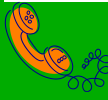


John Purchase Public School

Advance Together: Strive for Excellence



9875 3100



9875 3762

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

THE CALENDAR

Events cancelled or postponed. Revised dates will be posted once school resumes full time.

FROM THE PRINCIPAL

PHASE 1 CONTINUES THIS WEEK
LEARNING FROM SCHOOL ONE DAY
AND
LEARNING FROM HOME FOUR DAYS

SHARING OF FOOD

During the previous week, we have received inquiries regarding students bringing in treats to share for their birthdays. While sharing food with classmates to celebrate a birthday is usually a lovely tradition, we do need to consider allergies (see below) and we also cannot allow students to share food during the Coronavirus pandemic. I have also added this to the infographic below.

STUDENTS' RETURN

John Purchase was such a happy place to be last week as we welcomed the children back for one day per week. There were smiles and sounds of laughter and enthusiasm as many children met up with their teachers and peers face-to-face for the first time since late last term.



I visited each classroom numerous times throughout the week and each time, was delighted to see students actively and happily engaged in their learning. The teachers were clearly enjoying being able to reconnect with students face to face.

Phase 1 of the managed return to school will continue this week. We are hoping we will soon receive notification of when Phase 2 (students returning 2 days per week) will begin and will let you know once we receive any updates.



FEEDBACK SPARKLE OR FEEDBACK FIZZLE

Over the recent years, our teachers have worked hard at providing effective feedback to students, but what makes feedback effective and can feedback be ineffective? The table below outlines the most effective feedback (which sparkles) and feedback which is less effective (fizzles).

FEEDBACK SPARKLE 	FEEDBACK FIZZLE 
When the student understands what to do to improve the work / learning.	When the advice is vague and doesn't tell the student how to improve e.g. A comment like, "Try harder", without any accompanying specific advice.
When the feedback results in more work and more thinking for the student than the teacher.	When the teacher spends a lot of time correcting the students' work for them. The student doesn't need to do anything and often doesn't even read the feedback, as the teacher has corrected it all for them.
When the student is provided with an opportunity to improve their work, using the feedback given, whether this is the current work or the next piece of work.	When the feedback is provided at the end of the unit of work and the student does not have an opportunity to put the feedback into practice in a future piece of work. Sometimes the feedback can be actioned in the next unit of work (and in this case it sparkles)
When the feedback is related to the goal of the lesson (WALT) and helps the student move closer towards that goal.	When the feedback is not related to the core lesson purpose.
When the feedback is revisited by the student and the teacher, to gauge whether it has been implemented to improve.	When there is no follow up to the feedback provided.

What can feedback look like when working from home ?

Here is an example from each stage. Each example tells the students what they did well so they know to keep doing this. They also either provide recommendations for how to improve the work or mentions the next steps in the learning.



Michelle Martinez May 5

Beau I really like your first point. Your evidence needs to come from something like news or experiences of this happening. The link is good back to your topic, can you relate it to something you know or have read as well?



Michelle Martinez May 5

Great maths calculations Beau. Maybe you could do some with decimals?



Ms Cinque



Luke

1 day ago

This is my work my mum said it was fantastic and it had who what when where and adjectives, I did so many adjectives.



Ms Cinque

1 day ago

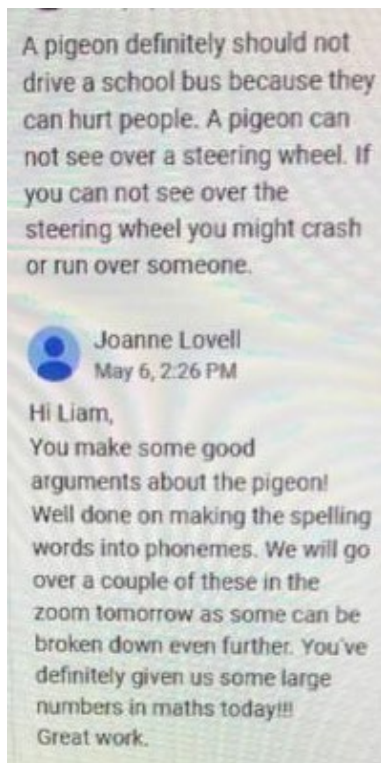
Oh wow Luke, I agree with your mum. This is fantastic work! You have followed the success criteria by including, who, what, where, when and some adjectives. The part that draws me in as the reader is the "red dark eyes in the distance" - i really want to read on to see who the eyes belong to. Well done! GOAL: Maybe you could use some adjectives to describe the dark lord.



Luke

1 day ago

Thank you for the feedback.



Good afternoon KE!

Thank you for posting all of your wonderful work today. I have some whole class feedback I would like to share with you all.

Reading:

I love the way you all found full stops and capital letters. You need to remember to use these in your writing consistently.

Mathematics:

I like the way you folded the paper to find half. I am wondering what strategy you would use to halve something that you cannot fold.

Keep up the good work.

Remember to respond to my check in post each morning.

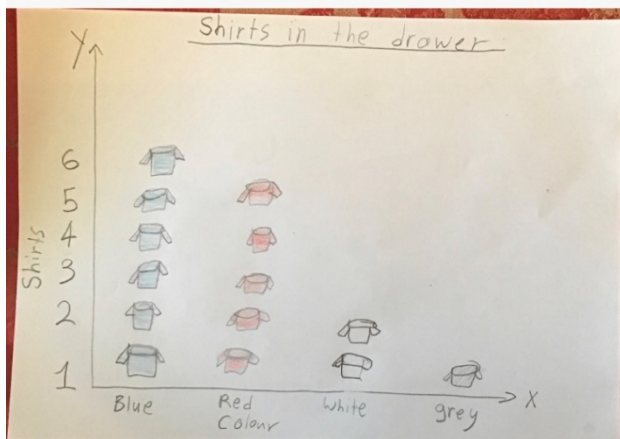
What can feedback look like at school?



Here is a verbal feedback example that Mrs Gallagher gave last week.

In persuasive writing:

You have addressed the question directly, and have made your argument really clear... I love the way you have used a rhetorical question in your introduction- it is really effective! ...Make sure you reread your sentences after writing, there are a couple of words here that could be changed to make it flow smoothly... You are using statistics as evidence really well, and it supports your argument nicely- where did you find this information? Great job!

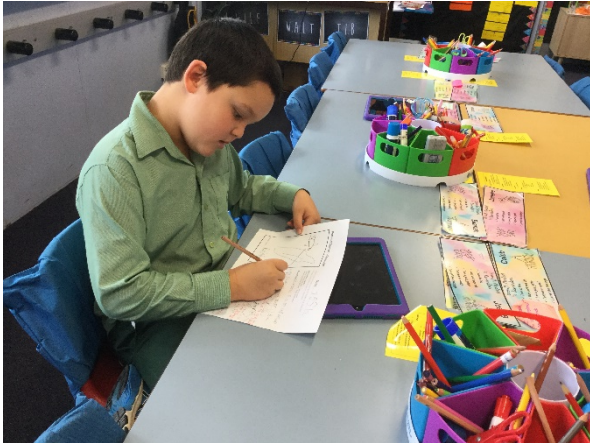


In maths 3S were learning to use data to create different types of graphs. Here is some feedback Miss Scholz gave:

Awesome! I love how you have labelled your picture graph with your headings including the y and x axis. Well done. How could you add a key to your graph so that the information in your picture graph changes? For example, 1 shirt you drew is actually equal to 3 shirts in real life.

In persuasive writing, Miss Scholz said, *Well done! I can see you have started your paragraph by stating a strong opinion using high modality words. Don't forget next time to back up your reasons with a relevant example so the reader is convinced or persuaded by your opinion.*





Miss Nelson gave Josh written feedback to help him to further expand on the reasons he used in his writing. The feedback was written at the end of the lesson and now Josh can improve his work even further.



When I visited the KE classroom, Miss El Bazouni was providing feedback in the form of prompts. To help a student with their recount writing, she was asking, *So what did you do on Saturday morning?* She was also prompting a student to include a capital letter. *Where should a capital letter go?* One student replied, *At the beginning of a sentence or a name.* Miss El Bouzini then asked another student to see whether they could fix this in their writing. She did not show him, but asked the child to show her where it should go. It is important that the child corrects the work with teacher guidance rather than the teacher correcting it for them, as we want the students to be able to do this independently.

ANAPHYLAXIS

John Purchase Public School is concerned about the safety and well-being of all our students. Many of you will know someone who is affected by anaphylaxis, a life threatening allergic reaction. Our school does its best to be an allergy aware school. Staff have had training in severe allergy management and we have implemented a number of strategies to help keep students at risk of anaphylaxis as safe as we can. We have over 30 students who live with the risk of anaphylaxis. Whilst these children are being taught to care for themselves at an age appropriate level, we ask that you help us educate your child on the importance of not sharing food with others, washing hands after eating and calling out to an adult if they think their friend with allergies is sick. With increased awareness and understanding of anaphylaxis, we can help protect those around us.

A food allergy is an immune system response to a normally harmless food protein that the body believes is harmful. When the individual eats food containing that protein, the immune system releases massive amounts of chemicals, triggering symptoms that can affect a person's breathing, gastrointestinal tract, skin, and/or heart. Anaphylaxis is the most severe form of allergic reaction and is potentially life- threatening. It must be treated as a medical emergency, requiring immediate treatment and urgent medical attention. It is estimated that up to 400,000 (2%) Australians, including 1 in 20 children suffer from food allergies and some of them will experience a life-threatening (anaphylactic) reaction.

Symptoms of food allergy can include:**Mild to moderate allergic reaction**

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain (note these are signs of a severe allergic reaction if the person has insect allergy)

Severe allergic reaction- ANAPHYLAXIS

- Difficult/noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Persistent dizziness or collapse
- Pale and floppy (young children)

Nine foods cause 90% of food allergies. These foods are:

- Egg
- Sesame
- Milk
- Soy
- Peanut
- Fish
- Tree nuts (cashew, almond, pistachio etc)
- Crustacea (prawns, lobster, crabs etc)
- Wheat

Peanuts are the leading cause of severe allergic reactions, followed by tree nuts, shellfish, fish and milk. At our school there are students with allergies to: nuts, eggs, sesame, dairy, seafood, kiwi fruit, watermelon and wheat. Adrenaline/epinephrine is the first line treatment for severe allergic reactions and can be administered via auto-injector, called the EpiPen®.

To learn more about anaphylaxis and food allergies, go to www.allergyfacts.org.au and www.allergy.org.au

As the only way to manage a food allergy is avoidance, the school has implemented several strategies to help prevent a severe allergic reaction. We can never totally eliminate the risk of an anaphylaxis reaction but we can all do things that will help lessen the risk. Please consider the child with food allergy when packing your child's lunch or when sending in food for any special occasion, including birthdays, special events and school excursions.

We understand that dairy products and wheat are components of a healthy diet for children and that children may consume these at school. Foods that 'May contain traces of various foods' are fine for the nonallergic students to consume at school as long as they do not share food.

Staff members are trained in identifying an anaphylactic reaction and responding to this potentially life-threatening situation. If parents would also like to complete the training, it is available online at no cost. Go to <https://www.allergy.org.au/about-ascia/about-ascia-e-training>

ASCIA have recently released updated plans. If your child has anaphylaxis or an allergy, please ensure the doctor uses the new 2020 form when he/she next updates your child's plan. They can be found at this link

<https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis>

WORK SPACES AT HOME

With many students learning remotely during the COVID-19 pandemic a suitable home workspace becomes a significant issue. Meal tables, breakfast benches, even couches are now being turned into place of learning. A child's choice of workspace can facilitate or impede their level of concentration. Michael Gross, parenting expert, explores this topic further in the article below.

Leonie Black
Principal

FROM THE DEPUTY PRINCIPAL

PHASE 1 CONTINUES



It was truly heart-warming to be greeted by so many smiling students and parents at the school gate last week. Thank you for the positive feedback! As Phase 1 re-entry to school continues, parents are reminded that the canteen is now open this week, for lunch orders. The bubblers remain closed, so we suggest that students continue to bring their own water bottles to school, which can be re-filled from classroom taps.

NSW Department of Education

	PHASE 0	PHASE 1	PHASE 2	PHASE 3	PHASE 4
At all times	Schools are open for families who need it. • Families are encouraged to keep their children at home wherever possible, with no student to be turned away. • Students who attend school are supervised only, not in their regular classes. • No excursions or inter-school activities. • Continued enhanced cleaning and hygiene supply arrangements.				
Learning from home	Students at school at least one day per week. • Schools have discretion for establishing which group attends on which day, with a preference to group siblings/families together. • Families who need to send their child to school every day may continue to do so and no child will be turned away. • Classes are split across different spaces and break times can be staggered. • No excursions or inter-school activities. • Continued enhanced cleaning and hygiene supply arrangements.				
	Students at school at least two days per week. • Schools have discretion for establishing which group attends on which days, with a preference to group siblings/families together. • Families who need to send their child to school every day may continue to do so and no child will be turned away. • Classes are split across different spaces and break times can be staggered. • No excursions or inter-school activities. • Continued enhanced cleaning and hygiene supply arrangements.				
	Students at school five days per week, with social distancing measures. • Students with increased health risks may continue to learn at home to suit their individual needs. • Students remain in the same classroom for the day, break times can be staggered to reduce mixing between class groups. • No excursions or inter-school activities. • Continued enhanced cleaning and hygiene supply arrangements.				
	Students at school five days per week, with full school activities. • Normal school breaks and entry/exit processes will resume. • Infection control procedures will continue on a school by school basis. • Communication to staff, students and families regarding NSW Health advice will continue. • Continued communication to the Early Childhood Education sector regarding NSW Health Advice.				
	You can now	You can now	You can now	You can now	You can now
	• Send your child/children to school one day a week. • You are encouraged to keep your child at home for the rest of the week wherever possible. • Check with your school to see which day of the week your child/children should attend. • Use the school canteen and uniform shop where appropriate hygiene measures are in place.	• Send your child/children to school two days a week. • You are encouraged to keep your child at home for the rest of the week wherever possible. • Check with your school to see which two days of the week your child/children should attend. • Use the school canteen and uniform shop where appropriate hygiene measures are in place.	• Send your child/children to school every day. • Access community services run on school sites, where they are not restricted by Public Health Orders. • Use the school canteen and uniform shop where appropriate hygiene measures are in place. • Walk your child/children into and out of school while maintaining social distancing.	• Send your child/children to school every day. • Participate in school excursions and inter-school activities. • Use playground equipment at schools. • Drop your child/children off at school as you would normally do. • Participate in school based activities such as volunteering in classes and assemblies. • Use services that usually operate at your school like canteens and other community run activities.	
	You must continue to	You must continue to	You must continue to	You must continue to	
	• Keep your child/children at home if possible. • Support your child/children to continue learning at home. • Communicate with your school via email and phone wherever possible. • Follow the health advice and keep your child/children at home if they are unwell.	• Follow your school's advice regarding changes to drop off and pick up, including staying in your car when dropping off and picking up your child/children if safe to do so. • Maintain social distancing by avoiding gathering outside of school gates. • Make sure your child/children have access to lunch and snacks, noting some canteens may not be operating at this stage. • Support your child/children to continue learning at home on remote learning days. • Communicate with your school via email and phone wherever possible. • Follow the health advice and keep your child/children at home if they are unwell.	• Follow your school's advice regarding changes to drop off and pick up, including staying in your car when dropping off and picking up your child/children if safe to do so. • Maintain social distancing by avoiding gathering outside of school gates. • Make sure your child/children have access to lunch and snacks, noting some canteens may not be operating at this stage. • Support your child/children to continue learning at home on remote learning days. • Communicate with your school via email and phone wherever possible. • Follow the health advice and keep your child/children at home if they are unwell.	• Follow your school's advice regarding changes to drop off and pick up, including staying in your car when dropping off and picking up your child/children if safe to do so. • Maintain social distancing by avoiding gathering outside of school gates. • Make sure your child/children have access to lunch and snacks, noting some canteens may not be operating at this stage. • Support your child/children to continue to learn at home if they are required to learn remotely. • Communicate with your school via email and phone wherever possible. • Follow the health advice and keep your child/children at home if they are unwell.	

A managed
return to school

Guidelines for families



STUDENT REPORTS

This semester's student reports will be modified in accordance with new guidelines published by the NSW Department of Education last week. Students in Years 1-6 will **not** be given A-E gradings (or, in our case, equivalent word descriptors) in every Key Learning Area. We are currently revising our report templates, to accommodate the changes to lesson delivery, that have ensued due to Covid-19. Staff at JPPS are still aiming to create individual student reports, which, we hope, will be available at the end of this term.

“THANK YOU, TEACHERS!”

If you are missing your teacher while learning from home, you're not alone. The ABC is asking students from across Australia to send in a short video saying hello and thanks to your teacher. The ABC will put your videos together in to a big message of thanks to play on ABC ME and on the ABC social media pages. Follow the guidelines provided, on how you can film on a smartphone, and enter below – **but make sure you get your parent or guardian's permission first!**

<https://www.abc.net.au/education/learning/ugc-form/>

The following safety and technical guidelines have been provided:

1. Good lighting! Make sure you're in a place where we can see your face and some of your surroundings. Try not to stand too close to walls.
2. Minimal background noise. We want to hear you loud and clear, so make sure we can't hear the TV or washing machine in the background!
3. **Don't wear your school uniform, or film anything that identifies where you live.**
4. Shoot in landscape. That means turning your phone on its side, like how you would view a TV screen.
5. Be happy and make your sentence snappy! Thank one teacher, or your teachers for things they've done for you or activities you like. Here are two examples, "Thank you teachers for all your hard work!" or "Thank you Mrs Smith for our online dancing lessons."
6. **Please don't mention your own name or what school you're from.**

Our School Expectations

This week's expectation is:

Respect: Care for myself, other people, property and the environment

SCRIPTURE AND ETHICS RESOURCES

Over the past fortnight, I have published resources from SRE and SEE coordinators. Please find further resources for members of the Buddhist community at:

<http://www.buddhistcouncil.org/sre-learn-at-home/> or answering questions at education@buddhistcouncil.org

Mrs Adela King

Deputy Principal

FROM THE TEACHERS**STAGE 1 MATHEMATICIANS**

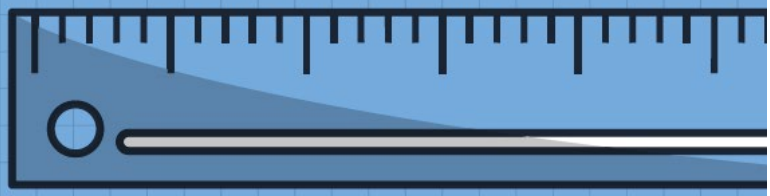
Stage 1 students have been busy working as mathematicians to investigate what keeping a distance of 1.5m looks like at home and at school. Some students invented games we can play while maintaining a 1.5m distance at school.

HOW LONG IS 1.5 METRES?

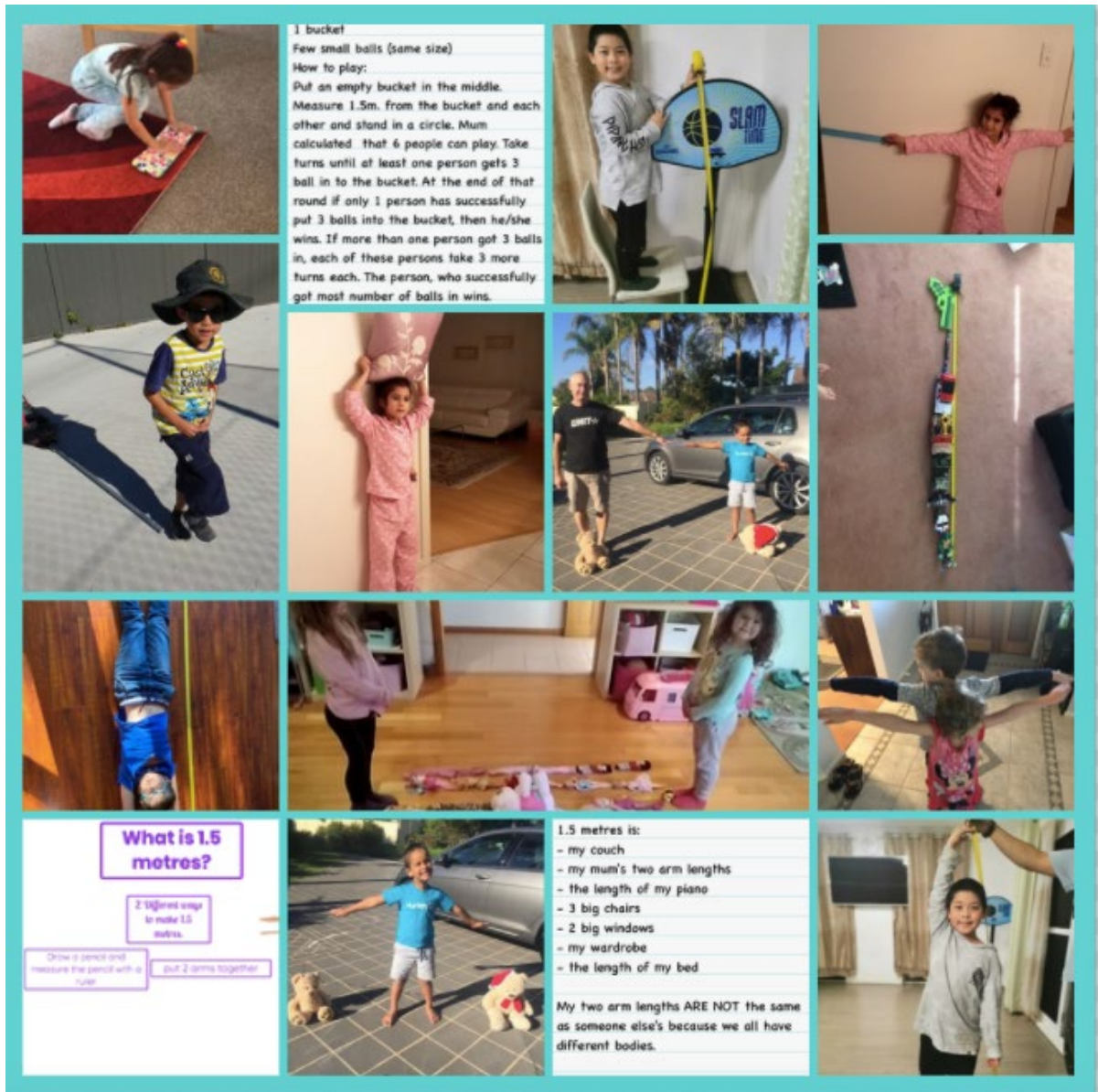
Everyone keeps saying to "stay 1.5 metres apart", but what does that actually mean? Is two arm lengths the same as 1.5m?

Investigate different ways you can make 1.5 metres using objects around you. Share your findings and what surprises you with your class.

Challenges Are my two arm lengths the same as someone else's?
Can you create a playground game where you need to be 1.5m apart?



Here are our findings



Stage 1 had fun exploring different ways to measure lengths and now have a deeper understanding of what 1.5 metres looks like.

Stephanie Salazar

Stage 1 Assistant Principal

FROM THE P&C

CANTEEN OPEN

The canteen has re-opened for service from today, May 18th. We are currently open 5 days. Our full menu is available with the exception of Sushi. We will re-introduce sushi at a later date. Please use flexischools for lunch orders wherever possible, and remind you child that they have a lunch order and must come to the canteen to pick up their own lunch.

Thank you

Donna and Anna

Got It!



Self-Care is important.

There is simply no way to be a patient and calm parent if you are not looking after yourself.

Develop a guilt-free self-care plan:

- Set aside guilt-free time for self-care. Guilt-free because you are doing it to be a better parent.
- Think of activities that are both activating (e.g. exercise) and calming (e.g. reading).
- To start, set aside 5-10 minutes a day to do a self-care activity. Even this will make a difference!
- Consistency is important! Set a daily reminder alarm on your phone.
- Reassess how you are going and enlist a buddy if you need help.
- You will get more recharge if you focus on one thing at a time. That means no Facebook, diary checking, or dinner planning!
- Once you have developed your own self-care plan, you can help your children learn what activities recharge their batteries.



Resources:

The following websites have some great information on self-care strategies for parents and children:

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

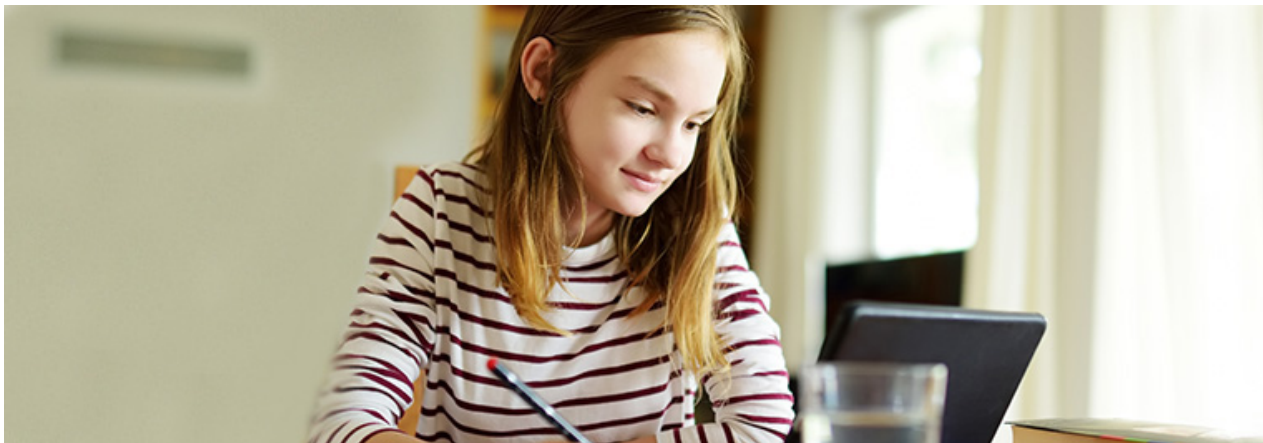
<http://www.resourcingparents.nsw.gov.au/>



Health
Northern Sydney
Local Health District

INSIGHTS

Establishing a personal learning centre at home



With many students learning remotely during the COVID-19 pandemic a suitable home workspace becomes a significant issue. Meal tables, breakfast benches, even couches are now being turned into place of learning. Many parents report that their children have difficulties concentrating for significant periods and are easily distracted by digital games and videos. These concentration issues may be due to your child's choice of workspace rather than with lesson difficulty or mode of learning.

Location carries memory

If you've ever established a dedicated children's play space in your home then you'll know how powerful location can be for shaping attitudes and behaviour. Your children will have learned to associate play with those designated areas – as location consistently carries memory of use. The same principle applies with school work. If your child is working in the same place that they normally eat a meal then it's more than likely they will associate that place with pleasurable family activities rather than learning.

Establish a personal learning centre at home

The same principle applies with a child's learning or work space. At Parenting Ideas, we recommend that you establish a personal learning centre at home so that your child will begin to associate learning with that designated space. The concept of a personal learning centre is central to the notion of establishing a lifelong learning mindset in your child or young person.

Features of a personal learning centre

A personal learning centre can be established anywhere in a house or apartment, including in a child's bedroom or any quiet space. (Check with your child's school to find out if a bedroom is recommended.) It has some or all of the following features:

- Comfortable place for reading – bean bag, couch or chair
- A bookshelf with a variety of fiction and non-fiction books
- A digital screen (portable or fixed) for research
- Materials for writing, recording and note taking
- Digital device equipped with age-appropriate apps and programs that enable learning, research and content creation
- A place for a water bottle or jug of water
- Table or desk and suitable lighting

What's in a name?

A quick glance at the list above may have you thinking that a personal learning centre is basically a desk with a few fancy gadgets attached. On one level this is correct however there are three advantages a personal learning centre has over a simple work space or desk.

parenting*ideas

First, the name says it all. A personal learning centre is a place children can go to learn, not necessarily to work.

Second, the nature of a personal learning centre implies that it's something to build upon rather than a finite entity. You can start a personal learning centre very simply by establishing a bookshelf and some comfortable chairs, and build from there.

Third, a personal learning centre is a concept that your child can take into adulthood that's easily adapted to suit any situation. When I travel, my personal learning centre consists of a phone, a book and any comfortable couch or chair I can find. It's the idea rather than the furniture and physical setting where the learning magic lays.

The changes brought about by the COVID-19 pandemic offer a great opportunity to try new ideas. The establishment of a personal learning centre is an idea worth trying as it will help establish in your child or young person's mind that learning is a lifelong journey rather than something that happens during the school years.



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 *Spoonfed 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.

STUDENTS RETURN ONE DAY PER WEEK

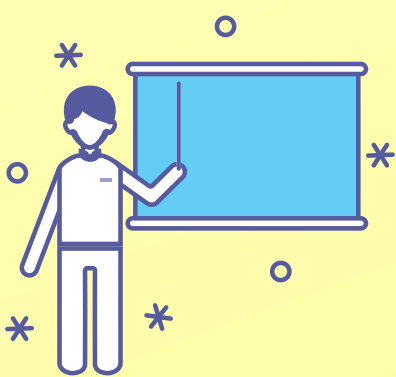
Looking after one another at JPPS!



1

ANY SYMPTOMS - DO NOT COME!

No one is to come on site if they have any symptoms, regardless of how minor these are. Students with symptoms such as a runny nose or scratchy throat, will be isolated and sent home. Advised to go to the doctor. Return once cleared.



2

ON SITE CLASSES

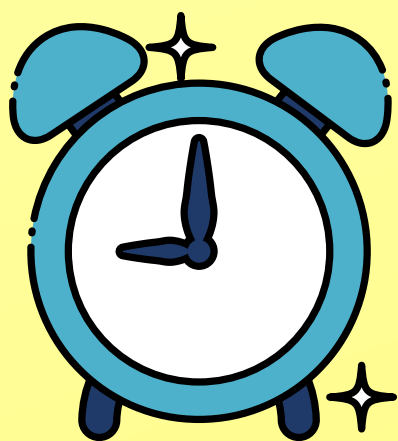
Teachers are teaching the children in their own classes from Monday through to Thursday, unless on leave or in a 'high risk' category. Please inform the teacher if your child is not coming on the allocated day/s.



3

WHAT TO BRING

Children bring their fruit break, morning tea, lunch and drink bottle. The canteen is open from Mon 18 May for recess and for orders on Flexischools. Children can order before school, but parents will not be able to come in to the school. Bubblers are not to be used. No sharing of food, including for birthdays.



4

MORNING DROP OFF

No parents are to come on site (apart from OOSH drop offs or uniform pickups) . Please phone or email the school for inquiries. Children should be dropped off at the front of the school between 8.30 am and 8.50 am. Staff members will be at the front gate on Purchase Rd to welcome and usher students straight to their classrooms. Students will not be sent to the COLA between Mon & Thurs.

AFTERNOON PICK UP

No parents on site.

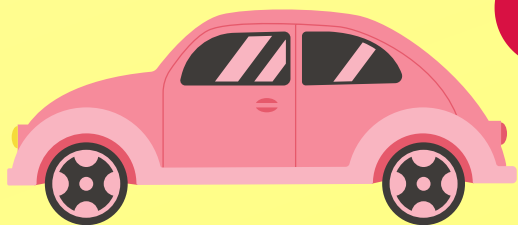
Move away from the front of the school as soon as children have been collected. No congregating.

Please ensure your children know the arrangements.
2.40pm - K & Yr 1 & their siblings collected by parents/carers at Purchase Rd side gate near the bus stop & in line with kindy rooms.

2.45pm K - 6 Kiss and drop students dismissed.

2.50pm K - 6 - bus and those walking home dismissed.

2.50pm K - 6 students waiting for high school siblings to wait in the COLA. A kindy teacher will escort kindy.



5



6

TEACHER FEEDBACK

Students will follow the same learning plan whether at home or at school. Teachers cannot be as responsive to online learning and cannot provide nearly as much feedback, as they are at school teaching and supervising the students.

Thank you for helping us all keep safe

Term 2, 2020



The NSW Department of Education Road Safety Education Team is a great resource for school communities, providing educational information and activities for students. Follow the links below to their online resources.

NSW Department of Education Road Safety Education

Primary aged students are vulnerable road users. They are still developing the skills, attitudes, and behaviours needed to stay safe as a pedestrian, passenger and wheels user.

Help them practice the [road safety messages](#) they will learn at school by sharing them whenever you are out and about.

For further information about the road safety education program:

- Visit our website [NSW Department of Education](#).
- Visit our [Facebook page](#).



Kids learning online at home?

Take the opportunity to help them with road safety as part of their learning in Personal Development, Health and Physical Education.

Visit Transport for NSW's interactive road safety activities for K-6 at www.safetytown.com.au.








Model safe and considerate behaviour for your child - they will learn from you!

Driveway Safety

The unpredictable nature of young children's behaviour means we need to always expect the unexpected! View your driveway as a small road and ensure that access to it is difficult for children. Keep your road safety messaging consistent whether you're on the road or parked in your driveway.

A few simple tips to prevent a driveway incident:

-  Where possible, separate play areas from vehicle access and consider using self-closing doors, fencing and gates where appropriate.
-  If you are the only adult at home and need to move a vehicle (even if only a short distance) place children securely in their child car seats with you while you drive.
-  Get into the habit of having a visual on your children (and pets!) before starting your vehicle.
-  Children can be hidden in a vehicle's blind spot and extra care needs to be taken while reversing.
-  Never leave a sleeping child in the car.



Walking – daily exercise

Walking is a great time to connect with your immediate family members, to slow down and pay attention to the road environment. Chat to your child. A walk feels good!

It takes many years for young children to be able to make safe decisions independently around traffic. To keep them safe and help them learn, hold their hands and 'talk traffic' with them whenever you're out and about.



OSHC AT HOME

Powered by Primary OSHCare

INTRODUCING OSHC AT HOME POWERED BY PRIMARY OSHCARE!

We are so excited to be able to share our free, new OSHC at Home program with your school community. Whether you're a Primary OSHCare regular or you've never attended our service, we know that spending more time at home now than ever before may mean you're looking for fun and innovative activities for your child. Well, we've got you covered.

If you're working (and schooling) from home or are after ideas for things to do on the weekend, our OSHC at Home program will give you the tools to keep your little one entertained in these challenging times.

WHAT IS OSHC AT HOME?

OSHC at Home powered by Primary OSHCare is a weekly plan filled to the brim with a range of awesome, engaging activities especially for school-aged children. From STEM and cooking activity sheets, to seeing some familiar faces taking you through meditation or art and craft video activities in your own home – you'll have plenty to choose from. Many of these activities come from our wonderful educators, so when you can't come to us, we'll come to you and bring the OSHC fun home.

HOW DO I SIGN UP?

Signing up for OSHC at home is easy – and FREE! Simply click the link below to subscribe and your OSHC at Home planner will be delivered to your inbox each week. We've also attached a sample planner for you to check out and see if OSHC at Home is for you.

What are you waiting for? Join the OSHC at Home fun today.

SUBSCRIBE NOW

OSHC AT HOME

Powered by Primary OSHCare

WEEKLY PLANNER



Activity Sheet



Video Activity



Reading Corner



Challenge



Live Stream



STEM



Art & Craft



Mindfulness



Physical Activity



Cooking



Hands On



Hands Off

primary
OSHCare
OUT OF SCHOOL HOURS CHILDCARE SERVICES



All Ages



Ages 5-7



Ages 8-12

MONDAY

NAUGHTS & CROSSES MOOVOSITY

Challenge your family to a larger than life game of naughts and crosses, let the race begin.



TUESDAY

BALLOON CAR SUPREME INCURSIONS

Create a balloon car and watch the car move forward as you release the air from the balloon.



WEDNESDAY

PEG TIGGY MOOVOSITY

Collect the most pegs to win! Try this active game with your family for some movement fun.



THURSDAY

MOVEMENT MEDITATION

Christine will take you through a short meditation to ground yourself and allow stillness back into your body.



FRIDAY

AFRICAN DANCING

Join Fil and Ty as we Safari through Africa and learn some energetic new dance moves.



MAKE YOUR OWN CLOUD DOUGH

Dip your hands in for some guaranteed sensory fun with some silky touch dough.



LOOSE PARTS PLAY

Gather up household objects for some loose parts play with Chantelle - bring your creativity and imagination!



KID'S KITCHEN: NICE CREAM

Mmmm who doesn't love "Nice Cream". Join Christine in the kitchen to make yum Banana Choc Nice Cream.



BOTTLE FLIP CHALLENGE MOOVOSITY

Can you complete the challenge? Flip the bottle and land it on your target.



LAVA LAMP CREATION

Bring out your curiosity today as you make your own lava lamp. What do you think makes the bubbles?



GLITTER TORNADOES IN A JAR

How does a tornado move? Join Dave and make your own glitter tornado in a jar.



ALL OF US DANCE CLASS BY CDI

Join Creative Dance Industries as we learn all the moves to the song "All of Us".



WILDLIFE SCIENTISTS LONE PINE KOALA SANCTUARY

Join Wildlife educator Kayla as we explore all the different body coverings that animals have.



LEAF ANIMALS

Let's head out into nature and collect some natural materials to create some realistic animals.

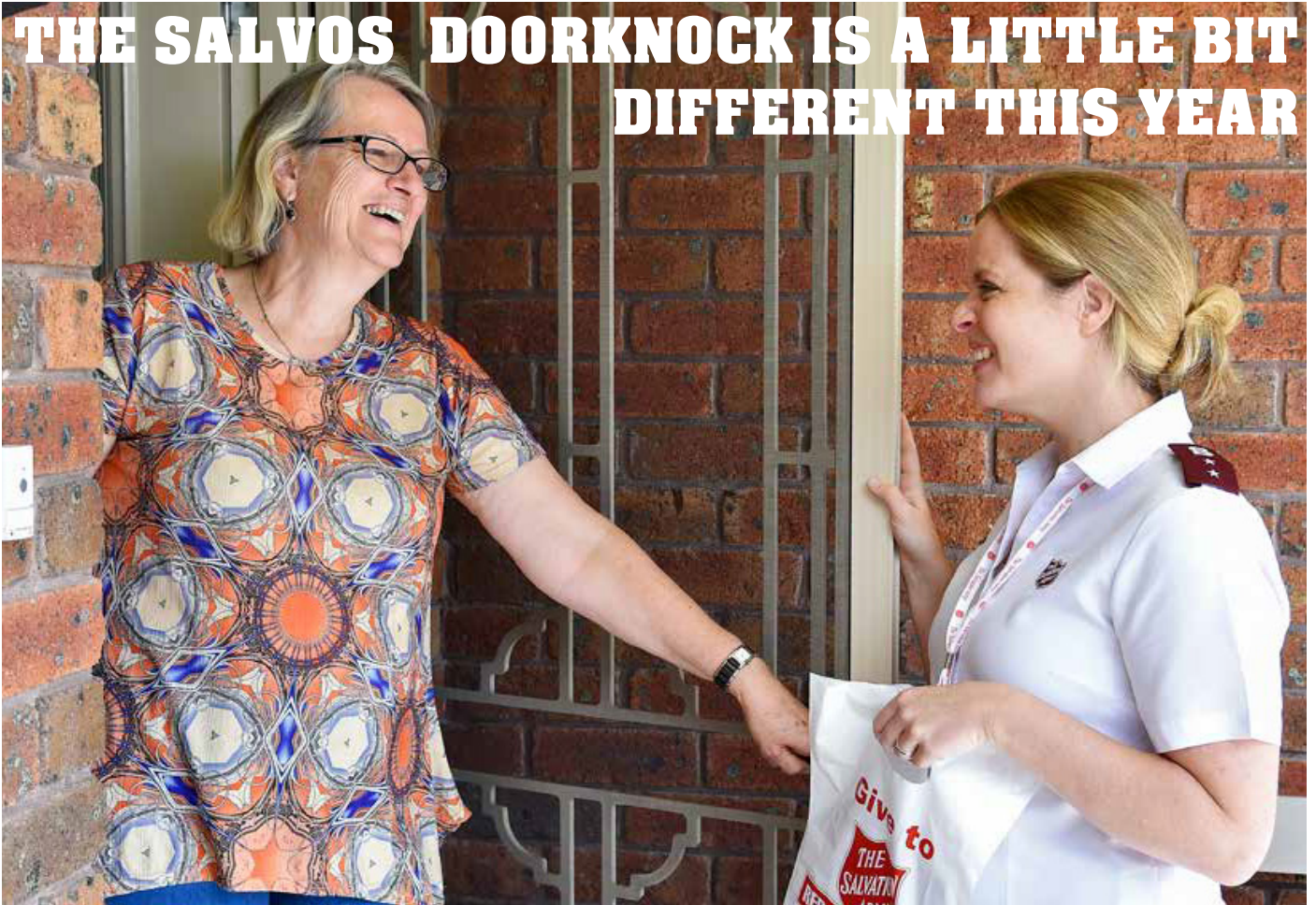


ZULA PATROL STARR'S PLANETARIUM

Hop on board the time machine for an outer space adventure brought to you by Starr's Planetarium.



**THE SALVOS DOORKNOCK IS A LITTLE BIT
DIFFERENT THIS YEAR**



**WE CAN'T VISIT YOU THIS YEAR AND YOUR
RED SHIELD APPEAL GIFT IS NEEDED NOW
MORE THAN EVER**

**Support your local Salvos in Pennant Hills
by joining the team or making a donation at**

JOIN THIS TEAM



<https://digitaldoorknock.salvationarmy.org.au/pennant-hills-salvos>



**If you are struggling financially,
emotionally or psychologically
because of issues caused by the
Covid-19 outbreak, please
contact your nearest Salvos**