

John Purchase Public School

Advance Together: Strive for Excellence



9875 3100



9875 3762


johnpurch-p.school@det.nsw.edu.au
www.johnpurch-p.schools.nsw.gov.au

THE CALENDAR

| | | | |
|---|--|--|--|
| <p><u>TUES 7 APRIL</u> Principal's Morning Tea for Bronze Award POSTPONED</p> | <p><u>WED 8 APRIL</u> Principal's Morning Tea for Bronze Medallion POSTPONED</p> | <p><u>THURS 9 APRIL</u> Easter Hat Parade Last day of Term1 CANCELLED</p> | <p><u>FRI 10 APRIL</u> Good Friday Public Holiday</p> |
| <p><u>TUE 28 APRIL</u> Students Return for Term 2</p> | | | |

For future dates please refer to the 'calendar' tab located on the school website

www.johnpurch-p.schools.nsw.gov.au

FROM THE PRINCIPAL

THANK YOU

I would like to thank Adela King for relieving as principal so capably while I was away. This was a particularly challenging period in schools and I am sure you would agree, she did an amazing job leading and managing the school at this time. I would also like to thank Nick Johnson who did a superb job supporting Mrs King as relieving deputy principal. Additionally, Sam McCracken is to be commended for filling Mr Johnson's big shoes in leading the Stage 2 team. We are so very fortunate at John Purchase to have such a wonderful leadership team.

JPPS STUDENTS LEARNING AT SCHOOL

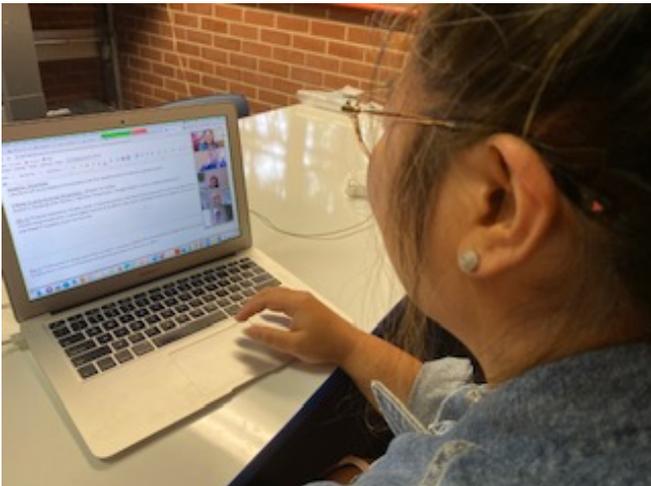
While the vast majority of the students at our school and across the state are learning at home, our school does remain open for parents who have work commitments which prevent them from being at home with their children. The children are supervised by teachers and will complete the same work as the children who are studying at home. They have been happily completing their work while at school.



TRANSITIONING TO LEARNING AT HOME

I hope you are all well and are adjusting to the new routines at home. Congratulations to our students, staff and parents after this initial 'learning from home' period.

Our teaching teams are continuing to work incredibly hard to prepare home learning programs as well as a plethora of supporting resources. They continue planning for upcoming weeks, providing support and feedback, answering queries from students and parents and also engaging in parent telephone interviews this week. In addition to this, our teachers have been attending virtual meetings to foster consistency and support for one another, and have been engaged in professional learning so that they can competently operate the platforms we are using to deliver online learning content (Google Classroom, Seesaw and Zoom).



JPPS STUDENTS LEARNING AT HOME

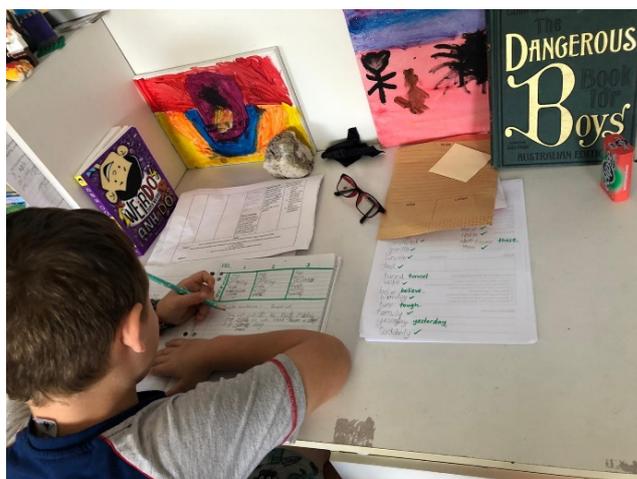
A shout out to our students for actively engaging in their work while at home. We are very proud of the students for the way they are adapting to the online platform. What a delight it has been to view older students with their teachers in a virtual classroom and to see and hear younger children reading aloud and responding to text.

It's also nice to hear that they are finding innovative ways of catching up with friends remotely. We do miss seeing the students at school.





Thank you to the parents who have mentioned their appreciation of our work. The teachers have been thrilled to receive such positive feedback. A member of the executive proudly showed me a message she had received and said, *This is a small thing but it has made such a difference to my day.* So thank you kind parents for your wonderful support. While these are difficult times for so many people, and many are in much worse positions than I can imagine, working as a team and remaining as positive as we can, makes a difference and models a positive outlook to the children.



PROUDLY INTRODUCING OUR *LEARNING AT HOME* WEBSITE

Last week we launched our *Learning at Home* section of the website. This contains student work plans, lesson resources, links to stage lessons, videos from staff members and other information our teachers have prepared, to support the next our students working at home. The staff have worked incredibly hard to have this resource available to you and your children, and this will be continually updated. Each Friday afternoon (apart from the school holidays) the home learning plans will be uploaded on to the site, so that you may look at these before the next Monday. The applicable section of the school's webpage can be accessed here:

<https://johnpurch-p.schools.nsw.gov.au/online-learning.html>

A big thank you to our business manager, Clare Cattell, who worked tirelessly last week to create and upload the resources for our Friday afternoon launch.

Additionally, the Department of Education has provided some very useful information for parents to help you navigate the online learning experience. The topics on the site currently include:

- Key considerations and responsibilities
- Establishing routines and expectations
- Setting up the learning environment
- Learning environment checklist
- Wellbeing
- Communication
- Using Technology

The link to the DoE material is here:

<https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers>

ATTENDANCE

If your child is at school during this period, their attendance will be marked as *in attendance* in the regular way and if your child is working from home, they are marked as *in attendance working from home*. If your child is unable to engage in their online learning due to illness, please let the teacher know and they will be marked as *absent due to illness*, in the usual way. If your child does not check in with the teacher (using Seesaw for K-3) or Google classroom (Years 4-6) or do not upload their work, the teacher will assume they are not in attendance that day and they will be marked as absent. It is therefore important that you contact the teacher to let them know the reason they are not engaging in the work or if you or your child needs any assistance in this regard.

PLEASE LET US KNOW IF...

- your contact details have changed
- you are not receiving emails from the school. We are sending out important information frequently and we don't want you to miss anything.
- you or your child are having any issues accessing the home learning plans
- your child is having any issues uploading work
- you do not receive a Seesaw login code for your child (K-3). Please check your junk mail for this first as the email may be in there.
- your child needs assistance with their work. We do encourage students to self-regulate their learning in the first instance e.g. rereading the instructions slowly, looking at the success criteria and/or talking to a parent or older sibling about what the instructions may mean. Otherwise, please contact the teachers via Seesaw if your child is in Kindergarten through to Year 3, and via email if your child is in Year 4 to Year 6. Supervisors are also available via email.
- there is any other way we can be of assistance to support your child

The school office is open during school hours and is taking calls and we have a staff member spending most of the day at home checking the school email box as an additional contact method. Teachers can be contacted via Seesaw (K – 3) or email (Yrs 4 – 6).

Of course, we will continue to communicate updates and important information to you via email.

TALKING TO CHILDREN ABOUT THE CORONAVIRUS PANDEMIC

Michael Grose, leading parenting educator, shares some advice on talking to your children about the Coronavirus. The article is found below.

Mrs Leonie Black
Principal

parenting*ideas

INSIGHTS

Leading the way for children during the Coronavirus pandemic



If you're like me, the news of the Coronavirus (COVID-19) pandemic has your head spinning and your heart pumping. That's only natural as life as we know has taken a seismic shift in recent days.

International travel bans, cancellation of sporting and cultural events, shopping frenzies and talk of school closures continue to dominate the airwaves. Terms such as social distancing, self-isolation and social lockdowns have entered our vocabularies and may soon become part of our daily lives.

Coronavirus is having an unprecedented impact on our daily lives, and will probably do so for some time. While keeping ourselves and children healthy and safe is our main concern, it's also essential to address the anxieties of children and young people during these changing times. Here are some ideas to help inform, reassure and keep children and young people safe.

Build on what your children know

Children and young people have already been exposed to a great deal of information about corona virus through media, digital means and direct social contact. Their understanding will vary depending on their age and also the quality of their information sources so you probably will need to help kids process what they already know.

Casual conversations with teenagers and older children can be useful ways to glean their understanding. You could ask questions like "What are you hearing about Coronavirus? Is there anything you're not sure about?" Younger primary age children may need a more direct approach with parents addressing their specific concerns without giving too much information that can overwhelm them.

Check your own thoughts and feelings

Check your own frame of mind and emotions about COVID-19 before talking to kids. Most children are astute mood detectives and they'll gauge their safety by the way you communicate with them. If you tell a child, "You've got to wash your hands or you'll get infected," you are communicating your own anxieties, making it difficult for them to maintain a healthy state of mind. Have a think about how you can frame your instructions and their importance in a way that doesn't heighten your child's anxieties.

Stay informed

It's difficult to work out fact from fiction, correct from incorrect, information from exaggeration when the news is changing so fast. However you need to educate yourself about the virus itself, including how it's transmitted and how to stay safe. Get information from trustworthy sources such as The Australian Government Health Department website and the current federal government corona virus information media campaign.

parenting *ideas

Answer questions truthfully

It's important that parents and teachers answer children's questions honestly in age-appropriate ways and within context of what is happening at the given time. If their sport or hobby has been temporarily cancelled empathise with their concerns, while helping them maintain a sense of perspective.

Initiate positive action

One way to reduce anxiety and allay children's fears is to involve them in planning and preparation for their personal and group safety. Positive activities such as maintenance of personal hygiene, greeting people with an elbow tap and getting plenty of sleep can help restore a sense of control, that is so important for their wellbeing.

Find refuge in rituals

Regular rituals such as mealtimes, bedtime stories and regular one-on-one time provide both an anchor to normality and a sense of connection for kids at times of change. Consider reconstituting favoured family rituals at this time if they have lapsed due to lack of time, or lifestyle frenzy.

Look outwards

In difficult times there is a tendency to look inwards, which is a natural protective strategy. The alternative is to establish a sense of connection and community spirit by focusing on generosity and togetherness. Help children see past their own needs and look for ways to assist others whether it's shopping for an elderly neighbour, helping a younger sibling occupy themselves, or planning an indoor movie night for the whole family.

The Coronavirus presents many practical challenges to parents and other important adults in the lives of kids. Staying calm, keeping informed, and adjusting our own habits are just some of the challenges we face. However a significant challenge is one of personal leadership. That is, during these difficult times we need to be civil to each other, look out for each other and be mindful of the common good in everything we do. In this, we can all take a significant lead.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spooned Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.

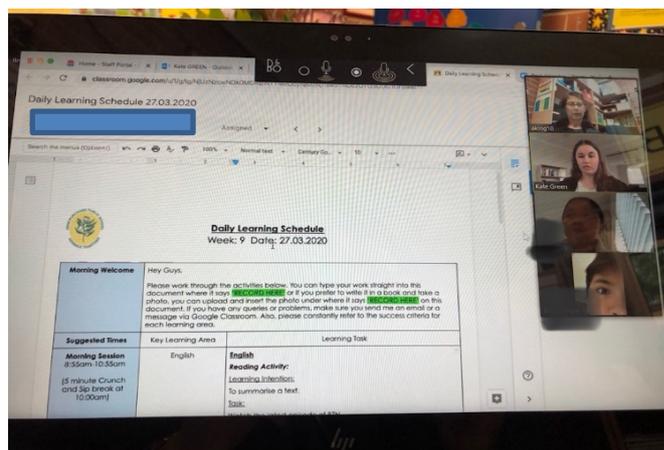
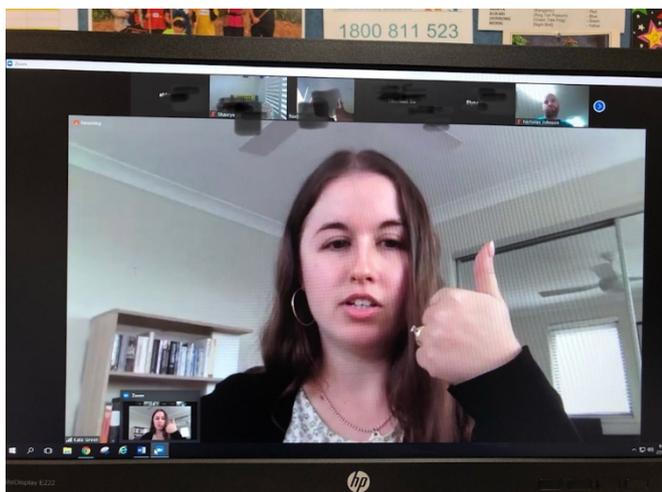
FROM THE DEPUTY PRINCIPAL

Parent Phone Interviews

As previously advertised, all parent teacher interviews will be held via telephone calls this week. Timetables have been established according to the booking form published last week. Teachers will call parents at pre-arranged times. If a connection is unsuccessful in the first instance, teachers will only try once more, in the allotted time. We trust that the opportunity for dialogue will be valuable to parents and staff.

Learning from Home

I had the pleasure of attending a 6G virtual class meeting last Friday morning, as Mrs Green trialled the Zoom video conference tool with her students. Students were able to provide Mrs Green with a 'thumbs up', as an outline of the day's expectations was provided.



Learning at home programs for all JPPS students, prepared by our wonderful teaching staff, can be found at <https://johnpurch-p.schools.nsw.gov.au/online-learning.html>

How can I help my child stay safe online?

Sometimes, young people don't discuss with adults, the social problems they experience online, for fear they will have their access to the internet or mobile phone taken away from them. Therefore, it is recommended that each family establish a 'Family Agreement' for use of the Internet and mobile phones.

When negotiating a family agreement, the most important consideration is that it works for your family. Having an effective family agreement is about building a positive relationship with your child. It ensures that technology can be enjoyed in a safe and mutually acceptable manner. Young people understand that they are responsible for their behaviour online. As such, the agreement should include consequences for unsafe or unacceptable use of technology.

Discuss with your child what they think are reasonable consequences if the agreement is broken. The most effective agreements are those where mutual decisions are made in negotiation with your child. Whilst it is important to discuss all technologies with your children, the final agreement needs to be clear, simple, concise and manageable, and should be reviewed regularly.

From the office of the eSafety Commissioner

<https://www.esafety.gov.au/>

- Current circumstances are not just about physical health, there are social and emotional impacts as well. Students may be feeling isolated or anxious, or observing family members in distressed states. Ensure students know that they can still contact teachers and other support people at your school. Provide contact details for [KidsHelpline](#) web and phone counselling.
 - As students may be interacting more online for learning and socialising, the need to set clear expectations about respectful online behaviour will be even greater than usual – regardless of their comfort level or proficiency with technology.
 - If an online issue does occur you can refer to eSafety's quick reference guides for [responding to online safety incidents](#) or our tips for responding to incidents that happen [outside school hours](#).
 - Ensure students have clear reporting pathways if something negative happens online. Provide them with links to eSafety's cyberbullying or image based abuse [reporting pages](#).
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- If your school is considering the move to online collaboration or distance video conferencing, keep in touch with your students over this period. Ensure students know the staff member they can check in with. Staff should make notes of any interactions, as would happen in the classroom.
 - Model healthy online practices including using positively framed and supportive language in group meetings and having regular breaks from the screen.
 - Encourage students to check the reliability and credibility of sources (especially in relation to current news events). eSafety's resource [Young and eSafe](#) has a lesson focused on critical thinking and the power to question things found online.

Our School Expectations

**This week's expectation is:
Aspire: Be an active learner**

Congratulations to the students who have demonstrated our school expectations of **RESPECT**, **RESPONSIBILITY** or who have tried to **ASPIRE**.

Purchase Pride Badge (10 Purchase Prides)

When students receive ten Purchase Pride awards (pictured above), these should be left in Mrs King's 'award shelf' in the administration corridor. The ten awards need to be bundled together and **clearly labelled** with the student's name and current class.

Purchase Pride cards have a tear off strip. This strip may be removed by the recipient and placed in the appropriate stage box outside Mrs King's office, to go in the lucky dip draw for a canteen voucher. This draw is usually held at the Monday morning assembly.

Students will be presented with their Purchase Pride badges when we all return to school. For now, they are safely stored in my office.

Congratulations:

Valli (5M) x 2, Nishka (4LT), Erin (3M) x2, Norah (2M), Kei (6D), Janelle (2N), Carter M (1C)

Mrs Adela King
Deputy Principal

FROM THE TEACHERS

Got It!



What is 'co-regulation'?

Children are born with many emotions but without the language or ability to understand and manage them. We teach them how to be calm by doing it with them: rocking, patting, hugging, and quiet talking.



Children have good days and bad days when managing their feelings - just like the rest of us. They are sensitive to stress, lack of sleep, noise, arguments, etc. This can make paying attention to teachers and parents very difficult at times.

When a calm adult helps a child to stay calm and provides support for the child's emotional experiences, they become 'in tune' with each other. Being 'in tune' is important because children need to learn to co-regulate their emotions (manage their emotions with their parents help) before they can self-regulate (manage their emotions without help).

Activity: Feelings Chart

Print out the attached feelings chart and use the template to brainstorm with your child:

- What signs they show on the outside to reflect how they feel on the inside?
- What activity or strategy they could use to help them to feel calmer?
- What activity or strategy could others use to help them to feel calmer?

Tip: Keep it on your fridge to use as a daily reference for how to manage big feelings

Apps



Breathe, Think, Do with Sesame Street (free app).

This app provides breathing and problem solving practice for children.



Settle Your Glitter by Momentous Institute (free app).

This app guides children through deep breathing exercises that allow them to regain control of emotions.



| RATING | | Looks Like/Sounds Like/Feels Like | What I can do... | What others can do... |
|---|---|-----------------------------------|------------------|-----------------------|
|  | 5 | ANGRY MAD FURIOUS | | |
|  | 4 | UPSET | | |
|  | 3 | FRUSTRATED DISAPPOINTED | | |
|  | 2 | SCARED NERVOUS ANXIOUS | | |
|  | 1 | FEELING GOOD HAPPY | | |

PSC 10 WEEK CHALLENGE is still on

The Premier's 10 week Challenge is still going ahead as normal. It is encouraging to see that PSC registration numbers are still soaring! So far, **over 200,000** primary and secondary students and **6,945 staff have fully registered for the 2020** 10 week Challenge.

Whilst social distancing measures are a priority, finding ways to keep physically active is important to overall health and wellbeing, and physical activity might act as a protective measure against all types of illness. As all sporting competitions have been temporarily ceased, it is more critical than ever to find new or other ways to promote the importance of and remain involved in physical activity.

We are currently putting together a range of suitable strategies that teachers can utilise to achieve this effectively and will publish these as soon as possible. In the meantime, some suggested strategies for your classes are listed below, we encourage facilitators to share these widely with their colleagues.

Resources to keep kids active during class

The Play for life resource has a wide variety of activities, many will be suitable in this situation <https://www.sportaus.gov.au/p4>

GoNoodle is widely used in primary schools, but can be great for secondary too <https://www.gonoodle.com/>

Thinking while Moving – the PSC website has a whole host of lesson plans for including physical activity into English and Maths lessons <https://app.education.nsw.gov.au/sport/psc/Resources>

Just Dance – there are hundreds of videos on YouTube https://www.youtube.com/channel/UChIjW4BWKLqpojTrS_tX0mg

Jessica Mu

From the Learning Support Team

Thank you for supporting your children in learning from home this week. We appreciate that this is no mean feat.

While you are working with them from your homes please be assured that the Learning Support Team is still working hard to support the students at the school, in particular those with learning difficulties or emotional needs.

The Learning Support Team is continuing to meet weekly. Our Learning and Support Teacher, Mrs Leonie Cole is continuing to work from school Tuesday-Thursday, as is the School Counsellor, Mrs Rachel Hercus. If you have any concerns or questions you can continue to reach us at the school phone number, 9875 3100.

The coronavirus outbreak may be harder for some children or young people to handle than others, for example those already experiencing anxiety. Children and young people develop coping skills through exposure to manageable amounts of stress. However, when there are high levels of stress or multiple stress factors (especially those they can't control) then it can impact on their physical and mental health, relationships, and learning and development. There are multiple sources of reliable information on supporting your children through stressful times including COVID-19 such as:

- The World Health Organisation (WHO) has some information on [How to cope with stress related to Novel Coronavirus \(COVID-19\)](#).
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- The APS (Australian Psychological society) has an excellent resource 'Tips for coping with coronavirus anxiety' on how to manage our own anxieties as well as how to talk to children about the corona virus. (<https://www.psychology.org.au/COVID-19-Australians>)
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- If you or your children would like some relaxation exercises, such as progressive muscle relaxation (great for going to sleep) or guided meditations, Beyond Blue have some good recordings: <https://www.beyondblue.org.au/get-support/staying-well/relaxation-exercises> Remember in all of this, everyone is different and what somebody finds helpful, another may not.
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- There is a free app called 'Smiling Mind' which has daily meditation and mindfulness exercises for children and young people.
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- While the school is still open Mrs Hercus is still available Tuesday-Thursday via the school telephone.
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- If you or your child needs counselling support outside of these hours, Kid's helpline is available 24/7 on **1800 55 1800**.
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- There is also an online chat counselling service available at eheadspace.com.au . Their website also has many helpful resources.

Please remember that your own mental health is vitally important for you and your family. If you need to talk to someone Lifeline is available 24/7 on **13 11 17**. If you feel you need longer term support please see your GP who can refer you to a psychologist, this may also fall under the Medicare 'mental health care plan' which entitles you to a Medicare rebate for sessions.

Mrs Rachel Hercus and Mrs Leonie Cole.

SKOOLBAG APP

Attention: All parents

Please download the Skoolbag App and attach your name to your child's year group, class group and any other extra-curricular groups your child is in. You will receive important information regarding changes to routines, class notices and sport information via this app.



How to install the SkoolBag app
instructions for parents and community

1. Get your favourite mobile device
2. Open the App Store/Play Store
3. Search for "SkoolBag"
4. Download the free app
5. Open the app and add your school(s)

for Apple users
Download on the App Store

for Android users
GET IT ON Google Play

for more info visit skoolbag.com.au SkoolBag

FROM THE P AND C

Class Lists

As the school prepares to start Online Learning and the government recommending people to self isolate, the Class Lists are a good way to keep in touch with other parents and for the kids to communicate with their class mates. If you currently are not a your child's class list and would like to be, contact your child's Class Representative list below and provide your details.

Please note that it is voluntary to be on the class list and the class representative will distribute the class list to all parents on the list.

Please do not publish or forward your list on social media without all the parent's permission.

Please respect the purpose intended for the class list: for parents and students to keep in touch with each other during these tough times.

After social distancing restrictions are lifted, the class lists can be used for class parties, play dates and social gatherings.

To be included in your child's class list email the class representative with the following details

- Your Child's first and last name
- Parent's name(s)
- Parent's email
- Parent's contact number

An email will be sent out separately with the parent representatives email addresses. There is currently no parent representative for KE, 2C and 3CR. If you are a parent in one of these classes and would like to take up the role, please email Anh Holland - johnpurchasepublicschool-vp1@pandcaffiliate.org.au

NB: The class lists are not managed by the school or the school office, contact your Class Representative or Anh Holland if you have any questions regarding the class lists.

FROM THE COMMUNITY

Please note our school publishes events for the convenience of families but does not endorse any activity, person, product

Welcome!



learningblocks
Child Care Centre



Our mission

"We aspire to provide the best education and care, and create a nurturing environment for you and your child's individual needs"

What do we offer?

Quality educational program and individual care for your child.

We provide all daily meals and nappies to make things easier for busy families

Professional and passionate educators



Follow us on
Facebook and Instagram!

Special introductory offers for new families!

Our Values

Quality education and care
Genuine partnerships
Collaboration and contribution
Respectful and reciprocal relationships



Centre hours

We are open from 7am and close at 6pm weekdays.

Care for birth to 6 years

We are at
242 New Line Road,
Dural

www.learningblocks.com.au



**Now Open
Call 9651 7700**

Free Playgroup with Hills Playgroup on Monday and Wednesday

Contact Hillsplaygroup@learningblocks.com.au

