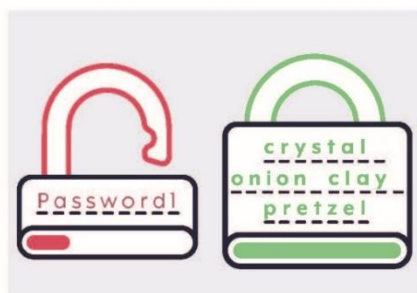
### Turn on multi-factor authentication (MFA)

MFA means having more than one check in place to prove your identity on an account. For example, you may need a code from a text message and your passphrase. It makes it much harder for cybercriminals to access your accounts.



### Set up and perform regular backups

A backup is a digital copy of your most important information either to an external storage device or a server on the internet like the cloud. It means you can restore your files if something goes wrong.



### Set up secure passphrases

When MFA is not available, use a passphrase to secure your account. A passphrase is a strong type of password that uses four or more random words. This makes them hard for cybercriminals to guess but easy for you to remember.



### Recognise and report scams

Criminals often use email, SMS, phone calls and social media to scam people. They usually do this by contacting you and pretending to be an individual or organisation you know and trust.

Always be alert when clicking on attachments or links within emails or messages.



### Level up your cyber security by...

- Thinking about what you post online.
- Signing up to our free alert service to receive alerts on new threats
- Talking about cyber security with your family and friends.
- Avoiding public Wi-Fi when you're banking or shopping online.
- Reporting cyber attacks and incidents to keep Australia secure.

Find out more at [cyber.gov.au/learn](https://cyber.gov.au/learn)

#### Report cyber security incidents:

[cyber.gov.au](https://cyber.gov.au) | 1300 CYBER1 (1300 292 371)



Australian Government  
Australian Signals Directorate

ACSC Australian  
Cyber Security  
Centre





## Fuel Their Day: Healthy Lunches Made Simple!

Let's explore:

- Healthy Eating Guide
- Fussy & plain eaters
- Tips for making nutritious lunchbox meals
- Healthy food swap resources
- Reading food labels
- Resources

♥ Wednesday,  
25<sup>th</sup> June OR  
Friday, 27<sup>th</sup>  
June

♥ 3.30pm (Wed)  
9am (Fri)

♥ Quarry Hill  
Primary

Free to join and enjoy. Register your attendance:

🕒 5406 1200

✉ healthpromotion@bchs.com.au



# PARENT MATTERS SURVEY

Are you the parent/carer of a  
child in Years 5-8?

How much do you know about  
careers and pathways and post-  
compulsory education?

Would you like to be better  
equipped to talk to your child  
about careers and pathways?

[www.surveymonkey.com/r/W8W5BT2](https://www.surveymonkey.com/r/W8W5BT2)

Let us know by scanning the QR code or type the link into  
your browser to complete the Parent Matters survey.

**Survey closes 4 July 2025**

For further information contact BEP  
Manager Chris Mackenzie at  
[chris.mackenzie@education.vic.gov.au](mailto:chris.mackenzie@education.vic.gov.au)

**BENDIGO  
EDUCATION PLAN**



## All Star Football & Netball Holiday Camp

Monday 7<sup>th</sup> & Tuesday 8<sup>th</sup> July  
REGISTRATION NOW OPEN

Netball ages girls and boys 11 to 15  
Football ages boys and girls 5 to 15

8:30am Register sign out 5pm  
Wade Street, Golden Square

🏆 Mini tournament

🏆 Awards & prizes

🍽️ lunch & snacks provided

💰 \$100 for 1 day - \$180 for 2 days



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BOUNCE TO THE  
FINAL WHISTLE WE'VE  
GOT YOU COVERED"



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