



Hughesdale HAPPENINGS

Every Child, Every Chance, Every Day



Principal's Report

Week 4 Term 2 2020 Issue 5

As the sun shines through my office window, I continue to miss you all, the buzz of our community and the sounds of student voices. I regularly log-in to various virtual classrooms with Zoom meetings during the day, to remind students how much they are missed, and see their faces even for a brief time. I have been heard stating that I did not apply to be a Principal of a school with no students!

It is an unprecedented experience for us all, and one we will no doubt remember. In recognition of this once-in-a-lifetime circumstance, Stephen McCarthy has created a "Lock-Down Diary" believing that current times are worthy of creating a record of the experience.

<https://www.mylockdowndiary.com/>

His Website provides a free download that children can use to reflect upon and explore a variety of their current experiences.

Cybersafety

I have previously written about the importance of building a proactive approach to keeping children safe online, and I know how incredibly diligent and similarly minded most of our community is, when we discuss this issue.

I can recognise the viability of Remote Learning (or work from home) options available to us in 2020, and compare this to what was available to us in the past, had we found ourselves in this situation. Having digital tools to deliver, structure and engage in learning within this environment has been a saviour, and Digital Literacy for our entire community has surged ahead over the past 8 weeks.

The burning question we actually seem to be facing is; how to manage "unplugged" or offline time when our day-to-day interaction is digitally based.

I would like to again draw upon the resources available on the website managed by the eSafety Commissioner, <https://www.esafety.gov.au/> and in particular draw your attention to

their material and guidelines around creating a Family Tech Agreement. With templates and examples, it may assist your family to focus on proactive, rather than reactive solutions to map out how this best works for you. <https://www.esafety.gov.au/parents/children-under-5/family-tech-agreement>

When accessing these templates, I also located a COVID-19 advice book for parents, which you can download for free.

<https://www.esafety.gov.au/key-issues/covid-19/advice-parents-carers>

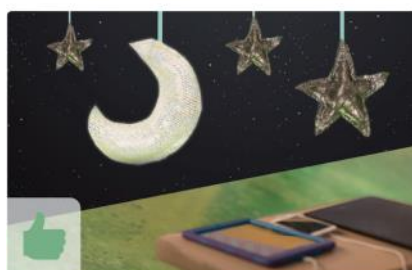
How a family tech agreement works

"It takes a whole family to be safe online."

"A family tech agreement is a set of rules about how devices, like smartphones, tablets, computers, TVs and gaming consoles are used in your home. It is written down and agreed to by all family members and kept in a place where everyone can see it (such as on the fridge). It is designed to help your family have a smoother time around technology in your home and promote safer online experiences."

From as young as 3 years old, the website suggests it is a good idea to make a family tech agreement together.

This is a sample provided, where just one section of the agreement outlines which rules are appropriate for specific members of the household. This example is based upon age. It has also clearly facilitated parent modelling, as adult use of technology provides a model for children to follow. You can decide which rules are appropriate for children of different ages.



Our devices are put away in the kitchen cupboard

Cam	Lucas	Yasmin	Mum	Dad
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Time 6pm	Time 6pm	Time 8pm	Time 10pm	Time 10pm

HOW TO CONTACT THE SCHOOL

SCHOOL 9570 4808 OSHC 0423 940 728

www.hughesdaleps.vic.edu.au email: hughesdale.ps@edumail.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

Survey

Thank you for the additional time many of you set aside to complete one or more surveys about home learning since our last Newsletter. This was highly valuable data which is directly influencing our direction and refinement of Remote Learning. As teaching teams increase confidence and experience with the existing digital content, you will be noticing additional group sessions targeting a particular area of learning. We really appreciate the vigilance with which zoom session timetables and the like are being monitored at home. Miss Amanda Seach has shared with you some of our learnings from the survey in her article to be found in this issue.

Learning Shared With Me.

- Aiden from 2B shared a poster he created, outlining ways to be safe when online.
- Clement, Henry, Vincent and Emerson from Foundation shared their writing with me.
- Billy and Ella from Year 1 were “sharing the love” last week.



- Poetry was shared with me by Sammy in 4C;

ANZAC Biscuits

*ANZAC biscuits, yummy and sweet,
To honour the soldiers who did not retreat.
I put the oven on 150 degrees,
They smell as sweet as honey from bees.
The soldiers who fought
Were so young and brave
It's sad that so many,
Went to their graves.*



Warmest Regards,

Lisa Gough

gough.lisa.n@edumail.vic.gov.au

2020 Hughesdale Primary School, Principal's Writing Competition - Repeat Message

I am excited to invite our many aspiring student writers to consider participating in our **Hughesdale Primary School, 2020 Principal's Writing Competition**. This competition is available to all students, providing them with an opportunity to write a short story/poem of their choice.

Conditions of entry:

- Genre is optional with ideas to be prompted by the following pictorial prompt.
- Year levels eligible – all students in Foundation to Year 6
- All writing pieces are submitted with the knowledge that entries may be published in a school created digital storybook “Celebrating Writing” and published through an online forum for our community to enjoy.
- Entries to be submitted digitally (as a photo or a file) by Friday 15th May 2020 to Mrs Gough gough.lisa.n@edumail.vic.gov.au

The Panel will consist of **3 teachers and I (Mrs Gough)**. We will determine the top entries for each year level, to be included in the storybook “Celebrating Writing”

I look forward to reading all entries and showcasing the writing talent of our students.



↑ The Writing Prompt

Assistant Principal's Report

AMANDA BREEDEN-WALTON
Wellbeing and Daily Organisation

Prioritising Our Wellbeing

During this change to our learning, mental and social-emotional wellbeing is paramount to keeping a positive and healthy lifestyle. We encourage all students, parents, carers and families to practise self-care and wellbeing.

Below are some resources that you might find useful to access:

General help and advice for parents

<https://www.parentingideas.com.au/blog/leading-the-way-for-children-during-the-covid-19-pandemic/>

Mental Health:

<https://studentwellbeinghub.edu.au/>

This is a space for parents and students to build safe, inclusive and connected school communities that promote wellbeing and learning.

<http://michaelcarrgregg.com/>

One of Australia's leading psychologists in child and adolescent mental health. Resources tab and information on discussing COVID-19 with children

<https://www.smilingmind.com.au/>

Website with a great app to help combat anxiety and stress for all ages

<https://kidshelpline.com.au/>

A range of quick resources dealing with different emotions for all ages

Mindfulness:

<https://www.youtube.com/user/CosmicKidsYoga>

A wide range of child friendly yoga and mindfulness (meditation and breathing) activities

<https://www.calm.com/blog/take-a-deep-breath#calmkids>

Meditations, breathing exercises, journal ideas, sleep meditations

Reach Out

Students will be able to access myself, Mrs Breedon-Walton - Assistant Principal (Student Wellbeing) on **0417 735 289** from 9am to 4pm, Monday to Friday for any support or guidance during this time.



kidshelpline
Anytime Any Reason

If you want to talk,
someone is here to listen.



Call Us!
1800 551800



Email Us!



Message Us!

Kidshelpline.com.au



Anzac Day

This is a photo of me and my daddy. We did a drumming performance for Anzac Day in our street. Some neighbours came out to watch. I did it because I care about all the people in war. I love doing performances for people, so that performance really made me happy. **Keaton Robertson.**

I watched my neighbours Peter and Keaton do a drumming performance on Anzac Day. It was very special and people driving and walking past stopped to watch. **Madison Payne**

I love hearing about what students have been up to out of school hours, please feel free to send me photos and information so we can share it with others.



Keeping Your Kids Safe Online

As Lisa has already mentioned above, our current situation of Home Learning has our students spending more time online or engaging with technology. Working together to discuss online expectations and setting up plans to help us all 'switch off' and keep them safe is essential within the home just as it is at school. In class, students discuss expectations and set guidelines and protocols for ICT use and sign a joint agreement for the Acceptable Use of Technology which we refer to and discuss throughout the year.

With home learning taking place, families may be interested in taking a look at the below flyer for a free information session / webinar via Zoom. This is a session that both parents and children can participate in together.

Stay Safe Everyone,

Amanda Breeden-Walton

breeden-

walton.amanda.k@edumail.vic.gov.au



Keeping Your Kids Safe Online

Help your child develop the skills to be safer online

Do you want to:

- Keep your kids safe as they spend more time online doing schoolwork and connecting with friends?
- Start an age-appropriate conversation around harmful content?
- Explore contact with strangers online?
- Help to mitigate and manage online bullying?
- Teach expectations for online behaviour?

When:

Wednesday the 27th of May 2020

Time:

7:00 pm - 8:30 pm

Where:

Online via Zoom

Cost:

Free of charge. Bookings essential.

Bookings:

www.trybooking.com/BJLOR

Join us for this 1.5 hour webinar via Zoom.
Suitable for parents and carers of children
aged 5-12 years old.

PARENTZONE



Sibling Enrolments for 2021

We are now finalising enrolment applications for students to commence Foundation next year.

If you currently have a student/s attending Hughesdale PS and have another student to enrol for 2021, you will also need to compete and submit an Enrolment Form.

Enrolment forms can be found on the school website or if you require a hard copy please contact Bridene to receive one.

FINANCIAL ASSISTANCE INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their outcomes.

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum.

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:

- \$125 for primary school students
- \$225 for secondary school students

HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from www.education.vic.gov.au/csef

If you applied for the CSEF at your child's school in 2019, you do not need to complete an application form in 2020 unless there has been a change in your family circumstances.

You only need to complete an application form if any of the following changes have occurred:

- **new student enrolments;** your child has started or changed schools in 2020 or you did not apply in 2019.
- **changed family circumstances;** such as a change of custody, change of name, concession card number, or new siblings commencing at the school in 2020.

Check with the school office if you are unsure.

Assistant Principal's Report

AMANDA SEACH

Curriculum and Pedagogy

Remote Learning Parent Survey

At the end of Week 2 of remote learning a survey was sent out via compass to gather your perspectives and to help us learn from what it is like for you at home. We had a 48% response rate. A thank you is extended to those of you who were able to take the time to share your experiences. The surveys were specific for year levels which enabled teams to unpack the responses relating to their learners and to see where they were doing well and where tweaks could be made.

It was valuable to read about your challenges, we really appreciate the effort you are taking to support your children through this. We also received valuable suggestions that could only come from those who are at home managing the remote learning.

Our teachers are to be commended for their flexibility, constantly learning and trying new approaches to improve the experience for all. Since the survey was conducted we have seen an increase in small group video conferences, a greater take up of the Google Classroom

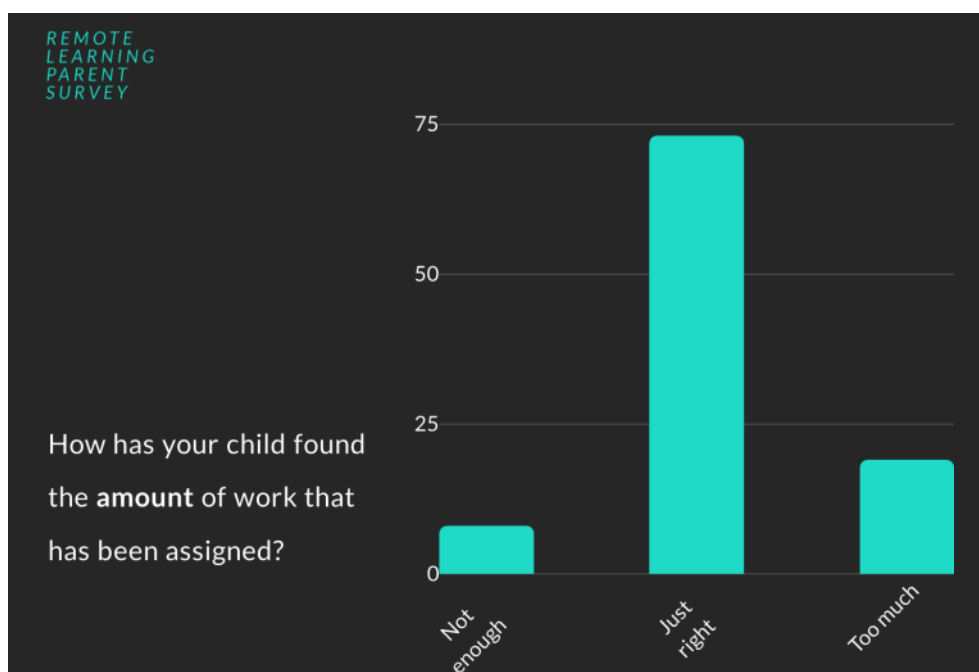
and SeeSaw spaces by specialist teachers, a refining of how information is presented, adaptation of video conference protocols, innovation on how feedback is provided to students on their learning and an increase in fostering connections amongst peers.

The results presented below bring together the whole schools responses to the multi choice questions and one open response question, *What have the positives of home learning been? I have chosen to share with you the most used words in these responses to highlight the opportunities that this situation has given us. While we all want things to go back to normal these responses gave me pause to reflect on the rare opportunity we have all been given to strengthen our relationships with our families, to see our children as learners and sit alongside them.*

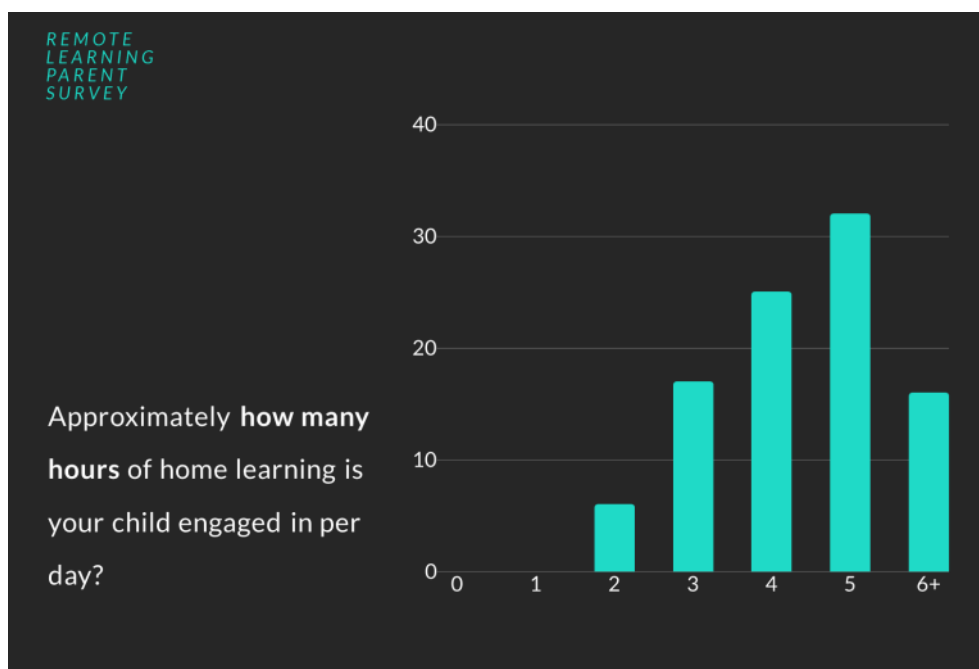
Kind regards,

Amanda Seach

seach.amanda.c@edumail.vic.gov.au

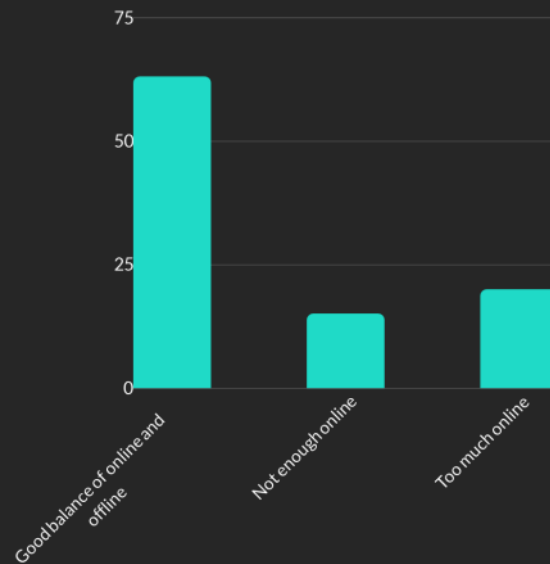


@CHARTREUSEINC

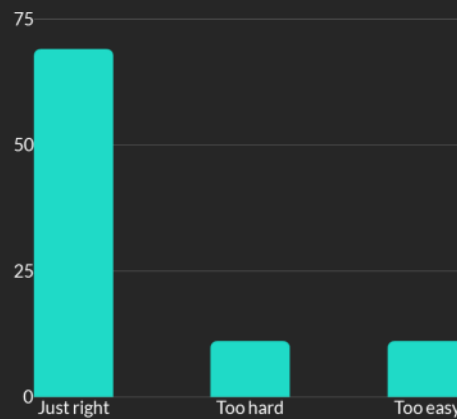


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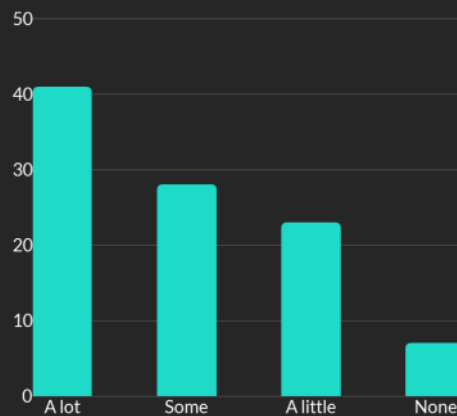
How has your child found
the **type of work** that has
been assigned?



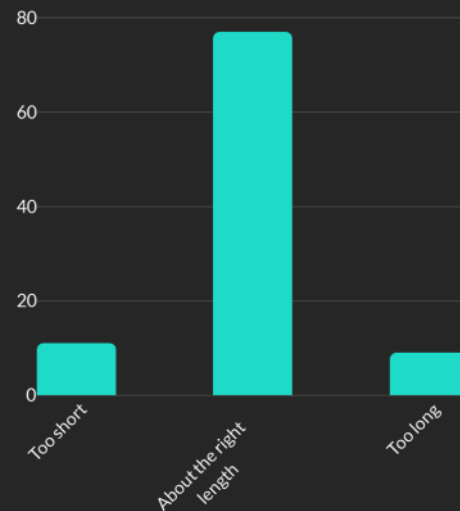
How has your child found
the **challenge level** of the
learning tasks?



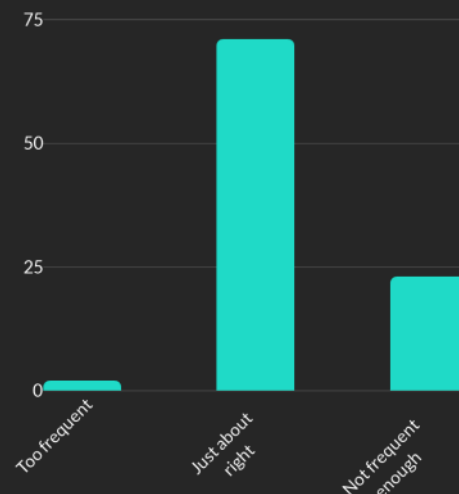
How much assistance has
your child required to
complete the tasks?



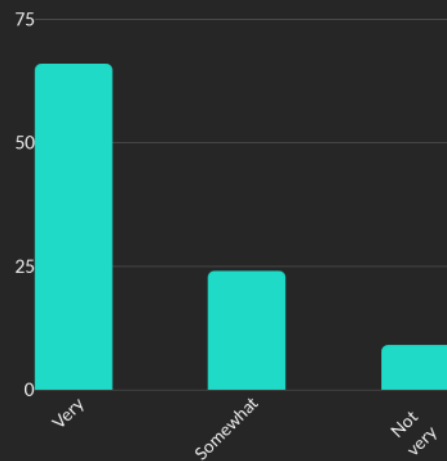
How has your child found
the **duration** of the virtual
meetings?



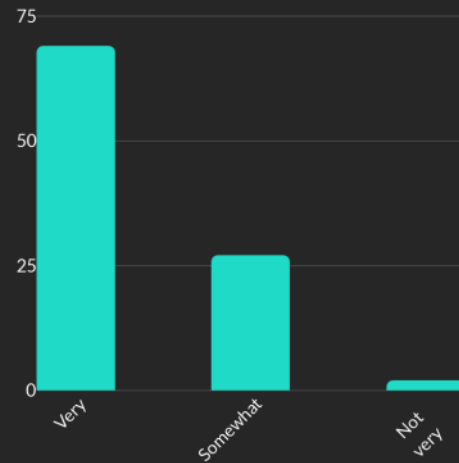
How has your child found
the **frequency** of the
virtual meetings?



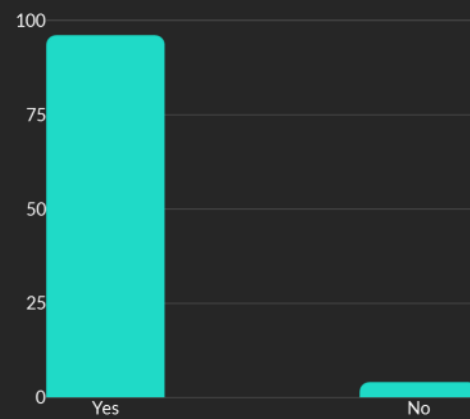
How useful has the
suggested timetable
been?



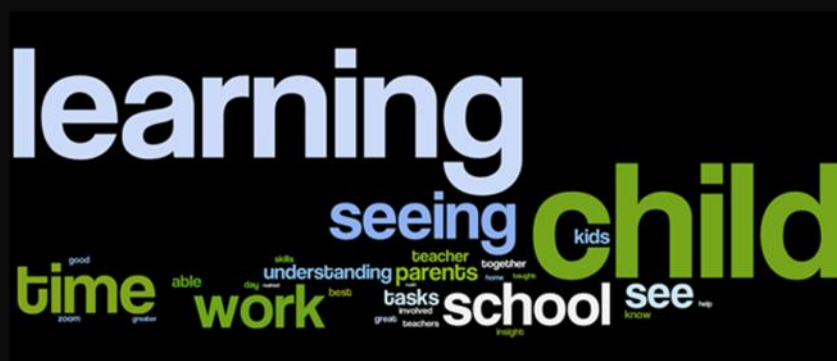
How useful has the weekly
Zoom schedule been?



Are you able to easily
communicate with your
child's teacher if needed?



This "word cloud" give greater prominence to words that
appeared more frequently in the responses given



What have been the
positives of home
learning?



Foundation Visual Arts



Week 1 – Learning At Home

We explored our gardens and street to find natural materials to use in our critter collages.



Week 2 – Learning At Home

We searched for materials inside our home, to create a collage of someone we really miss.



Week 3 – Learning At Home

We tore up and overlapped coloured paper, newspaper and wrapping paper to make vibrant collage butterflies.

