



The Poppet Head

Weekly newsletter of Quarry Hill Primary School
Wednesday May 20th 2020
Newsletter No. 7

Our Vision:

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

2020 TERM DATES

Term 2 April 14 – June 26

Term 3 July 13 – September 18

Term 4 October 5 – December 18

Principal: Jo Menzel

School Council President: Claire Flanagan-Smith

PFA President: Renee Selkrig

PFA Vice President: Kasslea Shaw

~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

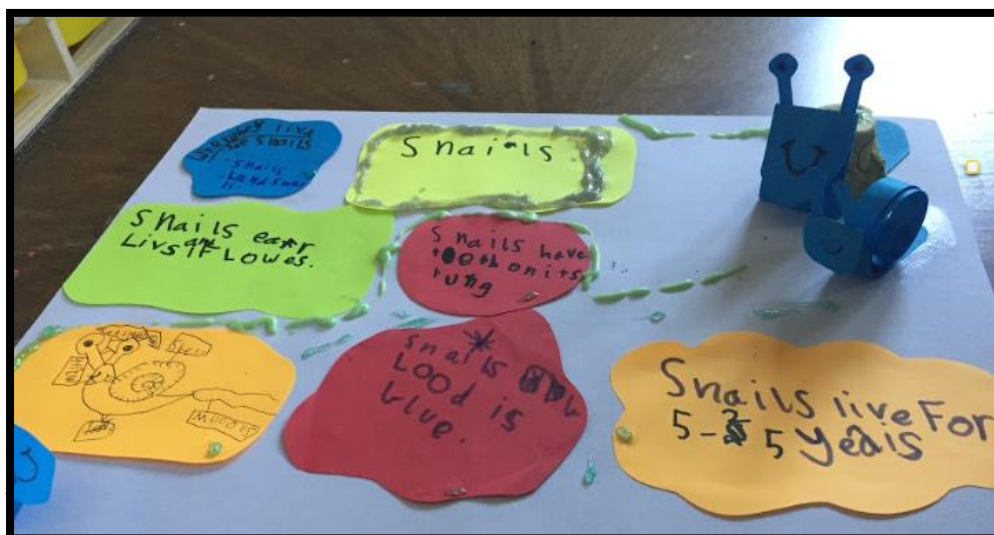
Brave

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

Term 2 Celebrating Our Success

CURRICULUM DAY- Pupil Free

This Monday, 25th May



P/1 CLASSROOM



Kind



Curious



Brave

Dear Parents & Carers,

Welcome to the Week 6 edition of the newsletter!

Quarry Hill staff would like to thank you for all your support during these past 5 weeks of remote learning. It has once again been a successful fortnight with many excellent samples of work to showcase.

A reminder that this coming **Monday 25th May**, is a Curriculum Day.

We look forward to welcoming back our Prep-Grade 2s next **Tuesday, 26th May** & our Grade 3-6s on **Tuesday 9th June, 2020**.

STUDENT ACHIEVEMENT AWARDS

KIND

- | | |
|-----------------------|--|
| Lachlan K (Room 12B) | for supporting a fellow class member and working as a team to share information together. |
| Ted K (Room 12B) | for supporting a fellow class member and working as a team to clarify and problem solve together. |
| Ashreyaa D (Room 15A) | for always having a big smile on her face during our WebEx sessions and happily sharing her ideas and personal stories with the class. |

CURIOUS

- | | |
|----------------------|---|
| Kade B (Room 10A) | Well done for your perseverance with the online platform for remote learning. Great work! |
| Tadhg F (Room 6) | Tadhg worked very hard on his persuasive writing piece to explain why dogs make better pets than cats. Tadhg used paragraphs, neat handwriting and some very convincing arguments in his writing. Well done, Tadhg. |
| Thomas A (Room 4) | for his organised and enthusiastic approach to all online learning tasks. |
| Dyson S (Room 1) | for stretching his learning further and investigating his own wonderings about bees. |
| Jack B (Room 12A) | for his exceptional attitude and positive work ethic during remote learning! |
| River H (Room 12A) | for showing strong leadership and kindness over the last few weeks. Throughout this time, you have demonstrated outstanding leadership that has extended beyond the school walls. Congratulations. |
| Tyler C (Room 12B) | for setting high expectations and working effectively in your maths tasks. Well done Tyler. |
| Iihan B (Room 1) | for being able to discuss stories read using the 'who, what, where, when and why' retell strategy. |
| Caitlin O (Room 12B) | for creating an engaging, entertaining and high persuasive text. Well done Caitlin. |
| Patrick W (Room 1) | for being able to discuss stories read using the 'who, what, where, when and why' retell strategy. |
| Leo M (Room 8) | for asking interesting questions during own WebEx lessons. Well done Leo. |
| Wynter B (Room 1) | for being able to discuss stories read using the 'who, what, where, when and why' retell strategy. |
| Alec B (Room 2) | for being an enthusiastic learner during our shapes lesson in Maths. |
| Mason W (Room 9) | for fantastic use of your finger spelling to sound out your words Mason! You are a superstar reader. |
| Seth P (Room 14A) | Well done on completing such a big amount of work at home. We are proud of you for being so 'Curious.' |
| Aiden C (Room 14A) | Well done on being organised during remote learning and handing in your work. |

Copeland IS (Room 10B)	for completing your weather recording instrument and submitting a photograph of it.
Asha B (Room 10B)	for completing your weather recording instrument and submitting a photograph of it
Oscar G (Room 10B)	for completing your weather recording instrument and submitting a photograph of it.
Willow R (Room 10B)	for completing your weather recording instrument and submitting a photograph of it.
Mietta W (Room 10B)	for completing your weather recording instrument and submitting a photograph of it.
Will D (Room 10B)	for completing your weather recording instrument and submitting a photograph of it.
Kade S (Room 14B)	for consistently completing his learning tasks each day!
BRAVE	
Jimi R (Room 14B)	for putting in 110% effort into his narrative brainstorm and character profile. Great work Jimi!
Fletcher W (Room 15B)	for being an active participant in all Webex sessions and having an enthusiastic approach towards all work tasks. Well done Fletcher!
Eddie H (Room 15A)	for challenging himself when working on his narrative writing.
Emma O (Room 8)	for sharing her thinking during our Webex lessons. Well done Emma.
Imogen O (Room 8)	for confidently sharing her thinking on Webex. Well done Immy.
Chase M (Room 5)	for setting high expectations in regard to completing all set work during remote learning.
Cody R (Room 5)	for taking increasing responsibility for her learning.
Sienna W (Room 5)	for willingly participating in all WebEx lessons and submitting all work, demonstrating excellent work habits.
Fern W (Room 2)	for using her initial letter sounds during our afternoon game of I Spy.
Lacey E (Room 14A)	Well done on being brave enough to share your story on WebEx to our class. It was wonderful.

LOOK OUT FOR YOUR AWARD IN THE MAIL!

NEWS FROM THE P/1 CLASSROOMS

Outdoor spelling in action!

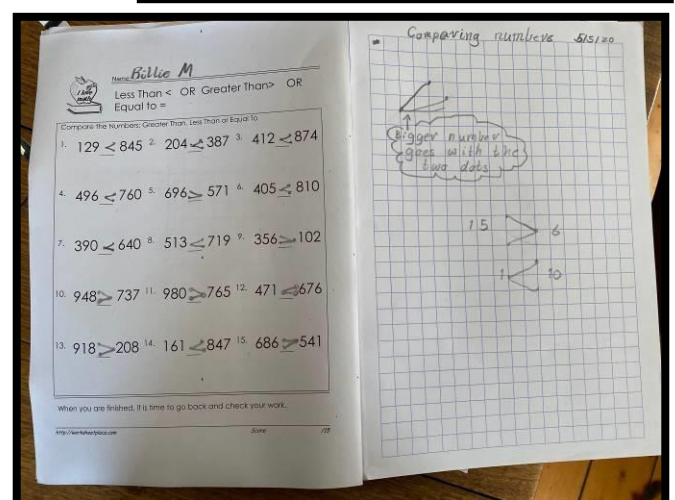
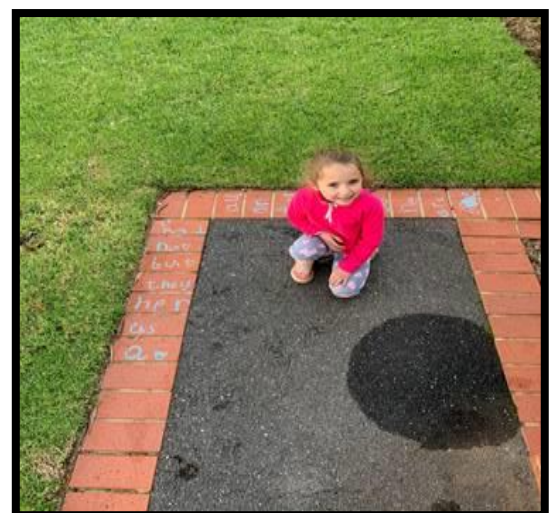
Evie joined in Minna's spelling activity this morning and did her words in chalk in the front garden - cheered up the morning dog walkers!

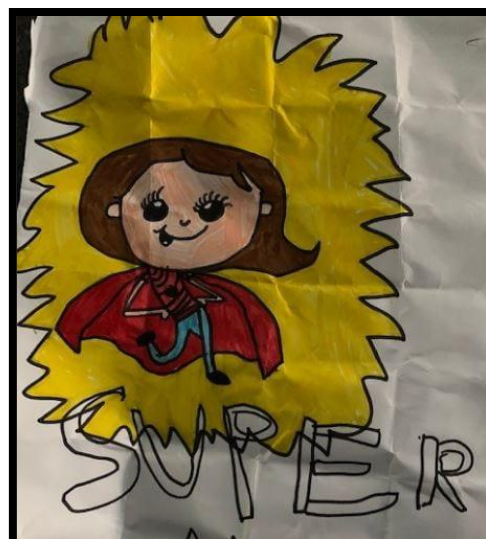
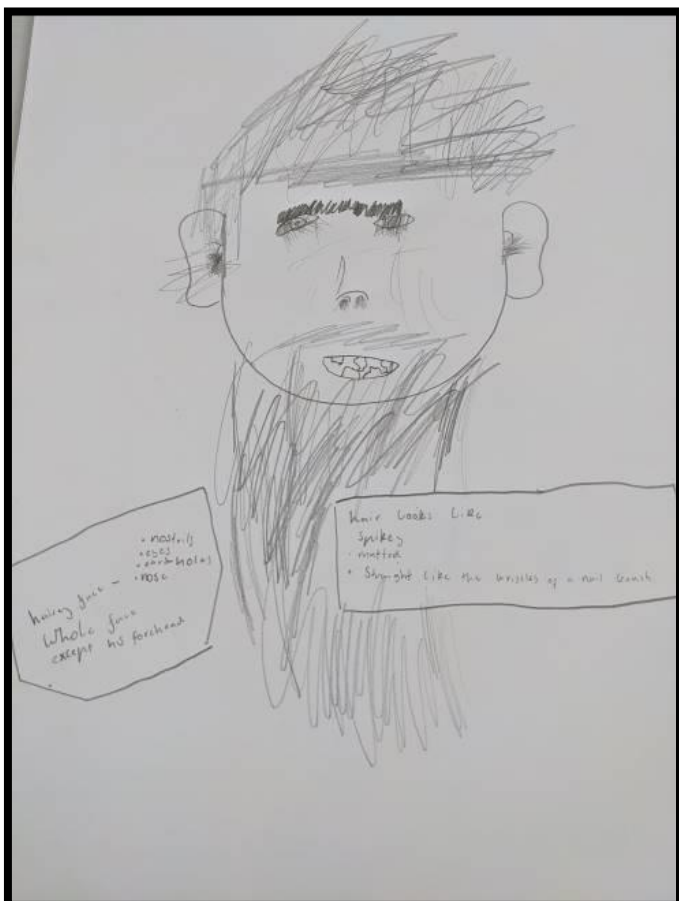
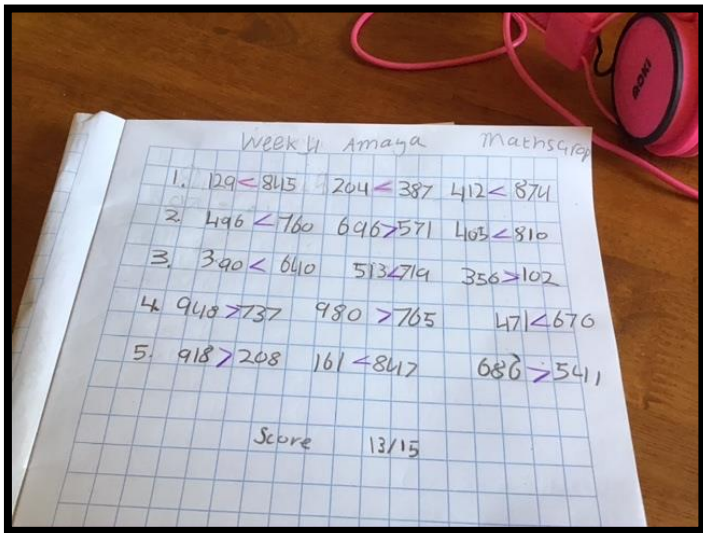
NEWS FROM THE GRADE 3/4 CLASSROOMS

In maths, the students from the Grade 3/4 classrooms have been working hard on their greater than > & less than < symbols as pictured by Billie M & Amaya K.

They have also been working hard on developing the character in their narrative writing. Amelia & Lenny have drawn Mr Twit!

In spelling, we encouraged the students to take it outside! Minna J has used chalk on bricks, where Rowan N has used the lovely autumn leaves.





NEWS FROM GRADE 2
 Children from Grade 2 followed the instructions from the video to draw their own 'Super Mum'.
 By Evie L

GRADE 5/6 INQUIRY, SEL & MAPPEN

Grade 5/6s have been investigating different ways of measuring the weather through their inquiry learning. Here is Alice's rain gauge & Tessa's weather station! Willow & Ted's work was completed as part of our SEL that students complete each week whilst Avery & Esther's is linked to current Mappen work which is "Think Global, Act Local."

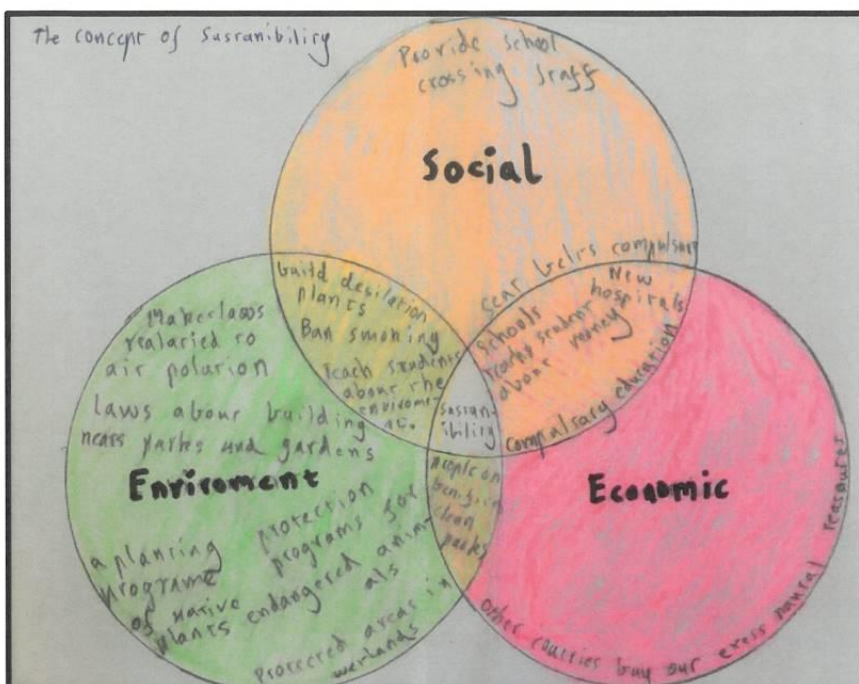


SMILE

Things that made me smile this week:

- My pets
- Drawing
- Ordering 2 new books from Dymocks
- Talking to my friends
- Hearing funny jokes
- Writing this and remembering all these times
- Playing Minecraft with my friends
- Helping out a few friends

By Willow R



By Avery M

Things that made me smile this week
Here are a few things that made me smile this week:

- My Dog Bess.
- Joe Wicks costume.(a youtube sports coach)
- My brother Charlie's story/narrative.
- Movie: Alvin and the Chipmunks 1.
- Jumping on the trampoline in the rain.

Jumping on the trampoline in the rain makes me smile because we can accidentally fall over and get really wet. I also like jumping in the rain because when you jump the water on the tramp goes up then quickly goes down.



What is Interdependence?

A relationship between two things where each one benefits from the other.

Examples of thinking Interdependently:



Each stone relies on the other to make the arch otherwise it'd tumble down.



The bird relies on the kangaroo to stay still and the kangaroo relies on the bird to stay.



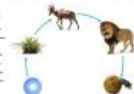
Global connections rely on each other to trade and be peaceful.



each piece of the puzzle needs the other to help finish it.



Each part of the body relies on the other parts to stay healthy. So the system runs smoothly.



the grass needs the sun so it can grow, the deer needs the grass for food, the lion needs the deer for food and the dung beetle needs the lions' poo for food.

Social skills

Be open to criticism:

Can I think of a time when I used this skill?

I used this skill in class to help improve my work.

Can I think of a time when I would need to use this social skill?

When I'm doing work like this.

Why do I think this skill is important when working with others?

Because we wouldn't learn as easily if we didn't know what to improve on.

Make sure everyone has a chance to speak:

Can I think of a time when I used this skill?

When I'm debating Veganism.

Can I think of a time when I would need to use this social skill?

SCHOLASTIC BOOK CLUB

In these unprecedented times we're all being asked to change the way we work and live. Our tradition of putting books into the hands of kids isn't going to change, but for Term 2, we're doing things a little differently. Book club can still be ordered by going online at:

<https://scholastic.com.au/book-club/virtual-catalogue-1/>

This is an online ordering and payment system. No payments will be accepted at the school. Payment is made online and delivery is to be your home address. No books will be sent to the school.

BSE-YEAR 7, 2021 INFORMATION EVENING

On Wednesday 13th May, Bendigo South East College held a live 2021 Year 7 Online Information session.

The live stream features presentations from College Principal Mr Glen Donald, Ms Suzie Gerada - Assistant Principal for Learning, and Ms Angelique Smith - Year 7 Year Level Leader for 2020.

A replay of the presentations and other essential information about Grade 6 to Year 7 Transition for 2021 can be found on the BSE website at <https://www.bse.vic.edu.au/2021-transition-info/>. If you have any further questions on enrolment, you can submit them on this page.

Remote Learning Ideas & 'Tips'

- Make sure you're getting enough sleep
- As soon as you are off the computer, move around as much as you can
- Take some time to focus on something that you are grateful for, even if it is just one special thing
- Use the calming power of pets to help relieve stress



eSmart Topic: 5 Ways to Make YouTube Safer for Kids

Kids love YouTube. Whether they're watching funny videos, learning cool stuff, or uploading their own creations, they can stay busy on the popular channel. But not everything about YouTube is fun and games. Discover five ways to make YouTube safer for kids.

<https://www.commonsensemedia.org/videos/5-ways-to-make-youtube-safer-for-kids>

CSEF - HAVE YOUR CIRCUMSTANCES CHANGED?

If your circumstances have changed, you may be eligible for the Camps, Sports & Excursion Fund (CSEF). The eligibility may have changed as a result of COVID-19

The applicant must be one of the following:

a parent/carer (of the relevant student) who is:

- on the first day of term one, or;
- the first day of term two;
- a. an eligible beneficiary of either a Centrelink Health Care Card or a Pensioner Concession Card; or
- b. an eligible beneficiary of a Veterans Affairs Gold Card; or
- c. a temporary foster carer; or
- d. the parent/carer of a student who is 16 years or older and who holds a valid concession card (such as a Youth Allowance Health Care Card or Disability Support Pension Card).

The parent/carer must submit an application to the school prior to the end of term 2.

Provided the above conditions are satisfied, the amount payable is:

\$125 for Primary school students.

\$225 for Secondary school students.

Please find the application form below in the newsletter.



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TELEPHONE SERVICE
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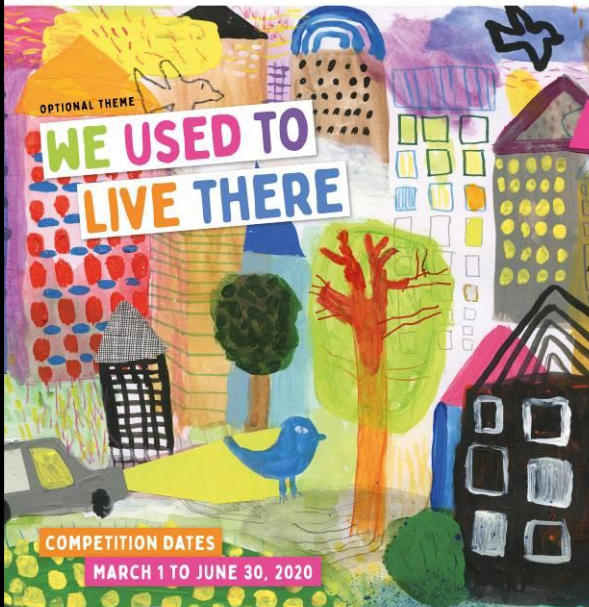



DOROTHEA MACKELLAR POETRY AWARDS

OPTIONAL THEME
WE USED TO LIVE THERE

COMPETITION DATES
MARCH 1 TO JUNE 30, 2020




VISIT WWW.DOROTHEA.COM.AU FOR ENTRY DETAILS





dorothea mackellar
poetry awards

T: 02 6742 1200 | F: 02 6742 1435 | PO Box 113, Gunnedah NSW 2380 | E: dorotheamackellar@bigpond.com



AUSTRALIA'S LONGEST-RUNNING ANNUAL POETRY COMPETITION FOR SCHOOL CHILDREN



OSHC is full of fun and enriching activities.

Whilst Term 2 may have started off a little different to normal, in OSHC we've continued our focus on learning, creativity and having fun, whilst making sure that health and safety is always top of mind.

So, what have we been up to in OSHC this term?

The children at our service have enjoyed games and activities such as making and playing with slime, tie dying pencil cases, cooking up a storm in the kitchen, molding with our magical clay, chilling out in our hang out tent, using some of our construction items to create some amazing things and of course making our Mums some beautiful Mother's Day presents to show them how much we appreciate them. We've spent lot's of time outside playing ball tiggly, tennis, practising our skipping and hulla hoop skills as well as enjoying nature down at bushland.



Plus, as always, there was also plenty of time for homework, mindfulness and reading.

Our OSHC service is open and operating for those that need our care. For families who require care, childcare will be provided free of charge until 30th June as per the Federal Government's announcement on the 2nd April. Whilst care is free, we still need to know if you are coming. We ask that you get your bookings in as soon as you can.

It's FREE to Register. (and if you want to use OSHC, you first need to register).

Register at pp.campaustralia.com.au/account/login. Once registered, it's easy to make and manage your bookings online via our Parent Portal.

Thanks,

Hayley Scott, OSHC Coordinator

INSIGHTS

Charting a new course for kids post COVID-19



While we've been denied access during the COVID-19 pandemic to activities such as playing group sport, spending time in a café or meeting with friends, there's been plenty of upside too.

Discussions with friends reveal that family life has been a big beneficiary from the physical distancing measures. Comments such as "It's so good to slow down," "I cherish the time I'm spending with my children," and "I'm discovering the joy of having real conversations with my teenager" point to the positive side of getting off the family roundabout many of us have been on.

Though the restrictions placed on society are of course challenging, the imposed period of social isolation has provided an opportunity for parents to forge new habits that have potential to bring more joy and less stress to their children's lives once the threat has subsided. Here are some ideas to consider while charting a new course for kids post COVID-19.

Significant personal hobbies

Our previous reliance on organised, adult-initiated activity to keep kids busy came at the expense of child-initiated hobbies and interests. The rise of personal digital entertainment and communication technology in recent years has also contributed to the demise of hands-on hobbies such as collecting, crafts and music.

The Scandinavians have long valued the positive impact of hobbies on a person's wellbeing and quality of life. In turn they encourage (and in Sweden's case heavily subsidise) the uptake of hobbies and personal interests from a very young age.

Personal learning centres

Experts agree that the future of work will be characterised by constant change, requiring workers to continually learn and upskill if they are to adapt. Our children will need to see themselves as continuous learners if they are to succeed in this uncertain future.

The home is a great place to plant this concept in young minds and there's no better way to do this than establishing their own personal learning centre. Start small with a bean bag, a small book shelf and build from there. It's the idea rather than the physical setting where the learning significance lays.

Mental health practices

This period in isolation has offered an opportunity to embed good mental health practices in children and young people. Three key health practices to continue include healthy eating, plenty of exercise and good sleep patterns. Add regular mindfulness practice, deep breathing and the opportunity to spend plenty of time in nature and you'll be establishing a strong mental health and wellbeing framework for life.

Mix of alone and group activities

Life in social isolation has meant family members have had to compromise. Extroverts who love to be surrounded by people have had to give parents and siblings the space they need. Introverts who prefer their own company have been sharing their time, space and company with other family members. Post COVID-19, consider encouraging kids to experience a mixture of alone time, allowing for personal reflection and family time, which promotes family connection. Both are essential for healthy wellbeing.

Deep eldership connection

Increased one-on-one time between parents and kids has been a positive side effect of life in social isolation. The opportunity for parents to connect with children and young people with greater depth and meaning is a return to eldership, practised by past generations. Eldership, where parents shared their wisdom and their vulnerabilities with young people, when combined with healthy rites of passage is a time-honoured way of preparing young people for adulthood.

This period of social isolation has provided a rare opportunity for parents to renew and refresh their children's lifestyles, and in some circumstances, reboot family lives as well. It would be a waste to climb back on the busy roundabout of life once the COVID-19 pandemic has subsided, without making some positive changes to the way we live.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.

CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) APPLICATION FORM

QUARRY HILL PRIMARY SCHOOL

School Name

School REF ID

Parent/legal guardian details

Surname _____

First name _____

Address _____

Town/suburb _____ State _____ Postcode _____

Contact number _____

Centrelink pensioner concession **OR** Health care card number (CRN)

- - - **OR**

☐ Foster parent* **OR** ☐ Veterans affairs pensioner

*Foster Parents must provide a copy of the temporary care order letter from the Department of Health and Human Services (DHHS).

Student details

Child's surname	Child's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level

I authorise the Department of Education and Training (DET) to use Centrelink Confirmation eServices to perform an enquiry of my Centrelink customer details and concession card status in order to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government Department of Human Services (DHS) to provide the results of that enquiry to DET.

I understand that:

- DHS will use information I have provided to DET to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DET personal information including my name, address, payment and concession card type and status.
- this consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my circumstances/details from DHS and provide it to DET so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- if I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DET.
- information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to the Victorian Department of Health and Human Services and/or State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You are able to request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

Signature of applicant _____

Date ____ / ____ / ____

