

Term 2, 18th June 2020

Greenhills is **G.R.E.A.T.**  
Grit, Respect, Effort, Adventure, Teamwork

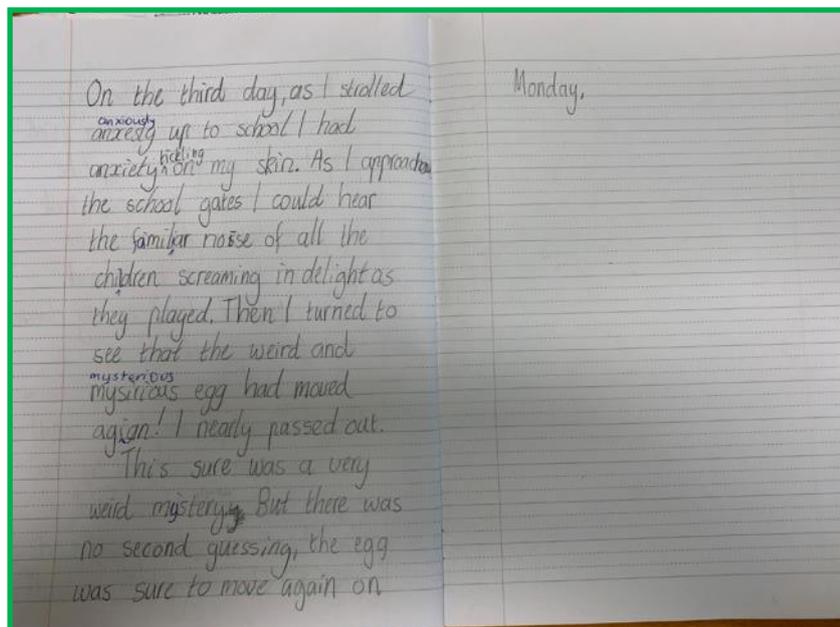
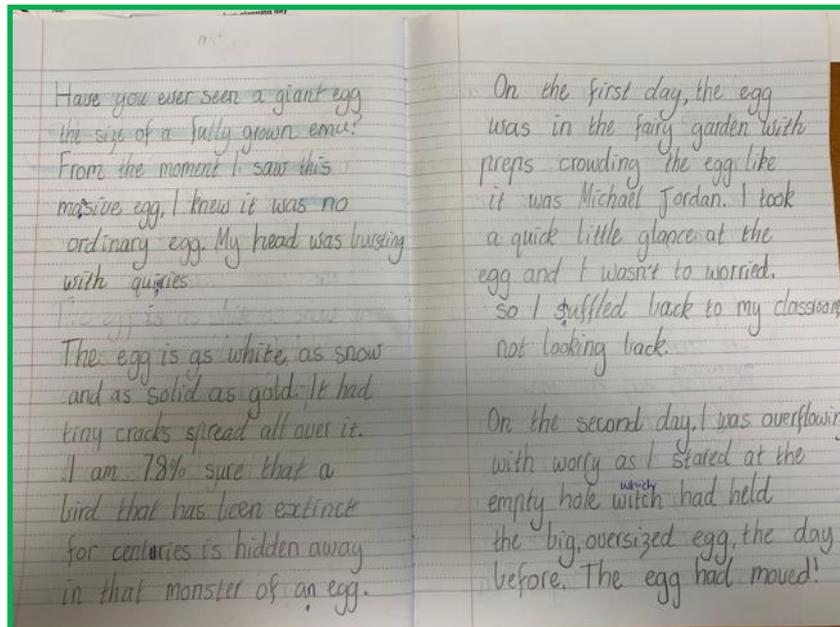
Term 2 - Week 10, 2020

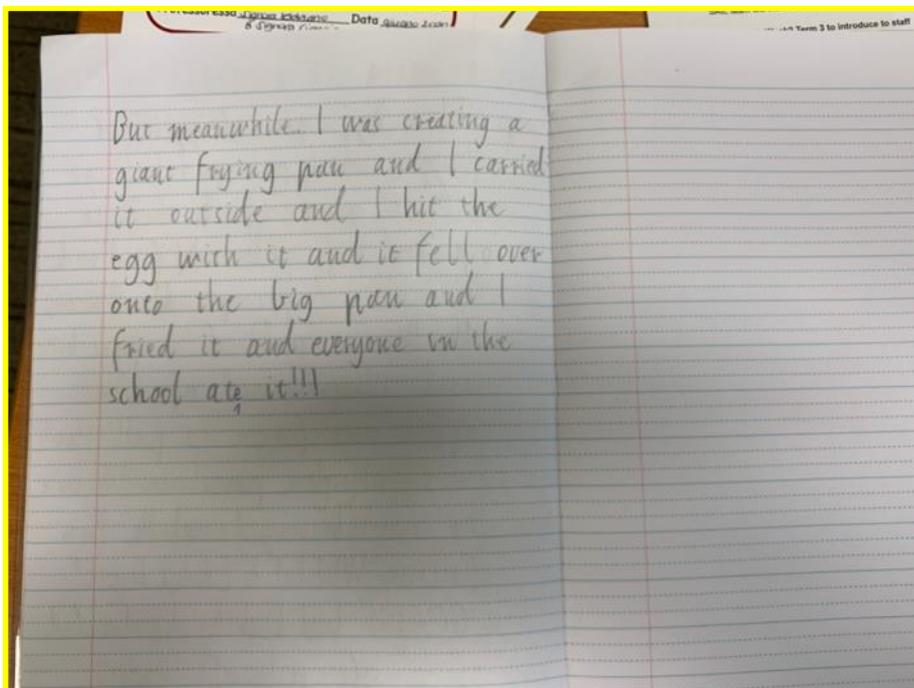
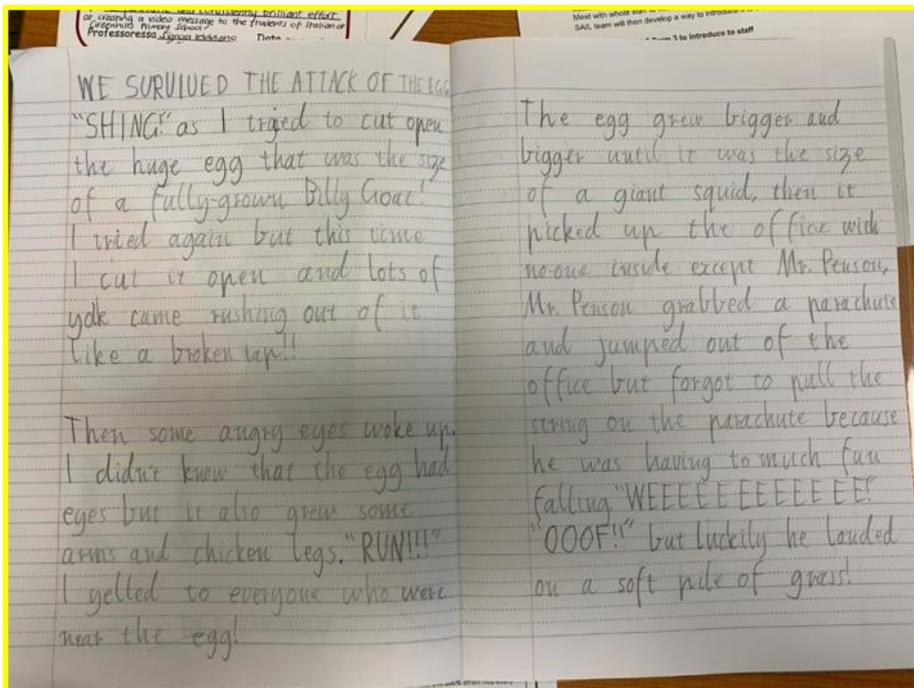
## FROM THE PRINCIPAL

Wow – another GREAT week has flown by. Walking around the school and talking with students highlights how happy they are to be back at school with their classmates. The big hit has been everything about the mysterious arrival of a very large egg and finding out where it has moved to each day. It seems to have a mind of its own and I am baffled by how it has actually found its way to a few particular spots including inside our new multipurpose building.

Interest in the egg is so high that I think we are in the process of setting a world record for the number of news flash broadcasts our students are filming. It has been GREAT to see students writing scripts, filming with iPads and then making short videos using iMovie. This is authentic, engaging and rich learning at its best.

It doesn't end there! The egg has also been used as a stimulus for writing. Check out these eggsellent eggssamples!





Ethan O 34K

### SEMESTER ONE REPORTS

As mentioned in Contact a few weeks ago, our Semester 1 Reports will look different this time around. They will still include an overview of the curriculum covered in Literacy, Numeracy and each specialist subject area (Italian, Music, Physical Education and Visual Arts) a grid checkbox summary of student attitude to learning and a short personal comment by the classroom teacher. As our teachers have not been able to complete detailed assessments during this time, there will be no progression point summary and no additions to the Curriculum tracker.

For me, the best part of the report is the student reflection. I have been really impressed with the way our students have reflected on their learning through detailed and insightful comments, particularly in reference to their experiences of Remote & Flexible Learning. The key in all of this is to remember that a student's ability to become a self-driven, responsible and self-regulated learner is understanding that one's ability to learn is a skill that develops over time rather than a fixed trait, inherited at birth. Students who believe that the ability to learn can improve over time have greater levels of achievement, even after controlling for prior achievement (Henderson and Dweck, 1990). These students set reasonable learning goals for themselves and have the self-efficacy to choose and use productive learning strategies. These strategies then result in learning gains. Moreover, students can be taught that their ability to learn can improve over time; those who learn this simple lesson show increased motivation to learn and improved grades (Aronson et al., 2002; Blackwell et al., 2007).

Here is a selection of student reflections from our Semester 1 Reports. I think you will agree that they provide clear evidence of our student's ability to articulate the specific strategies they are using in their learning in different subject areas, and most importantly their growing commitment to being responsible learners.

*The favourite thing I have learnt so far this year is Writing. I enjoy writing about what I have done on the weekend. I include punctuation in my writing like commas and exclamation marks. I write strong verbs and adjectives to make my writing interesting. I am getting better at spelling by sounding out words and writing more words correctly. A goal I am proud of achieving is starting sentences with capital letters and ending with full stops when I am writing. The work I love to do most in the classroom is when I get to do Maths work on the computers and I like to count by 3's. I am getting better at reading because I can now read any type of book and find words in dictionaries.*

Year 1 student.

*This semester I have enjoyed writing and STEM activities because I like working with my partner, Inquiry because I like researching new things, Buddy Maths because I get to work with other people from other classes and I am happy with what I have done. An achievement I have had in my learning is in Maths with my addition and skip counting because I have learnt how to count by 6's. Something I'd like to improve is in spelling hard words and I will do it by breaking up the word into small parts.*

Year 2 student.

*This semester I am proud of my fluency while reading.*

*This semester a goal I achieved was breaking down and spelling longer words.*

*The next steps in my learning is to round larger numbers.*

*A challenge I faced was being away from everyone during remote learning.*

Year 3/4 student.

*The highlight of my year so far is Grade 6 Anglesea Camp because I had so much fun doing all the activities with my friends and I am proud of myself for doing the surfing, even though I felt uncomfortable. A goal I have been working towards is putting more detail in my writing and also neater handwriting and work. A goal I would like to achieve next semester is reading fluently without distractions, I will achieve it by practising my reading stamina. Things that worked well for me during remote learning was being at home in my comfy clothes and working in my won space. Some things that didn't work well for me was the online meetings because I was having trouble with the sound on my laptop.*

Year 6 student.

*There have been lots of opportunities and experiences during this year, but the best overall would have to be going to Grade 6 Anglesea Camp. Going to the beach and learning how to surf was challenging at times but even after falling off the board, it was still the best part of camp. Spending time with friends and even making new friends just made it better. After working on my latest short narratives, I have been able to get a precise plan down while not taking too long on it. I have used new techniques that have helped me make sure I have enough detail to get started on my writing, as well as making sure it is short enough for my time schedule.*

*When writing and editing my short narrative, I realised that occasionally I swapped between past and present tense. This is something I would like to work on next semester so I can improve with an outcome of a fluent piece of writing. By looking back at my writing, editing and rethinking my words, I believe I can achieve this goal with some more practice. At times remote learning was challenging, but most of the time I enjoyed it. I tried my best to attend all meetings and I would make sure to follow up the discussion with my teacher and make sure I knew everything I needed to. It was a little hard without the teachers' assistance, but my family helped me if I needed it and overall remote learning was a good experience.*

Year 6 student

You can see what I mean! How wonderful are they?! I encourage you to download and print your child's report and then read it with them. In particular, have a close look at the Learning Confidence / Attitude section which outlines in more detail each of the elements associated with our School Values, Growth Mindset and Learning Skills.

The Semester 1 reports will be accessible via Sentral on Wednesday 24<sup>th</sup> June.

## CARPARK, ROADS & DROP OFF- ZONE

With the resumption of all students coming back to school, the roads around our school have become very busy again. Traffic congestion is a reality for most schools each morning and afternoon, however there are some things that everyone can do to make things as manageable as they can be.

Here are some very timely reminders:

Everyone needs to cross at the crossings. They only work if you use them!

No one should park across a driveway - this is just plain rude!

Do not park and leave your car in the drop off only zone along Mine Street. This holds up the traffic and effectively renders the zone pointless!

It is up to everyone to follow the rules and processes we have in place. All it takes is one person to do the wrong thing and a very serious accident could be the result. Let's all take this on board and do the right thing for the safety of all students....not just your own!

**James Penson**

**Principal**



## Last day of school – Term 2 Dismissal times

**Families A - K      2.15pm**

**Families L - Z      2.30pm**



**HAPPY BIRTHDAY TO THE FOLLOWING STUDENTS CELEBRATING  
THEIR BIRTHDAYS THIS WEEK**

**Ryan L, Abby L, Thomas C, Ryan B, Dean G, Gabrielle T, Annika B,**

**Indie L, Zoe P & Allanah G**

# Parent Partnerships

## Parent Partnerships - Raising Resilient Problem Solvers (by Michael Grose)

Personal problem solving is an under-rated skill shared by resilient children and adults. First, identified alongside independence, social connection and optimism by early resilience-researchers in the US, the ability to solve your own problems is the basis of a child's autonomy and self-efficacy.

When parents solve all children's problems we not only increase their dependency on adults, we also teach kids to be afraid of making mistakes and to blame themselves for not being good enough.

So how can we raise kids to be courageous problem-solvers rather than self-critical, low risk-takers? Here are six practical ideas to get you started:

### Turn requests for help into problems for kids to solve

Kids get used to bringing their problems to parents to solve. If you keep solving them, they will keep bringing them. "Mum, Sarah's annoying me" "Dad, can you ask my teacher to pick me for the team?" "Hey, I can't find my socks!" It is tempting if you are in a time-poor family to simply jump in and help kids out. Alternatively, you can take a problem-solving approach, cuing them to resolve their own problems and take responsibility for their concerns. "What can you do to make her stop annoying you?" "What's the best approach to take with your teacher?" "Socks, smocks! Where might they be?"

### Ask good questions to prompt problem solving

A problem-solving approach relies on asking good questions, which can be challenging if you are used to solving your child's problems. The first question when a child brings you a problem should be, "Can you handle this on your own?" Next should be, "What do you want me to do to help you solve the problem?" These questions are not supposed to deter children from coming to you. Rather to encourage and teach them to start working through their own concerns themselves.

### Coach them through problems and concerns

Imagine your child feels they were unfairly left out of a school sports team by a teacher and asks you get involved. The easiest solution may be to meet with the teacher and find out what is going on. You may or not resolve the problem but in doing so, you are teaching a child to become dependent on you. Alternatively, you could coach your child to speak to the teacher them self and find out why they were left out. Obviously, there are times when children need their parents to be advocates for them such as when they are being bullied, but we need to make the most of the opportunities for children to speak for themselves. Better to help your children find the right words to use and discuss the best way to approach another person when they have problems. These are great skills to take into adulthood.

### Prepare kids for problems and contingencies

You may coach your child to be independent – walk to school, spend some time alone at home (when old enough) – but do they know what to do in an emergency? What happens if they come home after school and the house is locked? Who do they go to? Discuss different scenarios with children whenever they enter new or potentially risky situations so that they will not fall apart when things do not go their way. Remember, the Boy Scouts motto – "Be Prepared!"

### Show a little faith

Sometimes you have to show faith in children. We can easily trip them up with our negative expectations such as saying, "Don't spill it!" to a child who is carrying a glass filled with water. Of course, your child does not want to spill it but you have just conveyed your expectations with that statement. We need to be careful that we do not sabotage children's efforts to be independent problem-solvers with comments such as, "Now don't stuff it up!", "You'll be okay, won't you?" or "You're not very good at looking after yourself!"

### Applaud mistakes and stuff ups

Would a child who accidentally breaks a plate in your family while emptying the dishwasher be met with a "That's really annoying, you can be clumsy sometimes" response or a "It doesn't matter, thanks for your help" type of response? Hopefully, it would not be the first response, because nothing shuts down a child's natural tendencies to extend themselves quicker than an adult who can't abide mistakes. If you have a low risk-taking, perfectionist child, consider throwing a little party rather than making a fuss when they make errors so they can learn that mistakes do not reflect on them personally, and that it will be ok even if they break a plate, tell a joke that falls flat or do not get a perfect test score.

Your job as a parent is to make yourself redundant (which is different to being irrelevant) at the earliest possible age. The ability to sort and solve your own problems, rather than step back and expect others to resolve them, should develop in childhood. With repetition and practice problem solving becomes a valuable life-pattern, used in the workplace, in the community and in family relationships.

Roslyn Mackie

(Home-School Partnerships Leader)



## FROM THE OFFICE

**Office Hours** are 8:30am – 4:30pm

### Family Payments:

Please remember that if you haven't paid your Term 2 Instalment, please do so via QKR/BPAY or at the office, alternatively you can ring the office with a credit card.

If you are experiencing financial hardship, please contact James Penson ([penson.james.j@edumail.vic.gov.au](mailto:penson.james.j@edumail.vic.gov.au)) or Kate Reade ([reade.kate.a@edumail.vic.gov.au](mailto:reade.kate.a@edumail.vic.gov.au)).

Any parent/family payments received for activities cancelled due to COVID19 will be refunded. Notification of this will be confirmed in Term Three.

### QKR App:

If you are having a problem with QKR Functionally saying Not Able to **Connect to Server**, please follow these instructions:

Reinstall the app to apply the current changes.

You may need to reset your password.

### Late Arrivals and Early Leaving Children:

If your child is late to school, we ask that you bring them to the office to sign in, here we will take care of them getting to class, you can leave from the office. If however you need to pick your child up early, please come to the office, one of us will sign your child/ren out and will arrange for them to come and meet you at the office. Giving your teacher an email will be appreciated too.

School Photos (28<sup>th</sup> April 2020) – moved to 6<sup>th</sup> August 2020



Kate Reade, Nicole Pearson, Anne Doolan & Karen Heitzmann

School Administration Team

## PREP 2021

If you have a Prep starting in 2021 and haven't sent in your Enrolment, it is important to do so ASAP. "Experience Greenhills" sessions will be run on the days below, times 9.30am, 11.30am & 2pm - each session runs for an hour. Bookings can be made by clicking this link <https://www.schoolinterviews.com.au/code?code=sf78q>

### "EXPERIENCE GREENHILLS" SESSIONS

During these sessions parents can enjoy a cup of coffee whilst being presented information on school readiness.

Our aim is for your child to have a smooth transition into Primary School.

**Literacy:** Wednesday 29<sup>th</sup> July 2020

**Numeracy:** Wednesday 5<sup>th</sup> August 2020

**Music:** Wednesday 12<sup>th</sup> August 2020

**Physical Education:** Wednesday 19<sup>th</sup> August 2020

**Art:** Wednesday 26<sup>th</sup> August 2020

**Italian:** Wednesday 2<sup>nd</sup> September 2020

## STUDENT OF THE WEEK Term 2 Wk 10 - PRESENTED AT ASSEMBLY on 26th June 2020

### HERE ARE OUR SUPERSTARS for this week..



|             |         |  |
|-------------|---------|--|
| Harry T     | Prep BH | Harry I was very impressed with your descriptive writing. You are trying very hard to record the letters for the sounds you can hear. Keep up the great effort. I am so proud of you!  |
| Asher P     | Prep SM | Asher, I am so impressed with the way you settle into your learning tasks straight away. I have loved watching you record all of the letters for the sounds you can hear in a word during our writing lessons.   |
| Tilly A     | 1KO     | For the amazing mental strategies she is using when solving problems of addition of 2 digit numbers. Tilly you are a superstar and I love how you can explain the strategies you used to solve the problem. Keep it up!  |
| Noah O      | 1LO     | For your incredible mental addition strategies that you share with the class! You were such a superstar at solving problems with 2 digit numbers and we learn so much from you. Keep up the awesome work!  |
| Lucinda T   | 1ND     | For being such an active learner. Lucinda never hesitates to put her hand up and share her thinking with the grade. She is a great role model for the way she starts her learning quickly and the way she always tries her hardest. Lucinda, you are flying! Keep it up superstar!   |
| Yasmin T    | 1RM     | For being an active reader and using a variety of reading strategies when she reads. Yasmin has made lots of effort to practice her reading and she is making pleasing progress. I love how reading is making you so happy, Yasmin.  |
| Lucy B      | 2BR     | For the excitement you showed throughout our Giant egg writing and the way you supported your team. It was great to see you leading and supporting your group and ensuring everyone had a voice. Well done Lucy!   |
| Jett W      | 2SH     | For your curiosity and wonder around our Super egg! Jett you had fantastic questions and suggestions about our egg and I loved the enthusiasm and creativity you demonstrated when thinking about the possibilities surrounding it.  |
| Jack McH    | 2TW     | Jack, I love the way you are so enthusiastic about everything you do. You always try your hardest and I love the way you are so proud of all the work you complete. Keep it up Super Star!   |
| Autumn B    | 34B     | Autumn has returned to school with enthusiasm and a positive attitude towards her learning. This is evident in her script writing and successful maths goal setting sessions. Well done Autumn, I am incredibly proud of you and I can't wait to see what you achieve next!          |
| Remi M      | 34D     | Remi has shown outstanding teamwork skills during our script writing and film making process. She ensures everyone's ideas are heard tries to make everyone feel included. Well done, Remi! I am so proud of you!  |
| Lucy B      | 34H     | For your 'EGG-cellent' newspaper report about the enormous egg that has appeared in our school. You have put a lot of effort into the presentation of your work and your writing is very impressive! You are AMAZING!  |
| Joshua L    | 34K     | Josh, you are to be congratulated for the positive attitude you have brought into our classroom upon your return to school, after remote learning. You are enthusiastic and open to challenges. It is wonderful to watch you focussed towards your learning. Keep up the great work! |
| Cooper B    | 34R     | Cooper's enthusiasm for learning is exceptional shown in his determination to break through barriers and smash his learning goal. Congratulations Cooper!  |
| Charlotte B | 34S     | Congratulations on such a great transition back to school! You're positive attitude and smiling face make our classroom a great place to be. Keep it up super star!  |
| Emily D     | 56E     | Emily is an extremely hard worker who tries her best in everything she does. I was very impressed with the entertaining narrative you wrote during remote learning. Keep up the fantastic work Emily.  |
| Nash K      | 56F     | For this outstanding acting and enthusiasm when creating a news report on The Egg. Nash I thoroughly enjoyed watching you get into character and create the new report. Keep it super star!!   |
| Skyla C     | 56J     | For a fantastic transition to Greenhills. You have settled into our class so well and we are so lucky that you have joined our school!   |
| Olivia C    | 56M     | For your fantastic enthusiasm throughout Remote learning and back in the classroom. You've been a wonderful student who always gives 100% to your tasks. Really well done Olivia.  |
| Jack B      | 56S     | For his excellent problem solving in maths. Jack, it was great to see you show your working out and explaining your reasoning during 'movie maths'. Well done!   |

# BOOK CLUB ISSUE 4 IS *Running!*

Click on this link to take a look  
[scholastic.com.au/book-club/book-club-parents](http://scholastic.com.au/book-club/book-club-parents)



ISSUE 4  
2020  
ORDERS  
DUE BACK BY:

## Book Club

45 titles @ \$5 or UNDER

**BOOK CLUB BROCHURES ARE BACK!**

**SCHOLASTIC**



## CLICK & COLLECT



**YARRA PLENTY  
REGIONAL LIBRARY**

We've reopened our physical collection so you can now pick up your holds!  
Place your holds online at [yprl.vic.gov.au](http://yprl.vic.gov.au) or call your local branch

**Monday – Saturday** check your local branch for opening times

We were so excited to reopen for our Click & Collect service from Monday 1 June 2020. Just place your holds online and select the branch you want to pick your items up from. Once the items are available, you will be notified by email or SMS that they are ready to be picked up! You can then attend your selected branch between 10.00am to 2.00pm and 3.00pm to 6.00pm\* Monday to Thursday and 10.00am to 2.00pm and 3.00pm to 5.00pm Friday and Saturday\*\* to collect your holds using our self-loan stations.

Please note the libraries are currently open for **Click & Collect only**. The service is not staffed and you are not able to enter the library to browse, study or use the PCs. Our return chutes have also reopened 24/7, although all current loans have been extended until 30 June.

If you're not sure what to borrow for your family you can also check out our Family Fun Bundles! Email details of the age and interests of your family and of course your library card number and we will select books especially for you to collect. At Diamond Valley our email is [dvlyprl@yprl.vic.gov.au](mailto:dvlyprl@yprl.vic.gov.au)

Please remember to wash your hands before and after attending our branches, follow all signage in branches, and adhere to the Government's social distancing guidelines at all times. Please don't come to the library if you are feeling unwell. This is first exciting step to resuming our full services. We look forward to being able to bring further updates soon as we work through the stages of reopening. Keep an eye on our website for details. <https://www.yprl.vic.gov.au/>