

Bulletin



Issue 1 Term 1, 2020

PRINCIPAL'S REPORT

Mr Dixon

These are unprecedented times we are living in. I hope all of our school community are keeping well and following those important guidelines of washing hands regularly, using hand sanitiser and keeping our social distance. This is certainly inconvenient, but so important in overcoming the spread of COVID-19.

The majority of our students are now working from home and It's important during these difficult times you keep up with your education. Student workbooks are to be returned to school on **Tuesday 28th of April, the first Tuesday of term 2**. There will be a new package of work ready for students to collect on this same day. In order to conduct on-line lessons, every student will get a **new on-line timetable**. This will be the way your lessons will be delivered for the beginning, and possibly all of term two. Our teachers have worked very hard preparing on-line lessons for students

Should your son require a laptop to take part in online learning, please contact the school and we will prepare a school laptop for you to pick up. We don't want anyone missing out on their learning during this time.

This bulletin is designed to help parents in assisting their students in on-line learning. Details of our new Parents Portal App are available in this newsletter.

Any assistance with any area of your son's education, do not hesitate to contact your son's school on 96370489 or email the school granvilleb-h.school@det.nsw.edu.au.

DEPUTY PRINCIPAL'S REPORT

Ms Ram

Due to the pandemic caused by COVID-19, schools had to spring into action to support teaching and learning remotely. Granville Boys staff made study packs to address each learning area and was very impressed with parent engagement and support in ensuring that students collected all learning material to continue their education. As we approach the end of term 1, teachers are preparing work (both online and paper copies) for education delivery in term 2. Teachers and Year Advisers are reaching out to parents and students,

checking in on their wellbeing as well as learning and addressing any concerns that arise.

We are planning to streamline that process so that most of the check in, check outs are done by year advisers and any issues raised are flagged with the relevant teachers and head teachers.

Student Work

Starting on the first Tuesday of term 2 (28th April), all students must return the completed booklets given to them in term 1. At the same time, they will collect a second set of work (booklets) to start off term 2 work. We are aiming to move all lessons online by the end of week 3 in term 2. GBHS has opted to use Google Classroom as our main online learning platform, however, teachers will also have web conferences on Zoom, Adobe Connect and Microsoft Teams. There are numerous online resources that students can access to help them with their learning.

Resources to Support Learning from home

Some examples are given below

- Mathematics Association of NSW
<https://www.facebook.com/MathsNSW/>
- Geography Teachers Associations of NSW
<https://www.facebook.com/GTA.NSW/>
- History Teachers Association of NSW
<https://www.facebook.com/HTANSW/>
- Science Teachers Association of NSW
<https://www.facebook.com/stansw/?rc=p>
- English Teachers Association of NSW
<https://www.facebook.com/englishteachersassociation/>
- Primary English Teachers Association of NSW
<https://www.facebook.com/PETAcommunity/>
- Visual Arts and Design Educators Association of NSW
<https://www.facebook.com/VADEANSW/>
- Australian Council for Physical Education and Health
<https://www.facebook.com/achpernsw/>
- Music Teachers Association of NSW
<https://www.facebook.com/MusicNSW/>
- Modern Languages Teachers Association
<https://www.facebook.com/mlta.nsw>
- Legal Studies Teachers online
<https://www.facebook.com/LegalStudiesAU/>
- Economics and Business Educators
<https://www.facebook.com/ebensw/>

Some other useful sources of information for now:

The NSW Department of Education has also released some useful information on remote learning – there are some useful links to sites within the documents <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/teaching-and-learning-resources>

South Australian Department of Education also has some useful resources for digital learning available at <https://www.education.sa.gov.au/teaching/curriculum-and-teaching/teaching-and-learning-resources>

I know that NAPLAN has been cancelled but you will find useful NAPLAN style activities at Queensland Curriculum Authority's website at <https://www.qcaa.qld.edu.au/p-10/naplan/test-preparation> - this provides useful drill and practice style activities for reading, numeracy and writing.

The Western Australian Department of Education has a whole section devoted to support students learning at home, <https://www.education.wa.edu.au/learning-at-home>, there are considerable resources available at this site.

This is another link on the NSW government site to access resources and support for parents and students. <https://education.nsw.gov.au/parents-and-carers/learning-from-home/learning-resources>

Student Engagement

The school will make every effort to contact parents and student to ensure students are engaging with the work provided. (both paper and online) To help us do this, ensure that all contact details are accurate. If unfortunately, you do not get a call from school, it may indicate a problem. In such cases, parents need to call school and speak with the year adviser or a deputy principal. Parents are responsible for making sure that their son completes all set work, assignments or assessments. Students who require a laptop to access online learning must contact school and a laptop will be loaned to them.

HSC in 2020

NSW Education Standards Authority (NESA) has informed schools that HSC will go on as planned, and any information on modifications of assignments and assessments will be communicated later. It is extremely important the students are engaged in learning and reaching out to teachers for help if they cannot understand concepts. There will not be any work placements for VET courses and NAPLAN is cancelled for 2020.

Assessments for years 7-11

Granville Boys High School executive and staff are discussing the most appropriate method to assess student learning. More information will be available in term 2. In the meantime, all students are encouraged to plan independent study routines, take time to read on subject specific content online to develop a broader knowledgebase, make study notes and most importantly look after their wellbeing. This would include participating in some physical or recreational activity,

eating and sleeping well and reading books to develop a good habit.

Learning from Home Timetable

There will be new timetable for learning remotely from term 2. It has 4 periods of teaching and a study period. Study period is for students to catch up on any work they could not complete during the lesson. This is also the time when Year Advisers or Assistant Year Advisers will call to check in with the students. Please note that their call may come up as 'Private Caller'. Year advisers will record every call they make to parents and students on Sentral. Students are required to sign into their google classroom for every period. Attendance for each class will then be recorded on Sentral. With the new parent portal being rolled out in term 2, parents will also be able to see their son's attendance. Students who do not sign in will be marked as absent. If a student is sick and cannot participate in learning, a parent must inform school.

DEPUTY PRINCIPAL'S REPORT

Mrs Adderley

During this time ensuring effective communication systems are in place is essential. Next term Granville Boys High School will have the Sentral Parent Portal.

This is where you can receive messages from teacher, you can see student attendance and be informed about student's homework. When parents and students come in to collect booklets and resources for Term 2 you will receive an individual code for each student. Staff will be available to help you get onto the portal site and add it to your phone screen. In Term 2 staff will be monitoring attendance through the Google classrooms and recording class attendance onto Sentral, this portal will be a way for you to ensure your son is going into his Google classrooms for all his lessons. For those parents who cannot make it into the school we will be creating a how to download the parent portal guide.

Year 12 are currently working hard on completing their HSC Minimum Standards tests. They are all finding it easy this time and are very proud of themselves. A Google Classroom has been set up for these students and they are welcome to use it to ask questions, send their answers to Sample Writing questions and access demonstration.

Year 11 are starting to prepare for their tests now. They all have access to a Google Classroom and, through it, they will be kept up to date on test times as well as having access to demonstration tests,

Writing sample questions and writing tips. Year 7 and 8 Reading groups will start in Term 2. For the moment, those groups will take place online and students.

	Mon	Tue	Wed	Thu	Fri
1	Mon1	Tue1	Wed1	Thu1	Fri1
9:00-10:00	9:00-10:00	9:00-10:00	9:00-10:00	9:00-10:00	9:00-10:00
2	Mon2	Tue2	Wed2	Thu2	Fri2
10:00-11:00	10:00-11:00	10:00-11:00	10:00-11:00	10:00-11:00	10:00-11:00
Break_1	MonBreak_1	TueBreak_1	WedBreak_1	ThuBreak_1	FriBreak_1
11:00-11:30	11:00-11:30	11:00-11:30	11:00-11:30	11:00-11:30	11:00-11:30
3	Mon3	Tue3	Wed3	Thu3	Fri3
11:30-12:30	11:30-12:30	11:30-12:30	11:30-12:30	11:30-12:30	11:30-12:30
4	Mon4	Tue4	Wed4	Thu4	Fri4
12:30-13:30	12:30-13:30	12:30-13:30	12:30-13:30	12:30-13:30	12:30-13:30
Break_2	MonBreak_2	TueBreak_2	WedBreak_2	ThuBreak_2	FriBreak_2
13:30-14:00	13:30-14:00	13:30-14:00	13:30-14:00	13:30-14:00	13:30-14:00
Learning Support	Mon Learning_Support	Tue Learning_Support	Wed Learning_Support	Thu Learning_Support	Fri Learning_Support
14:00-15:00	14:00-15:00	14:00-15:00	14:00-15:00	14:00-15:00	14:00-15:00

NSW Department of Education

Remote learning guidelines for students and parents



Stay connected



Ask questions



.....
If you don't understand something, ask your teacher or classmates online.

Workspace



.....
Work in a quiet area, at a desk or table and try to limit distractions.

Use classroom language



.....
Talking to your teachers and in class is different from how you speak to your friends online. Use proper grammar and avoid excessive emojis.

Focus



.....
During calls with your teacher, stay focused on the call. Avoid reading chats or looking at other tabs.

Take breaks



.....
Take breaks away from screen. Move around and try not to sit all day.

Your normal routine



.....
Eat breakfast, brush your teeth and get dressed in the morning.

education.nsw.gov.au



DEPUTY PRINCIPAL'S REPORT

Ms Cullenward

Your child's school will communicate with you and provide learning activities for your child to do at home, using their normal communication methods such as the school website, newsletters, emails, and other online tools.

In many NSW schools, teachers already deliver and manage learning activities using online tools such as email, Office 365, G Suite for Education and Adobe Connect.

In the case of a school shutdown, teachers may move some or all of your child's learning activities into these online spaces.

Where digital or online options are not available schools may use non-digital, off-line strategies. These methods of teaching could include sending worksheets, textbooks or USB drives containing digital worksheets and videos to your home via the mail.

Teachers may also contact students in groups or through one-on-one phone calls.

Key considerations

Parent responsibilities during remote learning

Provide support for your children by:

- establishing routines and expectations
- defining a space for your child to work in
- monitoring communications from teachers
- beginning and ending each day with a check-in
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online
- keeping your children social, but set rules around their social media interactions.

Student responsibilities during remote learning

These responsibilities should be adjusted according to the age of your child:

- establishing and/or following a daily routine for learning
- identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully
- regularly monitoring digital platforms and communication (O365, G-Suite for Education, Seesaw, Canvas, email, etc.) to check for announcements and feedback from teachers
- completing tasks with integrity and academic honesty, doing their best work

- doing their best to meet timelines, commitments, and due dates
- communicating proactively with their teachers if they cannot meet deadlines or require additional support
- collaborating and supporting their classmates in their learning
- complying with the departments' Student use of digital devices and online services policy'
- seeking out and communicating with school staff as different needs arise.

Establishing routines and expectations

Your school should provide your child with a schedule or timetable for their learning. This will include regular breaks for activity, eating and drinking. In the activity breaks, it is important that students get up and move around.

From the first day, you will need to establish routines and expectations. You should use the timetable or schedule provided by your school to set regular hours for school work.

Keep normal bedtime routines for younger children and expect the same from your older primary and high school-aged children too.

It is important that you set these expectations as soon as distance learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

For more information, refer to [Remote learning guidelines for students and parents \(PDF 186KB\)](#).

Setting up a learning environment

Try to create a quiet and comfortable learning space. Your child 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.

A space/location for extended learning should be a public/family space, not in a bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where you or another adult is present and monitoring your children's learning.

Learning environment checklist

Refer to our [Learning environment checklist \(PDF 81KB\)](#) for more advice.

https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/learning-from-home/media/documents/Learning_Environment_Checklist.pdf

Wellbeing

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).
- The Health and Wellbeing page has some great ideas for activities to do at home.

Communicating with the school

Make sure that you know how the school and your child's teachers will be communicating with you and check that channel regularly.

Make sure you know how to contact teachers for learning support and who to contact for technical support if your school chooses to use digital devices as part of their remote learning plan.

This situation will be new for most schools and families. Schools will be trying to engage in a cycle of continuous improvement and refinement based on feedback so they may ask you and your child for feedback on how the system is working.

Most schools already use some kind of platform to communicate with parents and students. These existing platforms should continue to be used whenever possible.

Communicating with teachers

Teachers may have set times where students can chat with them online, deliver video lessons or when digital options are not possible they may have set times for calling your child on the telephone.

It is important for you and your child to remember that teachers will be communicating with many other families, so your communications should be important and short. You may also need to remind your child to be patient when waiting for support or feedback.

Positive coping skills will help if:

- your child doesn't cope well with stress
- your child often feels overwhelmed
- your child's health and wellbeing are negatively impacted by stressful events and difficult emotions.

Why is it important to build coping skills?

Being young isn't easy. A number of stressors and significant life stages accompanies the teenage years.

Throw into the mix the hormonal changes that accompany puberty and an increasing need to fit in with their peers, and it's no wonder that young people often find their adolescent years stressful and overwhelming. To tackle the difficulties that come with being a young person, it's crucial to encourage young people to develop positive coping strategies.

What is positive coping?

Positive coping strategies increase long-term resilience and wellbeing. In contrast, negative coping strategies usually only produce a helpful distraction in the short term. For example, using drugs and alcohol may provide temporary relief from difficult emotions, but reliance on this strategy can lead to substance dependency and abuse. This is why a focus on positive coping skills is crucial in maintaining long-term wellbeing or resilience.

What is resilience?

Resiliency is the ability to 'bounce back' from a difficult situation. A resilient person is able to:

- withstand adversity
- learn from their experiences
- cope confidently with life's challenges.

Psychologists have identified some of the factors that make someone resilient. These include:

- having a positive attitude
- being optimistic
- having the ability to regulate emotions
- seeing failure as a form of helpful feedback.

Resilient teenagers are able to control their emotions in the face of challenges such as:

- physical illness
- change of schools
- transitioning from primary school to high school
- managing study workload and exams
- change in family make-up (separation and divorce)
- change of friendship group
- conflict with peers
- conflict with family
- loss and grief.

Resiliency can be taught through practising positive coping skills.

On behalf of all the staff at GBHS, I would like to wish you all a safe and happy break from the rigours of home learning for the next 2 weeks.

New learning booklets will be ready for collection at school on:

Tuesday 28th April 2020 and current learning booklets can be returned for marking.

We all miss seeing you and your sons so much and look forward to the day when 'going to school' means just that – being in a classroom at a school site. Please don't hesitate to telephone any of us for information. We are here to support you and your sons.