

3<sup>rd</sup> April 2020

### **Dear members of the community**

Today is the last official day of Term 1, as Monday to Thursday next week is designated to school development days. Staff will be preparing curriculum content for each year level and learning how this will be delivered digitally.

**Parents and carers must keep their children at home. Only children of essential and emergency service workers will be supervised next week. (Week 10)**

**Please note that there will be no activity on SEE SAW over the holidays 10<sup>th</sup> April to 27<sup>th</sup> April.**

Thank you so much for your ongoing support during these unprecedented times. Please be aware that the state of play during the COVID - 19 pandemic is ever changing and unpredictable. As a school, we continue to act upon the regular updates and advice provided by the Federal and State Governments, as well as the Education and Health Departments. We will continue to keep you informed as things progress.

In these unprecedented times, we understand that some of our students are unable to continue with formal schooling. In this document we have provided some ideas for the continuation of learning in the home environment. It is important to understand that the school environment cannot be replicated at home, the knowledge, expertise and years of experience of a trained teacher are invaluable.

However, in the work packages sent home earlier this week, we have provided some ideas to support your family with activities that may help to consolidate learning concepts and practise some skills previously learnt. The collection of activities and links have been collated as a guide, not as a curriculum. There are many activities that you can do online and many offline options for your family too. The links have been selected to support student engagement, but it is important to remember that they should always be viewed by an adult for suitability before student access. The health and wellbeing of all children and students is our priority.

### **Maintaining healthy routines**

It is important to check how your children feel about learning away from their classroom. Daily conversations allow you to talk about your children's learning and the support that they may need to adjust to learning at home.

Your children may require additional structure or guidance with their learning. Depending on their ages, they may require a structured routine to continue their learning.

You can help your children continue their learning away from their classroom by asking questions such as:

- What are you learning today?
- How will you plan your day? Do you need support to create a timetable?
- What materials do you need today?
- How can I help you today?
- What was one thing that was difficult today? What could you do if this difficulty comes up again? What strategies could we put in place?
- What went well today? Why? How can you make sure these successes happen again?
- How are you feeling? Do you need help planning tomorrow to make sure it is successful? Is there anything you need to check-in with your teachers about?

You may need to adapt these questions, depending on the age of your child and their level of independence. It is important to keep communication lines open with your child to ensure their learning is continuing and that they are coping with the alternate learning environment.

### **Wellbeing of students**

The wellbeing of students is the department's first and foremost priority. When emergencies happen everyone in our community can be affected and children and young people need support from parents, carers and other family members.

Children and young people may need help to understand what is going on in a way that is appropriate for their age and development.

You can support your child by:

- Monitoring reactions and listen to how they feel and what they are thinking.
- Be aware of what you say when children and young people are around and let them know they can ask you questions anytime. Make feelings normal by letting your children know it is okay to have feelings such as sadness, anger, frustration, worry, fear or anxiety.
- Share that you are also feeling this way, without overloading them with adult responsibilities. Encourage them to talk with you about how they are feeling, let them know there's no wrong way to feel or think, and that all feelings are valid.
- Providing correct information.
- Be honest and stick to the facts, without providing too much detail. Limit the amount of media coverage children see, hear and read. Explain news to them and discuss what has been seen, read and heard.
- If your children are feeling upset or anxious about stories they are seeing or hearing, make sure they take some time off to think about something else.
- Switching devices off for a few hours may help.

Providing a sense of stability for your children, may help them feel more comfortable during times of uncertainty. If schools are temporarily closed or school attendance is interrupted, think about the importance of:

- **Sleep:** getting enough sleep and rest can help us all feel better during the day. Set regular times for going to bed and getting up in the morning. Keep normal bedtime routines for younger children and expect the same from your older primary and high school-aged children too
- **Food and drink:** make sure your children are eating regularly throughout the day and drinking plenty of water
- **Moving:** being physically active can lift your mood, be relaxing and provide an opportunity for relaxation and fun, is there something your children enjoy doing that will help them relax? Everyone needs a little time out to just think about something nice, whether that is playing games, singing or communicating with friends. Set rules and limitations around social media usage and other online interactions.

### **Providing reassurance**

Focus on the good. When times are difficult, it can help to take notice of the good things still in your life. Encourage your children to take some time to think about the positives—kind people, good friends, beautiful moments—however small. Point out the people working to fix the situation.

### **Setting up a learning space**

To support your children to continue their learning away from their classroom, establish routines and expectations and ensure they have access to equipment and stationery required for learning at home. This includes pens, paper, devices (including internet access), printers, etc.

While it is possible that reduced school days may apply, you can support your children's learning by setting up or following a timetable to give structure to their day.

- **School-provided timetable:** This will include lesson times, and breaks.
- **Home-developed timetable:** This can be similar to the hours and times of your children's typical school day. High school students can follow their school timetable. Primary school aged children may benefit from working in roughly one hour long blocks of time, so that they can concentrate and complete tasks.
- Many virtual and remote learning resources, including livestreamed lessons, can be accessed by students at their own pace, because livestreamed sessions are recorded. Schools may offer interactive virtual classrooms during normal school hours.

Create a quiet and comfortable learning space. A space for extended learning should be a family space, rather than a bedroom. Your children may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time. It should be a place that can be quiet at times and if possible have internet access.

### Daily Schedule

Children thrive in an environment where there are clear routines. This does not mean there is no opportunity for free choice within these routines. Setting routines provides children with times of the day to work towards while also providing clear boundaries. We have provided some example timetables below that you might like to consider.

# COVID-19 DAILY SCHEDULE

Before 9:00am	Wake up	Eat breakfast, make your bed, get dressed, put PJ's in laundry
9:00-10:00	Morning walk	Family walk with the dog, yoga if it's raining
10:00-11:00	Academic time	NO ELECTRONICS Sudoku books, flash cards, study guide, Journal
11:00-12:00	Creative time	Legos, magnetiles, drawing, crafting, play music, cook or bake, etc
12:00	Lunch	
12:30PM	Chore time	A - wipe all kitchen table and chairs. B - wipe all door handles, light switches, and desk tops. C - Wipe both bathrooms - sinks and toilets
1:00-2:30	Quiet time	Reading, puzzles, nap
2:30-4:00	Academic time	ELECTRONICS OK Ipad games, Prodigy, Educational show
4:00-5:00	Afternoon fresh air	Bikes, Walk the dog, play outside
5:00-6:00	Dinner	
6:00-8:00	Free TV time	Kid showers x3
8:00	Bedtime	All kids
9:00PM	Bedtime	All kids who follow the daily schedule & don't fight



## Reading

One of the most important things you can do to support your child with learning at home is **READING!** There is significant research that shows the relationship between books read to children in the early years and time spent reading in the middle and senior years, and academic achievement and social wellbeing.

*The more reading children do, the more quickly they will develop as readers. It is often recommended that beginning readers spend 15 or 20 minutes reading each day (in addition to the reading they do at school). However, the amount of reading a child does is most important, not the amount of time she spends doing it.*

Kind Regards



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