“Educating successful leaders, confident and creative individuals and active and informed citizens”

Calendar (new items highlighted in red)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>23rd Thursday</td>
<td>School Work Pick Up and Drop Off (8:30am-4pm)</td>
</tr>
<tr>
<td></td>
<td>27th Monday</td>
<td>School Council Meeting -6pm</td>
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<td></td>
<td>30th Thursday</td>
<td>School Work Pick Up and Drop Off (8:30am-4pm)</td>
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<tr>
<td>May</td>
<td>7th Thursday</td>
<td>School Work Pick Up and Drop Off (8:30am-4pm)</td>
</tr>
<tr>
<td></td>
<td>14th Thursday</td>
<td>School Work Pick Up and Drop Off (8:30am-4pm)</td>
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</tbody>
</table>

The website calendar has all the dates for the year and is continually updated.

Principal’s Message – week 1

Thank You

A huge thank you is extended to families for supporting the school at this unusual time. Thanks for coming to collect work on Tuesday and for making such a positive start to home learning this week. I know our teachers have been very pleased with students’ commitment to learning at this early stage.

Requesting your Ongoing Support

I request your ongoing support at this time. The teachers at Skipton have provided a teaching and learning program for families for Weeks 1 & 2 now. I want all families to trust that the teachers and the Principal at this school are working day and night to ensure remote learning provides the best outcomes for all students in our care. As part of this commitment, the school will be in a constant state of reflection and review in the pursuit of excellence. If you have any questions about the work provided or specific tasks, I encourage you to contact your child’s teacher via email. If you have questions or concerns about the school’s general approach to remote learning, please contact me.

On-Site Supervision

Just a reminder about the advice from the Department regarding Term 2. Any child that can learn from home must learn from home. If alternative arrangements can’t be made, the school welcomes students to complete their learning under supervision at school. A couple of notices about this:

- The learning that takes place at school is the same as the remote learning.
- The school cleaning schedule has been altered, to ensure it happens more frequently during the school day and at the end of the day, with particular focus on high-touch points.
- Students attending on-site supervision are asked to bring a water bottle with them (and not use the water taps).
- Please, if your child is showing any signs of sickness, do not send them to school.

**Collecting and Submitting Work in the Future**

On next Thursday, 23rd April, the new work for the following week will be available in the foyer of the school. Please come in at any stage during the day to drop in your child’s work to date (the scrap book) and collect the new work. I will be in the foyer to support parents and from then on, it will be a simple drop and collect process EVERY THURSDAY FOR THE REST OF TERM 2. Work will also be provided on Compass from teachers. There is no timetable for these Thursdays telling families what time to come in, but please ensure you abide by social distancing guidelines whilst on-site.

**If You Finish Your Work Early**

This is just a reminder that schools are currently required to provide literacy activities, numeracy activities and some other learning activities as a minimum. These activities may not take as long to complete as a regular school day sometimes. To support you, we’ve attached to this newsletter a one-page Principal’s Maze. It provides a range of optional, extra activities to support learning at home. Some activities include technology, some are for the family and some might be able to be completed individually. These will be posted onto the school’s website under the new tab *Home Learning*. Other resources related to the home learning will also be placed there. Please make sure you’ve completed the classroom activities set by your teacher before attempting any of the maze activities.

**Contacting Us**

The best way to contact us at this time is via email. Teachers are allocating large portions of their day to plan learning, conference with students and correcting or providing feedback. Teachers will also begin a roster next week where some will support the on-site supervision. It is fair to expect that your email will be responded to in a reasonable timeframe, however unreasonable to expect it will be responded to immediately. We seek your support at this time.

**Attachments**

Included with the bulletin are a few items:

- The Principal’s Maze Week 2
- A message from the Secretary of Education
- Learning from Home Fact Sheet

I hope this week has gone well for families – have a great weekend. Thank you for making me feel so welcome this week.

Nick
**Garden Roster**

We ask that each family take a fortnight to come in when convenient and do some gardening. Jobs include mowing including the nature strip, weeding and sweeping paths. First name in list to coordinate please.

16th April – 29th April: Anthony Mulcahy, Rosie Weatherly, Nina Swanson  
30th April – 13th May: Elizabeth Barr, Sarah Meek, Dallas Connell, Simone McAuliffe.  
14th May – 27th May: Gemma Molloy, Emily Gilliland, Lisa Wills, Kate Medson

**Class Messages**

Hi Grade 4,

I have enjoyed connecting with most of you via video conference in the past three days. We have changed the platform that we are going to video communicate with. It is called Webex. I have posted the instructions on how to do this. If you haven’t connected yet, please try and do so today!

Have a great week.

Amelia

Some of your school staff working hard from home!

Mr. Baker didn’t think his dressing gown would cut it!

Jess and her roomies dog Sybil!
Dear parents and carers

The Victorian Government has advised new arrangements for school education for Term 2, 2020. All children who can learn from home must learn from home.

This course of action has been determined to help slow the spread of coronavirus (COVID-19), based on the advice of the Victorian Chief Health Officer.

Our schools have been re-oriented to support learning from home. Principals and teachers have put in place plans to provide a learning from home program for all year levels. This includes provision by the Department of Education and Training through your school of laptops or tablets and network access, if required.

In order to protect the health and safety of your children, your family, your teachers and the whole community, it is important that you follow the Victorian Government’s direction and keep your child learning at home this term.

On-site school attendance is available as a last resort where parents and carers are not able to put in place arrangements to supervise children at home. Your school will have provided you with further information about this.

Information for parents and carers to support you supervise your children at home can be found here: https://www.education.vic.gov.au/about/department/Pages/coronavirus.aspx

If you have any questions or would like to discuss your own circumstances, please talk to your school or phone the Department of Education and Training parents’ and carers’ hotline on 1800 338 663.

Thank you for your cooperation and your support for our teachers, schools and community.

Yours sincerely

Jenny Atta
Secretary
Department of Education and Training
LEARNING FROM HOME: INFORMATION FOR PARENTS AND CARERS

Advice, tips and resources to support children as they learn from home.

This factsheet provides advice, tips and resources to help you support your child’s continuity of learning from home. To increase physical distancing across the population and prevent the transmission of coronavirus (COVID-19), children in government schools will move to remote and flexible learning and care at the commencement of Term 2. This means that from the start of Term 2 most children will be learning from home.

For more information on coronavirus (COVID-19), visit the Victorian Government website.

ABOUT LEARNING FROM HOME

When you start to think about helping your child to learn from home, remember that no one expects you to be a subject matter expert or teacher. The most important thing you can do is to continue to provide comfort, support and encouragement to your child.

You can help your child to learn from home by working with their school and supporting your child as they undertake the activities provided.

HOW THE SCHOOL WILL SUPPORT YOUR CHILD

Your child’s school will:

- communicate with you and your child about teacher responsibilities and what you and your child need to do
- communicate with you and provide learning activities for your child to do at home
- use their normal communication tools such as their website, newsletters, emails and other online tools
- provide technical support with devices, as needed.

ACCESS TO COMPUTER DEVICES AND INTERNET

Your child’s schools will contact you in the first week of Term 2 to determine if your child needs access to the internet, or if they need to borrow a laptop or tablet. This will include children from disadvantaged and vulnerable backgrounds, and those who attend schools in bushfire-affected areas – these children will be given priority.

The Department has partnered with Telstra to provide 1000 4G dongle devices with 4G internet access, and 4000 SIM cards that provide 4G internet access, for families who do not have access to the internet at home. These will be free of charge, and will be provided for the next six months.

Devices will be distributed in the first two weeks of Term 2.

You do not need to understand how to use tablets or laptops. Most children have been using them at school and are familiar with how to use them.

If you do not have internet access at home, for example, if you live in an area without 4G reception, talk to your school about how your child may receive materials that do not require online access. These can be mailed to your child, or you could collect them. Completed tasks can be returned in the same way. The materials are aligned to the Victorian Curriculum F-10.
HOW YOU CAN SUPPORT YOUR CHILD

You can support your child by:

- having a routine and setting expectations
- making sure your child has a space to work in
- providing a level of supervision suitable to your child’s stage of development
- monitoring communications from teachers
- checking in with your child often to help them manage and pace their work
- monitoring how much time your child is spending online.

YOUR CHILD’S RESPONSIBILITIES DURING REMOTE LEARNING

You should change these responsibilities according to the age and stage of your child.

Your child's responsibilities include:

- regularly monitor digital platforms for announcements and feedback from their teachers
- do their best work by completing tasks with integrity and academic honesty
- do their best to meet timelines and due dates
- communicate openly with their teachers and tell them if they have any concerns or issues
- collaborate and support their classmates
- continue to abide by their school’s behaviour guidelines.

SETTING UP A LEARNING ENVIRONMENT

Every home is different but it’s important to provide a quiet and comfortable space in which to learn.

Where possible, extended learning should take place in a space your family shares. For example, a lounge room or dining room. These spaces are preferable over a bedroom, where your child can feel isolated and supervision can be more challenging.

It should be a place:

- that can be quiet at times
- that has a strong internet signal, if possible
- where you or another adult is present as you would normally when your child is online, dependent on age

ESTABLISHING ROUTINES AND EXPECTATIONS

Start and end each day with a check-in to help your child:

- clarify and understand the instructions they get from their teachers
- help them organise themselves and set priorities for their learning at home.

A healthy daily routine is great for mental and physical health, as well as concentration and learning.

Encourage regular exercise breaks. This might mean going for a walk, using exercise DVDs and apps, dancing, floor exercises or using home exercise equipment.

Encourage healthy eating habits and make sure they drink enough water.
COMMUNICATING WITH YOUR CHILD

We encourage you to start and finish each day with a simple check-in. These check-ins can be a regular part of each day.

Morning check-ins

In the morning, ask:

- What are you learning today?
- What are your learning targets or goals?
- How will you be spending your time?
- What resources do you need?
- What support do you need?

Afternoon check-ins

In the afternoon, ask:

- What did you learn today?
- What was challenging? You could come up with a way to deal with the same problem if it comes up again.
- Consider three things that went well today. Why were they good?
- Are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

These questions allow your child to:

- process the instructions they get from their teachers
- help them organise themselves and set priorities.

You could also check-in with your child throughout the day. This depends on your child’s needs.

ADVICE FOR PARENTS OF CHILDREN WITH ADDITIONAL NEEDS

- How you can support your child with additional needs at home – this resource helps you support your child’s learning at home.
- Understanding learning difficulties for parents: a practical guide – this guide provides you with practical advice about learning difficulties. This includes the evidence base supporting particular intervention programs and a recommended apps list for children with learning difficulties.

RESOURCES AND TIPS

In addition to the resources and materials that your early childhood service or school may provide, you could also use the following resources:

GET PARENTS INVOLVED WITH LITERACY

Get parents involved with literacy includes programs and supports, including the ‘Literacy and numeracy tips to help your child’ booklet. This booklet gives advice to parents with children from birth to year 6 about supporting their child’s literacy and numeracy learning.

You can also find ideas to support the development of early literacy skills including speaking listening, reading and writing for children aged from birth through to the early years of school.
PREMIERS’ READING CHALLENGE

The 2020 Premiers’ Reading Challenge is now open and provides a great incentive to spend more time reading.

Ask your child’s teacher if their school or early childhood service is taking part in the 2020 Challenge.

Participating schools will register your child and give you a username and password.

Participating early childhood services will register your child, and all you need to do is start reading with your child every day.

If your child’s school or early childhood service is not taking part, your child can still take part. Visit:

- registering school students as home-based readers
- registering young children (birth to 5 years old) as home based readers

More information on how to take part in the Challenge is available at: School student and parents: taking part in the Challenge

MATHEMATICS AND NUMERACY AT HOME

Mathematics and numeracy at home provides links to a range of advice and resources for families.

To support the development of numeracy skills for children aged from birth to the early years of school visit: How to build numeracy skills from birth to year 2.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS (STEM)

Find ways to engage children in science, technology, engineering and maths (STEM) experiences. Visit the Fun at home webpage for more parent-focused resources.

MANAGING SCREEN TIME AND ONLINE SAFETY

It’s important you keep a balanced approach to home learning. Time spent using digital devices for learning should be broken up with physical exercise and offline learning tasks often.

It’s also important that during this time of remote learning we maintain safe and responsible use of information and communication technologies. This includes:

- The appropriate use of digital platforms, privacy and information protection
- Respectful online communication.
MENTAL HEALTH AND WELLBEING CHECK-IN

Just as you set aside time for physical exercise, it is important to make time each day to check in on your child’s mental health and wellbeing.

As your child adjusts to their new routine and not being able to see their friends in person, it is important to be understanding of their feelings of frustration, anxiousness and even anger – every child will react differently.

To support your child, use these mental health and wellbeing check ins to:

Provide an opportunity to talk about how they feel and listen to what they say
- Identify one or two things they could do to address what they are concerned or angry about
- Ask how they are going, whether they are finding it easy or hard to learn remotely, and if there is anything they’d like your help with.

There is a risk that your child may be bullied online. If you think this happening to them, support is available on how to talk to your child and your school at: bully stoppers.

If you have any other concerns about the health and wellbeing of your child, contact your school directly, which will have access to resources that can help.
Principal’s Maze – Term 2 Week 2

Below is a maze that you can navigate, if you are looking for more work or activities to do during home learning. Please make sure you’ve completed all of your work from your teacher FIRST, before doing any tasks from the maze. There is a mixture of ICT, online, family and literacy activities.

Start from the top left-hand corner. You can choose from either activity (the one on the right or the one below). After you have chosen that activity and completed it, then choose another activity from an adjoining box. Try get from the top left-hand top box (that says START HERE) and finish in the right-hand bottom box (that says FINISH HERE).

<table>
<thead>
<tr>
<th>START HERE</th>
<th>B C K A E N S R U</th>
<th>WEATHER</th>
<th>STARTS WITH ... (need a partner for this game)</th>
<th>FINISH HERE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Write as many words as you can, using only the letters provided above. You can only use each letter once!</td>
<td>Keep track of the maximum temperature each day for five days.</td>
<td>Ask a partner to pick a random letter of the alphabet and as quickly as you can, you need to think of:</td>
<td>Write to someone who doesn’t know you very well (like your new Principal) what your favourite book is and why.</td>
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<tr>
<td></td>
<td>P-2: What are the key words that describe your favourite animal?</td>
<td>Grade P/1: Sort the numbers from smallest to biggest.</td>
<td>An animal</td>
<td></td>
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<tr>
<td></td>
<td>3-6: Write a song or poem about your favourite animal.</td>
<td>Grade 2-4: Find the biggest and smallest number and find the DIFFERENCE.</td>
<td>A name</td>
<td></td>
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<tr>
<td></td>
<td>6: Write a song or poem about your favourite animal.</td>
<td>Grade 5/6: Find the AVERAGE maximum temperature.</td>
<td>A place</td>
<td></td>
</tr>
<tr>
<td>Read your current book for fifteen minutes [or until the next chapter. Write a PREDICTION [or guess] of what might happen in the next chapter.</td>
<td>Negotiate with your family to cook a family meal or prepare breakfast/lunch for everyone. Write down the steps how you did this.</td>
<td>Superhero CHALLENGE</td>
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<tr>
<td>History Hunters is a show that is on ABCME on Wednesdays &amp; Thursdays that begin just after 10:30am. Watch one and take notes on the important information.</td>
<td>Use a measuring tool (tape measure, ruler) to find out how long your bed is. How short is it?</td>
<td>Imagine that a superhero was trying to defeat a villain. The villain is a starfish who can jump 100m in one jump!</td>
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<tr>
<td>Use a device to research one country that you have heard of before. Draw its flag. Find out how many people live there. Find out what continent it is on.</td>
<td>For Grade 4-6: How long are the walls in your room from one corner to the other?</td>
<td>DRAW or DESCRIBE the superhero that could beat the villain. What special powers might he or she need?</td>
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<tr>
<td>Your school misses you. We would like to get some photos of you learning at home. If you and your family approve, please take a photo of YOU learning from home. We would love to place these photos here at school on desks and on walls. Email it to the school principal) what your last name to complete</td>
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<tr>
<td>FOLATNMEU</td>
<td>Write as many words as you can, using only the letters provided above. You can only use each letter once!</td>
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<tr>
<td>Write a short story about something that happened last week.</td>
<td>Routine is important, whether you’re at home or at school.</td>
<td>Write down a daily routine that you can follow most days in your learning for Term 2.</td>
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<td></td>
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