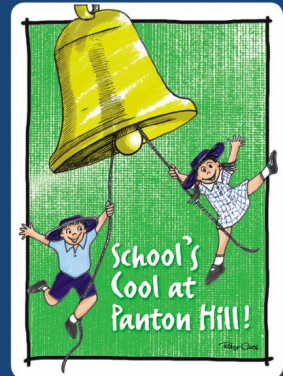




*A Rich Past,
Present & Future*

NEWSLETTER

Friday 24th June, 2022
Term 2: Week 9



DIARY DATES

Friday 24th June

Last day of Term 2
2.30pm finish

Term 3

Monday 11th July

First day of Term 3

Wednesday 20th July

Parent-Teacher-Student
conferences

Monday 1st August

Curriculum Day

Monday 22nd August

Author visit

Friday 26th August

Hooptime 5/6

Friday 2nd September

Hooptime 3/4

Wednesday 7th September

Life Ed Program

Wednesday 14th Sept.

Kaboom Sports

XUNO



Principal's Report

Here we are at the end of yet another productive, busy term. Whilst the weather outside has been a little average, the mood inside here at PHPS has been cheery.

For our teachers, the last few weeks have been dominated by report writing. Whilst this is an all-consuming process for teachers, it gives us a great opportunity to reflect on and celebrate the learning that has occurred.

Many of the reports will mention inferred and literal meaning in reading. I have included an interesting article which I came across this week which discusses the importance of literal meaning.

This term the engagement in the classrooms has been high. In my classroom wanders I have heard the word 'strategies' being used often by both teachers and students. It is exciting to hear the students being able to verbalise exactly what reading strategies they are using to improve their comprehension and similarly in maths sessions. This is a result of much work that our staff

have been doing on implementing an evidence based instructional model.

It has been great to walk past different classrooms throughout this term and hear a very distinctive buzz. Inevitably, on stepping into that buzz, the rooms have been incredibly messy with all sorts of different substances being mixed, observed, kneaded during their chemical science sessions. Sometimes it is the messy, noisy lessons that are the most productive and enjoyable. It speaks to the high degree of trust that we have in our students that teachers can happily organise these activities without fear of it being impacted by unruly behaviour.

Thankyou to our fabulous staff for planning for such great learning this term and to our students for embracing it.

PARENT HELPERS

The other thing that is happily noted in my wanders is the amount of classroom helpers that we have in our rooms (particularly the junior rooms). This is such a mutually beneficial program with parents enjoying gaining an insight into the learning in the classroom and the teachers having the benefit of an extra set of eyes, ears and hands!

585 Main Rd. Panton Hill – Ph: 9719 7202
www.pantonhill.vic.edu.au

If this is something that you are interested in, be sure to speak to the classroom teacher.

RECYCLING

After a little push from our Grade 4's we have upped our game in the recycling area through these measures:

- We have now entered into a contract to have recyclables collected and are encouraging all grades to ensure that the rubbish is separated accordingly.
- Nillumbik Council has also helped us out in the recycling department by providing us with a green bin for our green waste.
- We have a box outside the office to collect used toner and printer cartridges. This is available for families to use as well. You can simply come along to the office and drop them here to ensure that they are disposed of responsibly.

BOOKS FOR ADULTS

If you are looking for a little holiday reading, don't forget our book swap shelves here at school. Likewise, if you have read something great and have run out of people to lend it to, feel free to pop it on the shelves here. It's great for your kids to see you immersed in a good book!



THANKYOU FOR THE TISSUES

With the chilly weather, unfortunately has come many colds and sniffles. A call went out earlier for tissues for some of the classrooms. Thanks so much to the parents who sent a box along. Special thanks to Hayley James for bringing along a bulk supply from Costco—there wont be a wet nose in the school!!

CHILD SAFE POLICIES

Victoria is rolling out revised Child Safety Policies which of course are central to our work in schools. We have been in the process of updating our policies. The draft form of the policies will be taken to School Council for discussion and approval and then they will be published on our website. We have consulted with our Junior School Council on relevant policies and got their feedback as well. I will notify everyone when they are finalised and published.

2022 School Council Members

POSITION		
President	Megan King	
Vice President	Aaron Cody	
Secretary	Deanne Cahir	
Treasurer	David Shaw	
SUB COMMITTEE	MEMBERS	MEETING TIMES
Building & Grounds	Kylie Richards Marc Lemire	Monday morning prior to SC meeting 7:30am
Finance & Fundraising	Kylie Richards, Megan King, David Shaw, Alison Tovey	6:30pm prior to SC Meeting
Curriculum & Review	Anne Howard, Kylie Richards, Margaret Bozik, Sam Headberry, Steph Brindley, Justine Puls-Welsh	As required

THINGS TO DO IN HOLIDAYS

With school holidays around the corner, I know that one of the juggles can be finding interesting activities to keep everyone happy. We have included a flyer sent from the council which outlines some programs that are running in our area which may be well worth a look.

DO YOU HAVE A FIRE PLAN?

At a recent Principal meeting we had a guest speaker from Bushfire Resilience BRI talk with us about Fire Safety. Of course, we have strict protocols to ensure that the school is prepared for bushfire and has well rehearsed processes in place.

It is just as important for families to ensure that they have a clear fire safety plan which all members of the household are aware of and now is the time to prepare for that. BRI run a series of free webinars through July to September addressing relevant topics in this area.

I have included a flyer with the details. One point to note is that in recognition of the fact that it can be hard for young families to commit to a 7:30pm webinar, they offer recordings of the webinars and 45 bite size videos on their website:

<https://bushfireresilience.org.au/resource-hub/>

3 WAY CONFERENCES

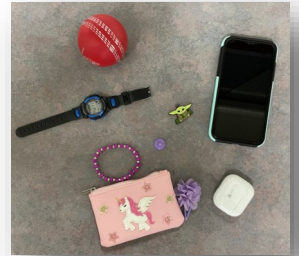
Our 3 way—student/parent/teacher conferences will be held on **Wednesday the 20th of July**. This is a chance for you to share your student's learning over Semester One and discuss their goals for Semester Two.

Please note that the students are only required to attend school on this day for their allocated 'interview' time. Please be sure to book a time using the Xuno app.

If you require care for the day, Theircare will be opening.

LOST PROPERTY

We have accumulated a mountain of lost property in the first aid room. If you have time before the end of the day, please come and have a look for any missing items. The picture shows a few smaller items that have been handed into the office.



PARENTING IDEAS

One of the words which is used constantly around PHPS is 'kindness'.

This is an important value to us and one which I will be discussing with our students about setting as a core value next term.

This week we have included an article from Parenting Ideas which covers how we can teach our kids kindness.

FLAGS OF THE WORLD

Today our students dressed up in a variety of colours representing flags of the world. JSC decided to raise funds for UNICEF which is a United Nations Children's Fund. The total of gold coin donations was **\$163.70**.

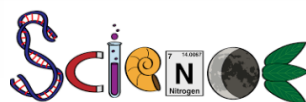


SCIENCE



This term the Grade 3 and 4 students have become scientists! We have had the best time learning about chemical reactions, states of matter and chemical changes! We conducted experiments, recorded our hypothesis and observations, and even modified our experiments to see if the results would change.

Some of our favourite experiments have been: Magic Milk, Elephant Toothpaste, Slippery Slime, Awesome Oobleck, Magic Milk 2.0, and The Coke and Mentos Challenge! We have loved learning all about science and have some excellent new understandings about how and why chemical changes occur!



Grade 3 Kids Helpline

On Wednesday the 15th of June, our Grade 3s participated in their 5th Kids Helpline this year. In this session, we learnt all about 'Peer Pressure'. We learnt what peer pressure is, what the difference is between positive and negative peer pressure, how to recognise when we are being peer pressured, and how to deal with or manage peer pressure. Our Grade 3s shared experiences and participated in rich discussions about how we feel when faced with peer pressure. Below are some resources that families and students are encouraged to utilise if experiencing peer pressure. As always, please remember Kids Helpline is a readily available 24/7 resource for students between ages 5-25 to discuss mental health, emotions, negative experiences or exciting news in a confidential way.

5 Fingers of Support

Who are
5 trusted adults
you could
talk to?

You can contact Kids Helpline for help!
1800 55 1800 | kidshelpline.com.au

PASS on Peer Pressure

P Put off replying

- ▶ Distract them or change the topic
- ▶ Act bored and walk away
- ▶ Use humour

A Ask them why

- ▶ Ask "But why should I?" over and over and over
- ▶ Reverse the pressure and put it back on them

S Stay true to you

- ▶ "What could happen if I do this?"
- ▶ "What is true to me?" or "What does my gut say?"
- ▶ "Apart from giving in, what are my other options?"

S Stand up for yourself

- ▶ EXPLAIN how it doesn't feel right for you and how healthy friendships allow different opinions
- ▶ TRUST your gut feelings
- ▶ If you feel uneasy LEAVE the situation
- ▶ Make wise choices and AVOID peers and situations you know are risky

You can contact Kids Helpline for help!
1800 55 1800 | kidshelpline.com.au

Impact of Literal Comprehension

Literal comprehension is the **processing of factual explicitly stated** information in a text. The research (compiled by Renaissance Learning) outlines how literal comprehension is an essential foundation for the development of higher order thinking, such as inferring and evaluative thinking. The study found that when literal comprehension is poor, overall reading growth slows down. This 'deceleration' happens regardless of how much time an individual spends on their reading. This makes perfect sense when you think about it. If a child can't understand what they are reading, spending more time merely reading won't boost their comprehension and growth. What they need is explicit teaching. Conversely, if a child's literal comprehension is high, the study found that practising reading for even a few minutes is extremely valuable. Further, high literal comprehension is correlated with longer periods of engaged reading, whereas children with low literal comprehension are unlikely to be highly engaged during their reading.

Overall, the study found that the relationship between comprehension and reading engagement is complex and intertwined. Improved comprehension may encourage a child to spend more time reading, while this resultant increase in engaged reading may further help that individual refine and improve their comprehension skills. Students with weaker literal comprehension benefit more from explicit teaching and instruction around this to improve their understanding. Once these foundational comprehension skills are in place, reading practice then supports continued growth.

So, what are the implications for teachers and parents? Practical things you can do to support your child's literal comprehension include:

1. Before reading, help your child access relevant prior knowledge. This activates their existing schema or network of knowledge and concepts on the topic and gives something for any new learning to 'latch' on to. Simply ask them what they know about the topic, setting or things that might happen in the text before they start reading.
2. Regularly engage your child in discussion about their reading. Ask them to retell what has happened, explain the main ideas and to find important facts and details. Go deeper and help your child to infer about character feelings, motivations, or major themes. Make sure you refer children back to the text to explain how they worked this out.
3. As a capable reader, model how you find information in a text. Demonstrate how you take note of important info by making a mental note, rereading a section, or summing up things up to yourself.
4. Help your child monitor their understanding by articulating what has happened at the end of a section or chapter in their own words. This reinforces that the purpose of reading is to make meaning and that if they don't understand, they need to go back and reread.
5. Support your child to identify and define key new vocabulary.
6. Make sure children are reading a 'just right' book that is not too difficult or easy for them.

I also encourage parents/carers to see your child's teacher if you would like more targeted suggestions on how to support your child's reading.

Source: Education Leader's Guide to Reading Growth (Renaissance Learning, 2022)

The above is taken from an international evidence-informed paper by Renaissance Learning titled 'Education Leader's Guide to Reading Growth' (2022).

INSIGHTS

Teaching kids to be kind



Judgement and criticism are the stock in trade for many people in today's fast-paced world. In our playgrounds and parks, children often act cruelly – or are simply uninterested in how other people feel. Little kids, big kids, and even adults can respond reactively and unthinkingly, or sometimes intentionally, with unkindness.

Although being unkind is nothing new (it's happened from the beginning of humanity), technology is enabling cruelty in faster, easier, anonymous ways. Technology is also making it hard for our kids to develop skills to delay gratification. Exercising impulse control – self regulation – is trickier because waiting isn't needed. These things combine to make it increasingly hard to be a compassionate and kind person, someone who considers the needs of others rather than acting out of self-interest. It demands intention and commitment.

The helper's high

Our brains release “feelgood” chemicals (like oxytocin, serotonin, and endorphins) which fight stress and make us feel happy when we engage in, or even witness, acts of kindness. It's called the “helper's high” and it's our brains' way of rewarding us for doing good, making us want to repeat the behaviour to get the same good feeling again. Not only does being kind feel good, but it generally keeps us safe because it makes us more likely to be accepted by social groups. It builds social capital when we are considerate of the needs of others.

Create opportunities for kindness

Even though they are hardwired for kindness we still need to create opportunities for our kids to engage in acts of kindness. We also need them to know what it feels like to have someone treat them kindly (so they know what behaviours to copy, and why kindness is important). So how can you help them?

Model kindness

Show your children how you treat others kindly. Hold open doors for people, put trolleys back that are in the middle of the car park, drop a meal to a sick family member, donate old towels to an animal shelter, let someone in when traffic is heavy.

They don't have to be grand gestures, just small and gentle ways of considering the needs of others.

Use kind language

Consider how you speak to your child and what you say when you speak. Ask how you speak about others (and yourself). Our kids use our behaviour as templates for how they should act. So let them see your compassion shine through for those around you. Be kind as you listen. Be kind as you talk. Say kind things.

Encourage helping

Is one child great at maths and their younger sibling isn't? Invite them to teach them or guide them through their homework. Ask them to show you how to play their favourite video game. If they are great at cooking, ask them to help you prepare dinner. Having them involved in prosocial ways gives them a helper's high.

Build their emotional intelligence

Kids who struggle to regulate and manage their emotions will find it harder to treat others with compassion. An essential part of teaching kids to be kind centres on teaching them to manage challenging emotions, and giving them coping strategies to navigate their way through.

- Teach them the words for feelings. Without the right words to share how they feel it can leave kids confused, fearful and frustrated...which only serves to make their big feelings more intense. When you see them experiencing a feeling, name it for them: "I can see that made you so mad", "I wonder if you felt sad when your friend left you out".
- Help them identify when they are escalating, but don't try and reason with them when they are in the "red zone" – we cannot reason with them at this stage as they are in the emotional part of the brain (mid brain) not the part that lets them be logical (pre-frontal cortex). Discuss strategies and practice when they feel calm. Get them doing things like squeezing play dough, talking about how they feel, going for a run, switching on music that makes them feel good, drawing or writing stuff down.

When you do this, you're being kind, teaching kindness, and helping them be kind to themselves.

In closing

Encouraging kids to be kind is essential in helping them avoid seeking instant gratification, ego-centric solutions, or being cruel. When people are empathic and kind they are more likely to experience better overall wellbeing, this is in part due to the helper's high, but also because they feel fulfilled and tend to have better quality relationships. Kindness is cool!



Rachel Tomlinson

Rachel Tomlinson is a registered psychologist and the author of *Teaching Kids to be Kind* and *A Blue Kind of Day*. Rachel has presented at national conferences on mental health topics as well as guest lectured about relationships at colleges and universities. She also serves as a subject matter expert for journalists on topics such as parenting, child development, and relationships. For further details visit www.towardwellbeing.com

CALLING ALL THREE AND FOUR YEAR OLDS!

PANTON HILL PRIMARY SCHOOL STORYTIME

We would like to invite all three and four year olds to Storytime Sessions at Panton Hill Primary School. This is a chance to come along, listen to a story and join in with some fun activities. All sessions will be held in the Prep Classroom with Miss Brindley, our Prep Teacher.

Parents are welcome to join in with their children.



**FRIDAY MAY 13TH
FRIDAY JUNE 17TH
FRIDAY AUGUST 5TH
FRIDAY SEPTEMBER 2ND**

11:30AM TO 12:20PM

Contact
panton.hill.ps@education.vic.gov.au
9719 7202



Hello Everyone!

Next week at OSHC we will be looking at the season of Winter and what it means to us on the hill. We will be making igloos with marshmallows, making crystal snowflakes, lots of Winter themed art and of course, drinking hot chocolates to keep ourselves warm or even some lovely hot soup.

Even though it is really cold outside, we will still be running our outdoor games.

The following week, two of our older children have put in a request to "do" The Magic Faraway Tree, by Enid Blyton. I suggested building a Magic Faraway Tree for the OSHC room and they became very excited at the prospect of building a Magic Faraway Tree. This will be interesting~! 😊

(Phone): 1300 072 410

Take Care and stay warm and safe!

Register and make bookings at: www.theircare.com.au

Kind Regards, Ella

(Email): info@theircare.com.au

Our weekly menu follows Nutrition Australia's guidelines and is created with the children and parents. All cultural needs are considered and any dietary requirements are to be discussed with program coordinator.

Before school care meals include a selection of cereals, whole-meal bread, fruit and milk. We offer special days such as pancakes and toasties. We also offer take away coffee or tea for all our parents.



About the program

TheirCare provides a stimulating and safe environment for all children and an environment where children come and enjoy their time in their program. During sessions children develop life skills, friendships, confidence and creativity through play.

Pantom Hill Primary School has partnered with **TheirCare** to provide quality care, flexibility and commitment to deliver on our promise to your school community.

Operation Times		Fees-	Out of Pocket	Average^
Before School Care	6:45am – 8:45am	\$18.00	\$2.70 - \$18.00	\$5.04
After School Care	3:20pm - 6:00pm	\$26.00	\$3.90 - \$26.00	\$7.28
Pupil Free Day	6:45am – 6:00pm	\$60.00	\$9.00 - \$60.00	\$16.80
Late Booking	Within 48 hours	\$5.00	\$5.00	
Cancellation Fee	Same Day	Full Fee	See BSC/ASC	

Service Phone Number: 0419 179 948 Your service coordinator will be available during session times. TheirCare support is available during office hours if required on 1300 072 410

How to Enrol

Visit **TheirCare** website: www.theircare.com.au and click on 'Book Now' in the top right hand corner to register your child's details.

*Standard fees excluding incursion / excursion costs
^Based on ABS published average family income for the suburb the school is located





WINTER SCHOOL HOLIDAYS PROGRAM

Book now
9433 3744
or online

Eltham

Yoga for kids

30 Jun & 7 Jul 9.30am - 10.15am \$24

Yoga for tweens and teens

30 Jun & 7 Jul 10.30am-11.30am \$24

Pottery for kids

6 Jul 10am - 12pm & 1pm - 3pm \$35

Diamond Creek

Drama for Kids

6 Jul 9.30am - 12pm \$25

Diamond Creek

LEGO building

28 Jun 10am - 11.30pm \$35

Panton Hill

Bush Magic

30 Jun 1-2pm \$20

Nature Journaling

4 July 10-11.30am \$25



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LIVING & LEARNING
NILLUMBIK



HOSTED BY
Clean Energy
Nillumbik

COMMUNITY RENEWABLE ENERGY ROADSHOW



**The renewable energy revolution is here
& you're invited!**

*Find out how locals are leading the transition to renewable energy,
generating local power from the sun, cutting household bills
& protecting our health & wellbeing at this FREE event.*



WITH SPECIAL GUEST
RENEWABLE ENERGY EXPERT
DR MORAGH MACKAY



WEDNESDAY EVENING
7:30-9:30PM
29 JUNE



ELTHAM COMMUNITY AND RECEPTION CENTRE
801 MAIN STREET
ELTHAM



THIS IS A FREE EVENT
REGISTRATION ESSENTIAL
[BIT.LY/3VWYRUN](https://bit.ly/3vwyrun)



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Clean Energy Nillumbik
is a volunteer led community
group committed to accelerating
the transition to renewables
in the green wedge shire

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