



# Hughesdale HAPPENINGS

*Every Child, Every Chance, Every Day*



## Principal's Report

Week 2 Term 4 2021 Issue 16

I am sure that you are all aware of how much we are looking forward to the resumption of face-to-face learning. From what I can gather, the release of the roadmap has given us all dates that we can work to, and goals we can achieve as the vaccination rates rise.

### Return to school dates and schedule;

Year Levels / Week	From Mon 18th Oct	From Tue 26th Oct	From Fri 5th Nov
Foundation/Prep	Onsite Mon, Tue & Wed	Onsite Mon, Tue & Wed	Onsite Full Time
Years 1 & 2	Onsite Thurs & Fri	Onsite Thurs & Fri	Onsite Full Time
Years 3 & 4	<i>Remote Learning</i>	Onsite Tue & Wed	Onsite Full Time
Years 5 & 6	<i>Remote Learning</i>	Onsite Thurs & Fri	Onsite Full Time

When students are not scheduled to be at school for face-to-face learning, remote learning will continue to be in place. The current learning schedule of zoom meetings and learning tasks (through Google Classroom or Seesaw) will continue on remote learning days.

We are very aware that students who are using school technology will need these devices until the 4th November to successfully engage in learning from home. To save students from transporting loan devices to and from school, school owned devices should be retained until the following dates;

### School Device Return Dates;

Years 1, 2, 5 & 6	Return School Devices on Thursday 4th November
Foundation, Years 3 & 4	Return School Devices on Friday 5th November

### FACE MASKS

Earlier this week, we all heard the announcement outlining that the requirement to wear a face mask will be extended to include students in years 3 to 6. I am expecting further advice from the Department of Education by the end of the week, but can share the following statement that has been so far made available;

#### ***Do students at schools need to wear a face mask?***

*Students aged 12 and over must continue to wear face masks indoors and outdoors, unless a lawful exception applies. Face masks are required for students in Year 3 to Year 6, only when indoors on school premises, unless an exception applies.*

*Exceptions for all year levels include:*

- Students with a physical or mental disability are not required to wear a face mask where their disability means it would not be suitable.*

I was hoping to have further clarification to share with families by now, please know that as soon as it hits my in box I will share it through COMPASS.

### HOW TO CONTACT THE SCHOOL

SCHOOL 9570 4808 OSHC 0423 940 728

www.hughesdaleps.vic.edu.au email: hughesdale.ps@education.vic.gov.au

Past **Hughesdale Happenings** can be found on **COMPASS** in **Community** under **School Documentation**

Our family is there for your family



www.listedsold.com.au

## MOVING AROUND THE SCHOOL

As a community, we will once again be working together when we are back onsite, to keep the learning environment as safe as possible. I still believe that by limiting access to school grounds, we will cause congestion at school gates and shift the potential transmission risk to the pavement. With this in mind, we will again permit parents onsite at school drop-off and pick-up times and request that a 1.5m social distancing requirement be met by using the school's open spaces.

School buildings will be limited to students and teachers. The only access point to the school for parents and visitors will be the main reception area and our QR Code log-in must be used in this instance.

## PICK-UP LOCATIONS

We have reviewed student pick-up locations to better maintain social distancing at 3:30pm. We have previously attempted to reduce congregating in the quadrangle by using staggered pick-up times, but found that there were still too many adults in this space waiting. I have included a map outlining the doors being used to dismiss students from onsite learning when it resumes.



Please know that as additional information is released from the Victorian Government or the Department of Education and Training (DET), that I will continue to share it with our community through COMPASS. We do still need the final go ahead from the Premier for his road map outline school return to be actioned. Given the current vaccination rate, I think we are all predicting that this will be given soon. I expect that we are all experiencing a sense of fatigue when we hear the word 'pivot'! Please take care everyone and stay safe.

## PRINCIPAL AWARDS.

To the students who may be reading our newsletter, please give your parents a big hug, and thank them for everything they are doing to help you out while you are learning at home!

Warmest Regards,

**Lisa Gough**

[lisa.gough@education.vic.gov.au](mailto:lisa.gough@education.vic.gov.au)

# Assistant Principal's Report

AMANDA BREEDEN-WALTON

*Wellbeing and Daily Organisation*

We are so looking forward to welcoming our learners back onsite as set out above by Lisa. Returning to school for each student may elicit different emotions.

In preparation for returning to school, it is important to begin to re-establish normal routines in the lead up to school.

Returning children to their usual wake up and bedtime routines, as well as having a regular time for breakfast, morning snack and lunch.

Involve your child in packing their bag and preparing their uniform - this leaves you plenty of time to notice if anything is forgotten.

On their first morning back at school, allow more time than usual to get ready.

I have attached an informative article from the Australian Psychology Society called Helping children transition back to school in the COVID-19 era. This advice for parents and carers provides up with some additional strategies and suggestions.

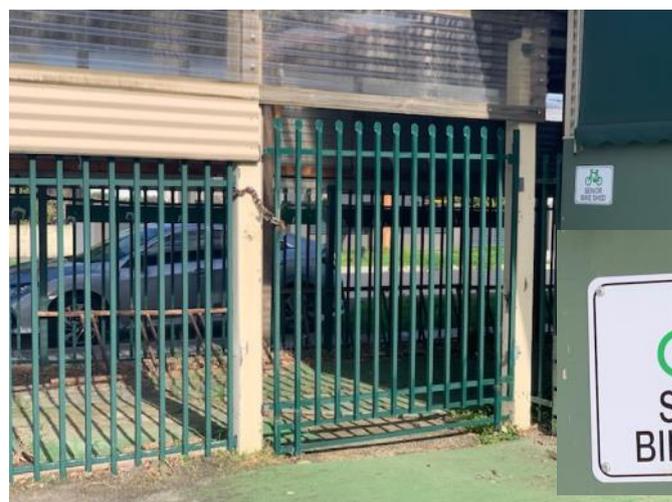
Should you require any support or strategies in ensuring that this transition is a smooth one, please do not hesitate to reach out.

## EXCITING CHANGES

### Painting of portables

Over the last week, portable 1 and 2 have had a refreshing coat of paint and the dark green along the sides are now a calm cream colour.

### New Signage for our Bike Sheds



Upon return, students will notice some lovely new signage on both our junior and senior bike sheds along with a special 5 minute parking zone for family members' bikes.

Next week, our Junior bike shed will be open for any students riding to school. You may like to encourage siblings riding along with them to park at the 5 minute parking area

alongside portable 2 during the drop off.

Vic Roads reminds us all of these important safety messages when riding our bikes to school:

- Young children need adult help in the road environment and regular opportunities to develop and practise skills together with adults.
- Children learn road safety habits by watching and copying others, so set a good example.
- Talk with your child about roads, signs, traffic, and how and where to cross the road safely.
- It is compulsory for adults and children to wear an approved Australian Standards helmet while riding a bicycle.
- Make sure you choose the right helmet for your child and that it is fitted correctly.
- Regularly maintain your child's bicycle for safety.
- Make sure the bicycle is the right size for your child – a bike that is too big or small can be dangerous.

### School Crossing Supervisor

For the safety and security of our community, our Crossing Supervisor will be returning on Monday 18th October. Please respect our 1.5m distance while remembering to thank our crossing supervisor for his care and service to us all.

## FREE webinar -- Tonight

'Thriving Kids - Engaging with Sport, the Arts & Community'.

Dr Billy Garvey will be joined by Olympic Gold Medallist, Lucy Stephan, Former Soceroos Captain and A-League Champion, Mark Milligan, and Lawyer, Media Commentator and Activist Nyadol Nyuon, to share stories and practical strategies to inspire and encourage (re)engaging with sporting, artistic and community activities that bring joy.

This free webinar is suitable for parents and children, and recognises the social connections and self-worth that comes from engaging in joyful pursuits following a period of lost opportunities. The panel will reflect on their own experience

of community, overcoming adversity & important adults along their journey to success in the context of child and family wellbeing.

This free webinar will be held on Thursday October 14th at 7pm and you can register your attendance above or via [this link](#).

Take care,  
Amanda Breeden-Walton (she/her)  
[amanda.breeden-walton@education.vic.gov.au](mailto:amanda.breeden-walton@education.vic.gov.au)



With the easing of restrictions and the return to school, it is just as important to take care of ourselves and our families. The following resources may benefit you or someone you know.

<a href="#">Kids Helpline</a>	1800 551 800
<a href="#">Lifeline</a>	131 114
<a href="#">Reachout Australia</a>	Online mental health service for young people and their parents in Australia.
<a href="#">The Brave Program</a>	'BRAVE' is a free online treatment program which is based on cognitive behavioural therapy and designed for young people aged 8 to 17 years experiencing anxiety.
<a href="#">Mood Gym</a>	Mood Gym is like an interactive self-help book which helps you to learn and practise skills which can help to prevent and manage symptoms of depression and anxiety.
<a href="#">Child First &amp; Open Door</a>	Child FIRST and Orange Door provide a central referral point to a range of community-based family services and other supports.
<a href="#">Berry Street</a>	Berry Street provides programs to more than 35,000 children, young people and families each year.
<a href="#">Head to Help</a>	Feeling stressed, anxious or sad? Help to Help. The sooner you Head to Help, the better you'll feel.
<a href="#">Raising Children</a>	<a href="#">Covid-19 family guide</a> . Information for parents and carers. Tips to help you and your family cope through lockdowns. <a href="#">Wellbeing Activities</a> <a href="#">Mental health information</a> <a href="#">Podcasts</a>
<a href="#">eHeadspace</a>	Free online and telephone support and counselling to young people 12-25 and their families and friends.

## Happy Birthday to the wonderful staff and students at Hughesdale who celebrate their birthdays in October



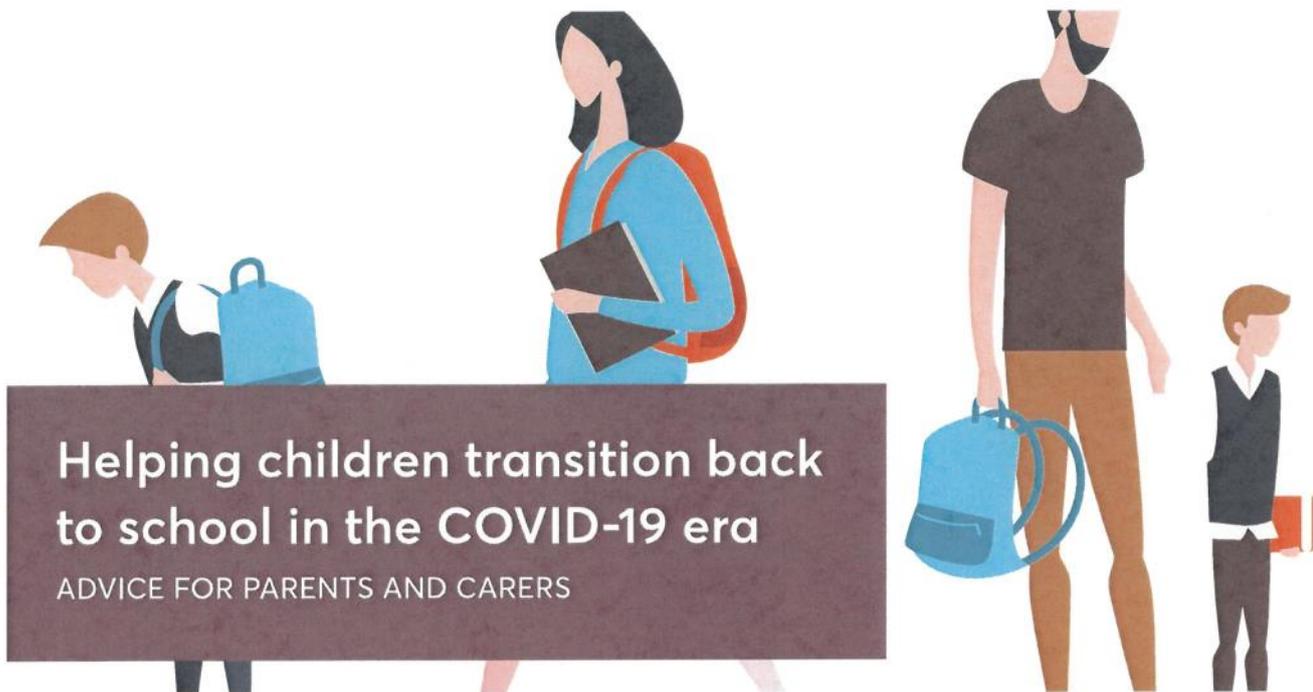
Yuvaan 6A	Ella 4C	Alicia 1A
Lefty 6C	Samaara 4B	Tia FD
Eliana 6C	Aidan 3C	Angel FA
Emerson 6A	Arisah 3A	Harry FC
Liberty 6C	Mateja 3D	Ivy FC
Costa 6B	Phoebe 3D	Isla FA
Baylee 6A	Tanvee 1D	Zachary FC
Tom 6B	Sasha 2D	Zachary FD
Ruhaan 5C	Emily 2B	
Cheyenne 5B	Tristan 2A	And our wonderful Staff:
Jessica 5B	Evelyn 2B	Mr Margary
Alexander 5B	Lucius 2C	Mrs Meier
Kirby 5C	Ashleigh 1D	Deb Mc
Henry 4C	Joanna 1B	
Arabella 4B	Addison 1C	
Cameron 4B	Marnie 1C	

# FUN FAMILY FITNESS

Caulfield Little Athletics  
Duncan Mackinnon, Murrumbeena

Fun Family Sport for 5 to 16 years  
Saturday mornings from 8:30  
Starting in NOVEMBER

Free Trial Available  
For more info: [www.caulfieldlac.com.au](http://www.caulfieldlac.com.au)  
Enquiries: [registrar@caulfieldlittleleaths.org.au](mailto:registrar@caulfieldlittleleaths.org.au)



## Helping children transition back to school in the COVID-19 era

ADVICE FOR PARENTS AND CARERS

Transitioning back to school in the COVID-19 era can present many challenges for parents and children. Many parents have reported that learning from home has given their child the opportunity to work at their own pace. Many children have also benefitted from the 1:1 support which has helped with learning.

The shorter school day and flexibility for rest breaks has also meant that fatigue has been less of an issue. In addition, anxiety has improved for some children as a result of these factors. Given this, it is no wonder that returning to school comes with a mix of relief and excitement along with a new set of stresses for children and parents.

### **Reassure your child that it is safe to go to school**

Many parents had conversations with their children about the importance of learning from home to keep them healthy and safe. Some children may now worry about the safety of returning to school.

To help your child feel safe, have a conversation with them explaining that:

- the decision to return to school is based on medical advice
- children do not usually get sick from COVID-19
- everyone at school is working hard to make sure that children are safe
- anyone who is unwell will stay at home
- the government is keeping an eye on things – if it starts to be unsafe, decisions about what to do will be made
- reassure your child that it is normal to have mixed emotions such as excitement, relief, worry and anger
- discuss what they are looking forward to and what they are worrying about
- reinforce good hygiene practices.

After school, it will be important to:

- talk to your child about their day, including what they enjoyed, what they felt worried about and what they are looking forward to tomorrow
- schedule extra family time as your child is likely to have missed being at home with you
- your child may feel more fatigued and will benefit from quiet activities to recharge.

### Prepare your child for changes to usual school processes

Your school may have made changes to their normal processes. Your school will communicate these changes with you – these may vary across schools. To help prepare your child:

- talk to your child about upcoming changes - the more they understand the changes, the more comfortable they are likely to feel about them
- write social stories with your child about changes to routine
- ask to have an extra online 1:1 session between the teacher and/or learning support worker and your child before going back to school
- see if there are any strategies that home learning enabled that you might be able to take to the classroom
- ask your child what will make their transition back to school easier and see if this can be accommodated by your child's teacher, for example, knowing the class seating plan or the first activity of the day may help.

### Re-establish normal routines in the lead up to school

- **The week before:** Return children to their usual wake up and bedtime routines, as well as breakfast and morning snack/lunch.
- **The day before:** Involve your child in packing their bag and preparing their uniform - this leaves you plenty of time to notice if anything is forgotten.
- **The morning of:** Allow more time than usual to get ready.

Some schools may not allow parents to walk children to their classroom. This may make it harder for some children to separate from parents. Prepare your child for this by:

- discussing what might be different about the drop off and pick up procedures and how you will manage it as a family
- talk through the new procedure and role play or write social stories
- reassure your child that there will be plenty of staff to help take them to their classrooms
- ask your child if there is anything that will make this easier for them, such as arriving to school with a buddy or taking a special item that helps them feel 'brave'.

### Returning to school before siblings

Younger children returning to school earlier than other family members may feel disappointed that their siblings are continuing with home learning or may feel disconnected from the family. You can help your child by:

- reassuring them that is ok to feel disappointed
- explaining that all children will be returning to school soon
- allowing your child to pick a fun activity to complete when they get home from school so that they have something to look forward to
- avoid scheduling any 'fun' activities with other family members or friends whilst your child is at school.

### Tips for children with cognitive and behavioural challenges

As children adjust to the new routine, cognitive and/or behavioural difficulties may seem more challenging. The following strategies can help children with an acquired brain injury (ABI) or other neurodevelopmental difficulties to avoid these issues as they transition back to school

- Fatigue may be more problematic for these children either as a direct consequence of their difficulties or due to the extra effort it takes for them to readjust to change. Consider slowly increasing your child's attendance at school to help combat fatigue – you may consider shorter days or rest days.
- Speak to the school about incorporating more rest breaks throughout the day for your child.
- Speak to your school about reducing or eliminating homework until your child has settled back into a routine.

- Ensure that your child is linked in with the learning support and wellbeing team.
- Educate staff who are either new or unfamiliar with your child about their brain injury or neurodevelopmental disorder – For example, ABI is often the ‘invisible’ injury and those working with your child should be made aware of their needs, as well as strengths and weaknesses.
- As children readjust to the pleasures and challenges associated with school, they may show greater difficulties with emotional regulation and challenging behaviour – remember, this is likely to be part of the readjustment phase and should improve with time.
- Your child may need your help to regulate. You may find it helpful to create a calm corner with a ‘tool box’ of calming and distracting items, as well as adding some relaxation strategies into the daily routine. Exercise can also assist.

### Finding extra support

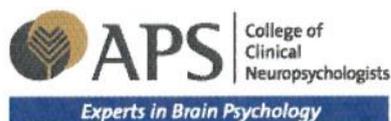
If you need extra support or clarity in regards to your child’s needs and learning challenges, referral to an appropriate psychologist for a detailed assessment and advice may be warranted. For example, a paediatric neuropsychologist can provide a differential diagnosis and strategies, and direct you to an appropriate special education tutor or any other healthcare specialist that may be required.

There are number of ways to access a psychologist. You can:

- use the Australia-wide Find a Psychologist™ service. Go to [findapsychologist.org.au](http://findapsychologist.org.au) or call 1800 333 497
- ask your GP or another health professional to refer you.

### Acknowledgments

This resource was prepared by the:



A clinical neuropsychologist is a psychologist who is trained to understand brain-behaviour relationships (across the lifespan):

- To assess thinking/brain abilities and difficulties to clarify diagnosis and identify the client’s care needs and priorities
- To provide targeted intervention or rehabilitation for people with thinking/ brain-related difficulties or disorders
- To adapt or modify treatments to take into account the effects of thinking/ brain difficulties

The Australian Psychological Society Limited  
PO Box 38, Flinders Lane, VIC, 8009

Telephone: (03) 8662 3300 or 1800 333 497  
Fax: (03) 9663 6177  
Email: [membership@psychology.org.au](mailto:membership@psychology.org.au)  
Web: [psychology.org.au](http://psychology.org.au)

Find us on social media   

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The APS has other information sheets in this series to support children and teens with learning difficulties and disabilities. To access, visit: [psychology.org.au](http://psychology.org.au) for more.

# Assistant Principal's Report

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AMANDA SEACH

*Curriculum and Pedagogy*

## **CURRICULUM DAY**

On the first day of the term staff gathered to further our knowledge and skills in an array of areas. A theme for the day was inclusion as we bookended our day with learning about inclusive practices for all students, including LGBTI students and Aboriginal and/or Torres Strait Islander students. These two sessions were facilitated by representatives from the two Department of Education support divisions.

Zoe and Patrick from the Wellbeing Health and Engagement Unit developed our understanding of sex, gender and sexuality by exploring the terms meanings. We learnt from research about the experiences of gender diverse students and responses that can support inclusion, such as education and building empathy. This learning will help us to successfully implement Units 7 & 8 of the Respectful Relationships curriculum where the topics explored are gender and identity and positive gender relations. These topics assist students to challenge stereotypes and critique the influence of gender norms on attitudes and behaviours.

Alice from the Koorie Engagement Unit delivered our second session of Community Understanding and Safety Training. This training has been delivered to all schools to ensure that we understand the culture, knowledge and experiences of our First Nations people and ways to ensure they achieve the best educational outcomes possible. We look forward to continuing to integrate Aboriginal perspectives into our teaching and learning programs and to raising the profile across the school of observance dates such as National Sorry Day, Reconciliation Week and Indigenous Literacy Day.

Curriculum Day was also used by staff to look closely at the schools NAPLAN results. We used digital breakout rooms to unpack a range of sets of data. In groups we developed an understanding of the students' growth in Reading, Writing and Mathematics and how closely our other assessment data aligns with the NAPLAN results. We also conducted an item analysis in writing to see the areas we are doing well and ones that we can work on moving forward. This involved looking closely at how our students, as a whole, performed on each of the writing criteria - audience, text structure, ideas, characters and setting, vocabulary, cohesion, paragraphing, sentence structure, punctuation and spelling.

## **MY EXPERIENCE OF BEING A REMOTE LEARNING TEACHER**

For the first week of term I had the pleasure of stepping in to teach class 4B while Mr Greene was on paternity leave. The days started early prepping the morning message and cross checking timetables to create reminders for students who may have extra zooms in a day such as JAG meetings and TSL sessions. After a look over the day's lessons to refresh myself it was time to welcome students into the morning Zoom. I felt very privileged to be connecting with students in their spaces and the roll and hello's were completed. A lesson was then conducted online. It was a challenge for me to know if the students were taking in what was being shared. The conversation that usually occurs in a lesson was more stilted on Zoom. It was when the students got into the work that I could begin to gauge their understanding. It was quite remarkable sitting at one screen and being able to watch in real time as tasks are completed. We would then break and while that happened I would catch up on their submissions and write some feedback notes or answer any questions posted in the stream. Midday was the second Zoom for the day and time to present another lesson. I became better at screen sharing and having students screen share, annotate and help each other over the week. Students could then stay online and work on their task and be able to ask questions though I found many preferred to log off and keep working. I would then check submitted work and touch base with the other Grade 4 teachers to make sure I was on the right track. Later in the afternoon time was spent creating lesson content. I take my hat off to all the teachers. This was a tricky task and very different to planning and implementing a lesson in a room with a whiteboard! With a comprehensive unit plan to guide the lessons it was a fiddly process translating this into a digital lesson form. Sometimes it was necessary to create a video to run through the slideshow for the students. I am thankful to the members of 4B for their engagement and encouragement as I stepped in to experience remote teaching and learning.

Kind regards

**Amanda Seach**

[amanda.seach@education.vic.gov.au](mailto:amanda.seach@education.vic.gov.au)

# SPECIALIST PROGRAM

It has been wonderful to be back offering our students their full complement of specialist programs this term. Specialist teachers have spent the first 2 weeks of term re-connecting with the students through our online platforms (Seesaw, Zoom and Google Classroom). We eagerly await the return of the students back to school so we can recommence face to face teaching.

Specialist programs give students the opportunity to experience all areas of the curriculum. Specialist teachers have the passion, excitement and motivation to teach their subject. The aim of our programs is for students to find passions for different areas of the curriculum, which may lead to new found hobbies or even careers.

We currently offer four specialist programs at Hughesdale Primary School:

## **Visual Arts**

This program allows children to represent what they see, think, feel, value and imagine through making and responding to the Visual Arts. Students explore drawing, construction, threads and textiles, painting, print-making, art using computers, modelling and appreciation of the Visual Arts. Students investigate other cultures and there is a strong focus on reducing, reusing and recycling.

## **Performing Arts**

This program enhances all aspects of students' development. Stimulating music, drama and dance activities develop students' confidence, expression, rhythm, speaking and listening skills. Children gain experience performing publicly at assemblies, class concerts and in musical productions.

## **Physical Education**

The aim of the program is to spark student's interest in either playing sport or participating in physical activity. Research shows that regular physical activity promotes good heart health along with lowering the risk of many chronic diseases. For children it also helps to improve their balance, flexibility and muscle strength. Participating in sports also helps to build social connections.

## **Languages/Cultural Studies**

We enable students to demonstrate an awareness of and respect for cultural diversity within the community; reflect on how intercultural experiences influence attitudes, values and beliefs; and recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community. The research around learning a second language shows that it improves memory retention, ability to multitask, problem solving skills and listening skills.

The Languages Working Party is currently reviewing the language that will be taught at Hughesdale Primary in 2022. The working party consists of stakeholders from the parent body, teachers and student delegates. The working party is nearing a decision, with this finding to be released to the school community shortly.

Aaron Richards  
Acting Learning Specialist

## Term 3 Week 1 - Junior Hughesdale Hero

Class	Name of Student	For Showing (Values)	Reasons
FA	Taylor Ruka	Personal Best	<ul style="list-style-type: none"> <li>For the wonderful effort you put into your writing this week Taylor. It is fantastic to see you stretching out the sounds and leaving spaces between all your words. I love seeing how excited you are about writing and getting to share your ideas. Keep up the terrific effort :)</li> </ul>
FB	Sid Hari	Personal Best	<ul style="list-style-type: none"> <li>For the fantastic focus and effort you showed while completing Reading activities this week. It was wonderful to see you showing such enthusiasm towards your learning, and working so hard to demonstrate your personal best and achieve your Reading goals.</li> </ul>
FC	Mila Kovess	Personal Best	<ul style="list-style-type: none"> <li>For her fantastic effort working towards her goals in our Writing Workshops. You have demonstrated your personal best by sharing your writing ideas with a partner, using finger spaces between your words and writing more each time! Keep up the wonderful work Mila!</li> </ul>
FD	Dimitri Konstas	Resilience Personal Best	<ul style="list-style-type: none"> <li>You have been very brave when trying to make new friends at school this term. You are starting to play with a wider group of people and I can see it is making you smile!</li> </ul>
1B	Joanna Kalafatis	Personal Best	<ul style="list-style-type: none"> <li>For showing a high level of engagement and participation in her guided reading session focusing on monitoring and self-correcting her errors</li> </ul>
1D	Kobe Firth	Personal Best Team work	<ul style="list-style-type: none"> <li>For showing Personal Best when writing an interesting recount with multiple adjectives and consistently being kind towards his peers in the yard.</li> </ul>
2A	Angus Major	Teamwork Respects Resilience	<ul style="list-style-type: none"> <li>For always approaching all learning tasks with enthusiasm and a keenness to learn.</li> <li>Consistently sharing his wealth of knowledge with his peers</li> <li>Setting an example of excellence in behaviour and cooperation in teamwork situations.</li> </ul>
2B	Yohaán Trivedi	Teamwork Respect	<ul style="list-style-type: none"> <li>His brilliant efforts to collaborate with others – particularly in maths</li> <li>Consistently showing respect to his peers</li> </ul>
2C	Zahra Louw	Personal Best Gratitude	<ul style="list-style-type: none"> <li>For your exceptional enthusiasm in Book Club this week by eagerly sharing and raising great questions and ideas.</li> </ul>
2D	All of 2D	All 5 Values	<ul style="list-style-type: none"> <li>For the hard work, commitment and persistence to drafting, editing and publishing your books. You each persisted through challenges at various stages and helped each other through these challenges. Sensational effort 2D!</li> </ul>

## Term 3 Week 3 - Junior Hughesdale Hero

Class	Name of Student	For Showing (Values)	Reasons
FA	Emmy Costello	Personal Best	<ul style="list-style-type: none"> <li>For trying your hardest during guided reading and making great progress. You are a superstar reader and it's amazing to watch you recognise so many of your Animal Words while you read. Keep it up!</li> </ul>
FB	Henry Glover-Boggis	Personal Best Teamwork Respect	<ul style="list-style-type: none"> <li>For the happy and enthusiastic attitude you bring to all of your learning. You have taken on all class tasks with motivation and independence and always show your personal best, especially in Reading groups. Keep up the fantastic effort, Henry!</li> </ul>
FC	Eliana Rose Waterhouse	Personal Best	<ul style="list-style-type: none"> <li>For making amazing progress with you reading! You are so motivated and positive during our Guided Reading sessions. Keep up the wonderful work, Eliana.</li> </ul>
FD	Zach McIntosh	Personal Best	<ul style="list-style-type: none"> <li>Zach has been working super hard to improve his reading. Zach is becoming a superstar reader and it's amazing to watch you recognise so many of your Animal Words while you read. Keep it up!</li> </ul>
1D	Nived Vyas	Personal Best Respect	<ul style="list-style-type: none"> <li>For showing personal best with his handwriting and working really hard to show whole body listening during class discussions.</li> </ul>
2A	Alisha Seth	Teamwork Personal Best	<ul style="list-style-type: none"> <li>For always taking time out of your own learning to help your fellow classmates.</li> <li>For returning from remote learning with a positive mindset</li> </ul>
2B	Sofia Carr	Teamwork Personal Best Gratitude	<ul style="list-style-type: none"> <li>Your determined approach to returning to school</li> <li>Doing your best to help others</li> </ul>
2C	Chloe Bennet	Resilience Gratitude	<ul style="list-style-type: none"> <li>For your amazing attitude when returning to school from remote learning. Your positivity and excitement has been infectious!</li> </ul>
2D	Sam Pratt	Personal Best Resilience	<ul style="list-style-type: none"> <li>For always working hard and never giving up when something gets challenging.</li> <li>For always asking questions and thinking deeply to understand new concepts.</li> </ul>

## Term 3 Week 4 - Junior Hughesdale Hero

Class	Name of Student	For Showing (Values)	Reasons
FA	Charlie Fleming	Personal Best Respect	<ul style="list-style-type: none"> <li>For working hard during class time and trying to listen carefully when someone is speaking. You have shown great maturity in your learning at school and I have loved seeing you shine. Keep it up Charlie!</li> </ul>
FB	Christian Scarinci	Resilience Personal Best	<ul style="list-style-type: none"> <li>For coming to school with a big smile each day and working hard to complete challenging activities. You have put your personal best effort into all of your listening and schoolwork this week, well done!</li> </ul>

## Term 3 Week 4 - Junior Hughesdale Hero cont:

Class	Name of Student	For Showing (Values)	Reasons
FC	Alex Kaitatzis	Personal Best Team Work	<ul style="list-style-type: none"> <li>For concentrating and giving his personal best in our Subtraction Unit. You did an amazing job modelling your subtraction story with your partner. Keep up the great work, Alex!</li> </ul>
FD	Sam Warfe	Respect Personal Best	<ul style="list-style-type: none"> <li>Sam is a kind, caring and compassionate member of FD. You are always striving to complete your work to the best of your ability. You always choose a great place to sit on the floor and put your hand up to speak.</li> </ul>
1D	Patrick Aumann	Respect Personal Best	<ul style="list-style-type: none"> <li>Confidently sharing his counting ideas during Maths and working extremely hard on his book chat task.</li> </ul>
2A	Oliver Zhang	Personal Best Resilience	<ul style="list-style-type: none"> <li>For having greater confidences to share your understandings in reflection time. You have a lot of wonderful ideas Oliver and we enjoy hearing them. Well Done!</li> </ul>
2B	Alphonse Ong	Respect Personal Best Resilience	<ul style="list-style-type: none"> <li>Looking out for his peers</li> <li>Bouncing Back when challenged</li> </ul>
2C	Claudia Coburn	Personal Best	<ul style="list-style-type: none"> <li>For your great interpreting of data in Maths and amazing efforts in structuring your persuasive writing this week.</li> </ul>
2D	Isabella Alphin	Personal Best Gratitude Respect	<ul style="list-style-type: none"> <li>For the enthusiastic and happy attitude you bring to school every day.</li> <li>For sharing your ideas during class discussions.</li> <li>For always showing your best listening skills.</li> </ul>

## Term 4 Week 1 - Junior Hughesdale Hero

Class	Name of Student	For Showing (Values)	Reasons
FA	James Davis	Personal Best Resilience	<ul style="list-style-type: none"> <li>For working incredibly hard over this remote learning period. You have shown great dedication to all your tasks James and each morning you arrive on Zoom with a huge smile. I can't wait to see you keep up the effort as we return to school. Well done!</li> </ul>
FB	Jaden Wong	Gratitude Personal Best	<ul style="list-style-type: none"> <li>For the amazing energy and enthusiasm you bring to all of our Zoom sessions. You always bring your biggest smile and make wonderful contributions to all discussions. You have committed your greatest effort to all of your learning and demonstrated your personal best throughout all of your tasks and videos on Seesaw. Well done Jaden!</li> </ul>
FC	Lena Splatt	Personal Best Gratitude	<ul style="list-style-type: none"> <li>For your wonderful contributions each day on Zoom Lena! You always think deeply during our discussions and share your knowledge with enthusiasm and positivity. Your hard work during all tasks has made Term 3 a successful one!</li> </ul>
FD	Azalea Zarras	Personal Best	<ul style="list-style-type: none"> <li>For consistently showing a positive attitude towards her learning, she completes each task on Seesaw to the best of her ability. Azalea kept us entertained with her experiments and magic tricks each week on Zoom!</li> </ul>

## Term 4 Week 1 - Junior Hughesdale Hero cont:

Class	Name of Student	For Showing (Values)	Reasons
1A	Raffy Wright	Personal Best	<ul style="list-style-type: none"> <li>I am always impressed by the effort you give to completing your learning tasks Raffy. Keep up the great work!</li> </ul>
1B	Allen Fang	Personal Best	<ul style="list-style-type: none"> <li>For always making thoughtful contributions to our class Zoom sessions and consistently uploading detailed responses to the Seesaw learning tasks.</li> </ul>
1C	Marlene Beale	Personal Best	<ul style="list-style-type: none"> <li>For showing a positive attitude towards her learning on Zoom. For presenting her work to her personal best and posting creative tasks such the spring flower she completed in Visual Arts</li> </ul>
1D	Ava Corben	Personal Best Resilience	<ul style="list-style-type: none"> <li>For consistently showing a positive attitude towards her learning on Zoom, sharing her ideas and submitting her learning to a high standard. Keep up the excellent work Ava!</li> </ul>
2A	Ziggy McCallum	Personal Best Resilience	<ul style="list-style-type: none"> <li>For demonstrating a positive mindset throughout remote learning.</li> <li>For constantly completing work to a high standard and contributing regularly throughout Zoom discussions. I'm looking forward to seeing you back at school real soon!</li> </ul>
2B	Luca Littlechild	Teamwork Personal Best	<ul style="list-style-type: none"> <li>Constantly trying his best</li> <li>Working well with his peers</li> </ul>
2C	Annabelle Physick Alvarez	Personal Best	<ul style="list-style-type: none"> <li>For her amazing contribution to 'Reader's Theatre' in our reading groups. Annabelle showed amazing personality and displayed great enthusiasm and charisma to her character.</li> </ul>
2D	Luke Hollands	Personal Best	<ul style="list-style-type: none"> <li>For the amazing energy and enthusiasm you bring to all of our Zoom sessions.</li> <li>For always looking for an extra challenge and giving them a go.</li> </ul>

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# Meet the team

at Hughesdale Primary School OSHC

Newsletter



## Heather Wright

Service Coordinator

Dear Families and Friends,

It is with great pleasure I introduce Heather as your new ongoing Camp Australia OSHC - Service Coordinator. Heather is a highly valued and dedicated educator with a wealth of industry experience and knowledge. Heather is extremely excited to join the beautiful community here at Hughesdale Primary School.

Heather enjoys engaging in meaningful interactions with the children and delivering a quality child led program that supports all children to develop a strong sense of agency and confidently explore and experiment in a safe and supportive environment.

Please join me in formally welcoming Heather as the Service Coordinator. Please don't hesitate to reach out to Heather if you would like any additional information on the service operations.

Kind regards  
**Rhiannon Musgrove**  
Regional Manager

## Your OSHC.



Tailored Out of School Hours experiences.

Your OSHC by Camp Australia provides enriching experiences for children during term – before school, after school and on pupil free days.

[Find out more](#)



## Visits welcome!

Please feel free to stop by the program with your children to meet the team and see what happens in our great program each school day.



## Register with Camp Australia

Once registered, you'll be able to easily make and manage your bookings online via your Parent Portal.

[Register now](#)

## Visit our blog

New articles are added each week for parents and cover various topics to help families.

[Visit our blog](#)