

John Purchase Public School

Advance Together: Strive for Excellence



9875 3100

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

WELCOME BACK TO SCHOOL!



What a joy to welcome back our students and all of our teachers after two months of blended virtual and face to face teaching and learning. I knew I missed the little and big people in our school, but I don't think I realised just how much I missed them until I visited our full classes of enthusiastic students with their equally enthusiastic teachers. It was lovely to be greeted by happy smiles, giggles, chatter, deep thinking and face to face learning.

While the students have been learning from home, our fabulous teachers have been gauging how each child was progressing in terms of the learning intentions (WALTs). They will continue to focus on what students have learned and what the next steps in the learning

will be in terms of the syllabus, so please don't be concerned if your child missed any of the learning.

Overall, the quality of the work uploaded was high and we are very appreciative of the support our parent community have given to the students, particularly the younger ones, throughout this period.

UNIFORM SHOP

As you are aware, the uniform shop is now open on its usual days (Mon, Weds and Fri) at the usual times (8:30am to 9:30am). This morning we had a long queue, which we are trying to avoid by having parents preorder on Flexischools at www.flexischools.com.au two days prior to pick up. Unfortunately this morning a large number of people ordered online early this morning and turned up for pick up. Sarah does an amazing job and needs to pack the orders in advance. This helps to streamline the process and avoids waiting. Please order 24 – 48 hours prior to picking up your order.

We are not having adult volunteers in the school to minimise risk, so there is only Sarah serving parents.

Parents must respect the 1.5 metre distancing rule, which I am pleased to say the majority of parents were doing. This measure helps to reduce risk for all of our people. Additional yellow markings were placed on the ground today, to assist this physical distancing measure.



KEY MESSAGES FOR THE MANAGED RETURN TO SCHOOL

While we look forward to being able to return to regular practices, a number of restrictions will continue as we operate in line with recommendations made from the Australian Health Protection Principal Committee (AHPPC) and NSW Health guidelines. While these have been relayed to parents in separate communication, some of the key messages are listed below.

- Staff and students stay home with even the mildest symptoms until cleared by a doctor.
- Reinforce regular hand washing, avoid sharing drinks and food, and cough into your elbow or into a tissue and throw this away immediately.
- Remind students they cannot use bubblers and ensure they have a water bottle.
- A number of school activities will not take place including excursions, incursions, camps, interschool sport and interschool competitions.
- Students wear sport uniform on the same days as previously. Teachers will let parents know if there are any changes to this.

PICK UP TIMES AND PLACES

- No parents on site.
- No congregating – please move away from the front of the school as soon as children have been collected.

Please ensure your children know the arrangements – who is picking them up and from where?

CHILDREN BEING PICKED UP BY PARENTS OR CARERS

2.40pm

Kindy and siblings

GATE 1 – Purchase Rd gate at the back of kindy classrooms. This is located very close to our neighbours at 62B Purchase Rd.



2.40pm

Year 1 and older siblings

GATE 2 - Purchase Rd gate adjacent to the bus stop (between kindy and Year 1 block). This is where Kindy and Year 1 students were being picked up last week.




2.40pm

Year 2 and older siblings

GATE 3 – Purchase Rd main gate



2.50pm	Years 3 to 6 (without K-2 siblings)	GATE 3 - Purchase Rd main gate 
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Please note students leave with the youngest sibling. For example if there was a Year 1, Year 2 and Year 5 student being picked up, they all go to the Year 1 dismissal gate. If there was a kindy with a Year 1 sibling, they would both go to the kindy gate.

CHILDREN BEING PICKED UP BY HIGH SCHOOLERS

2.50pm	K - 6	COLA
Please ensure the high schoolers know to go to the COLA .		

CHILDREN CATCHING THE BUS

2.50pm	K - 6	Wait for the teacher next to the canteen
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CHILDREN WALKING HOME INDEPENDENTLY

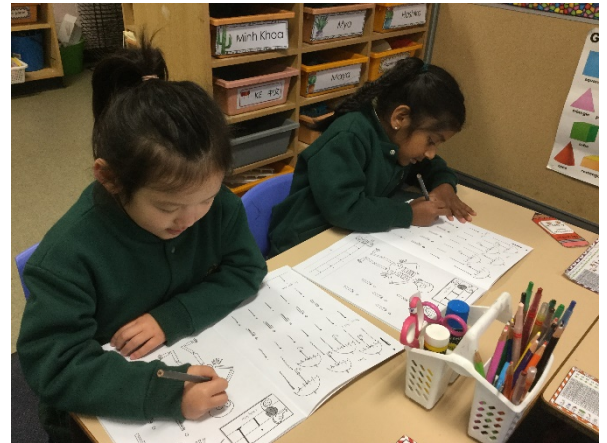
2.50pm	K - 6	Purchase Rd Gate
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CHILDREN ATTENDING OOSH

2.50pm	Kindy	Wait in classroom to be collected by OOSH staff
2.50pm	Years 1 to 6	Walk to OOSH

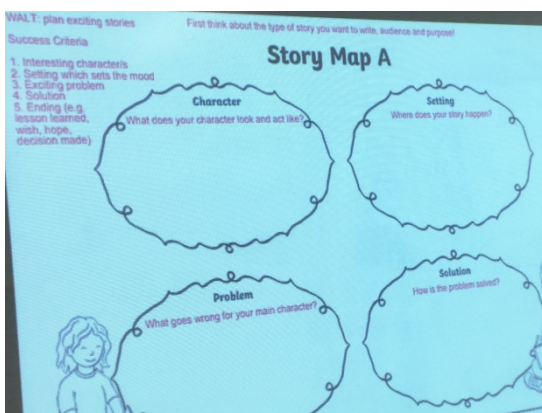
WHAT WERE THE STUDENTS LEARNING THIS MORNING IN THEIR FULL CLASSES?

This morning I had the pleasure of visiting each classroom. This is what the students were learning:



Kindy were learning to make predictions about what the text is about using the front cover, title and illustrations. They were also practising stretching out the sounds in unfamiliar words to strengthen decoding skills.

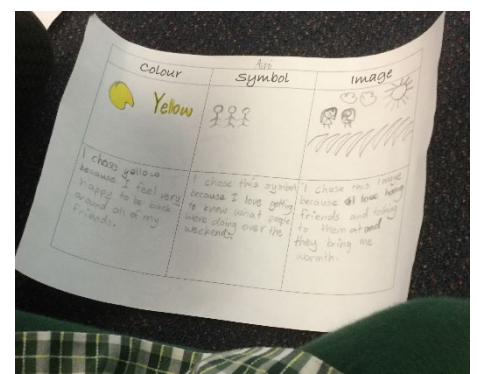
Year 1 were learning to plan engaging stories with interesting characters, setting, complication and resolution.



Year 2

were learning to write and use a plan for the story they are writing for the class anthology, using a story map.

Year 3 were learning to describe how they are feeling.





Year 4 were improving their vocabulary by looking at word etymology. This involved looking at what *milli* means when it is found at the beginning of a word. In spelling they were looking at the use of silent letters in words such as *b* in climb.

4/5B were learning to use PEEL (point, evidence, explanation, link) to write a paragraph and were providing feedback to one another.



Year 5 were learning to evaluate the impact of purpose, audience and context in a text.

Year 6 were building on what the Year 5 students were learning. They were relating the audience, purpose and context, analysing how these are related and how they support one another.



CHARTING A NEW COURSE FOR KIDS POST COVID-19

While there have been a number of restrictions placed on our everyday lives, it's a great opportunity to reflect on the changes that have taken place. In the article below, written by Michael Grose, a number of positives are mentioned.

Have a great week,
Mrs Leonie Black

INSIGHTS

Charting a new course for kids post COVID-19



While we've been denied access during the COVID-19 pandemic to activities such as playing group sport, spending time in a café or meeting with friends, there's been plenty of upside too.

Discussions with friends reveal that family life has been a big beneficiary from the physical distancing measures. Comments such as "It's so good to slow down," "I cherish the time I'm spending with my children," and "I'm discovering the joy of having real conversations with my teenager" point to the positive side of getting off the family roundabout many of us have been on.

Though the restrictions placed on society are of course challenging, the imposed period of social isolation has provided an opportunity for parents to forge new habits that have potential to bring more joy and less stress to their children's lives once the threat has subsided. Here are some ideas to consider while charting a new course for kids post COVID-19.

Significant personal hobbies

Our previous reliance on organised, adult-initiated activity to keep kids busy came at the expense of child-initiated hobbies and interests. The rise of personal digital entertainment and communication technology in recent years has also contributed to the demise of hands-on hobbies such as collecting, crafts and music.

The Scandinavians have long valued the positive impact of hobbies on a person's wellbeing and quality of life. In turn they encourage (and in Sweden's case heavily subsidise) the uptake of hobbies and personal interests from a very young age.

Personal learning centres

Experts agree that the future of work will be characterised by constant change, requiring workers to continually learn and upskill if they are to adapt. Our children will need to see themselves as continuous learners if they are to succeed in this uncertain future.

The home is a great place to plant this concept in young minds and there's no better way to do this than establishing their own personal learning centre. Start small with a bean bag, a small book shelf and build from there. It's the idea rather than the physical setting where the learning significance lays.

Mental health practices

This period in isolation has offered an opportunity to embed good mental health practices in children and young people. Three key health practices to continue include healthy eating, plenty of exercise and good sleep patterns. Add regular mindfulness practice, deep breathing and the opportunity to spend plenty of time in nature and you'll be establishing a strong mental health and wellbeing framework for life.

Mix of alone and group activities

Life in social isolation has meant family members have had to compromise. Extroverts who love to be surrounded by people have had to give parents and siblings the space they need. Introverts who prefer their own company have been sharing their time, space and company with other family members. Post COVID-19, consider encouraging kids to experience a mixture of alone time, allowing for personal reflection and family time, which promotes family connection. Both are essential for healthy wellbeing.

Deep eldership connection

Increased one-on-one time between parents and kids has been a positive side effect of life in social isolation. The opportunity for parents to connect with children and young people with greater depth and meaning is a return to eldership, practised by past generations. Eldership, where parents shared their wisdom and their vulnerabilities with young people, when combined with healthy rites of passage is a time-honoured way of preparing young people for adulthood.

This period of social isolation has provided a rare opportunity for parents to renew and refresh their children's lifestyles, and in some circumstances, reboot family lives as well. It would be a waste to climb back on the busy roundabout of life once the COVID-19 pandemic has subsided, without making some positive changes to the way we live.



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.

FROM THE DEPUTY PRINCIPAL

Welcome Back!

Smiling faces all around! It is truly wonderful to have all of our students back at school.

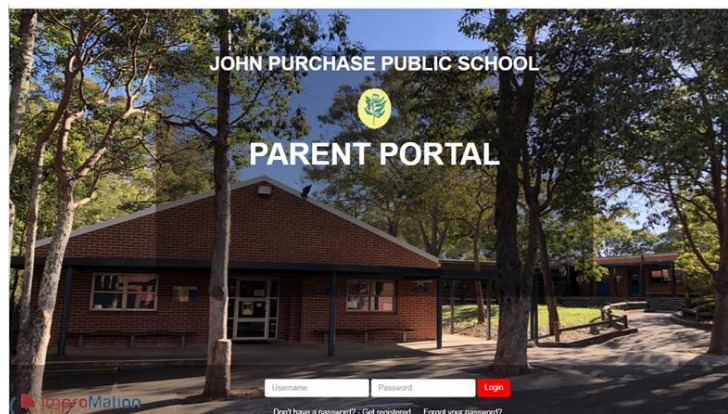
Student Reports

As I wrote last week, 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.

In 2019, JPPS commenced online reporting and parents accessed their child's reports via the Parent Portal. Parents who have registered in 2019, do **not** need to repeat this process outlined below.

How to Access Your Child's School Report Online

Your child's school report will be available online, at the end of this term, via the John Purchase Parent Portal (pictured below).



To access the portal and your child's report, it is vital for all parents to have an email address registered with our school. If not, please contact the school office via email, on **johnpurch-p.school@det.nsw.edu.au** with your current email address details, as soon as possible.

There may be some family circumstances in which both parents may require separate access to the portal. This can be done if both email addresses are registered with the school.

Once your email address is registered with the school, follow the instructions below to gain access:

1. Go to the Parent Portal via the link below:

<https://www.impromation.com.au/portal4parents?schid=4572>

(You may need to copy and paste this link into your browser.)

2. Click on the '**Don't have a password? Get Registered**' link at the bottom of the portal sign-in page, then enter your email address.
3. Parents with no current portal account or incomplete portal accounts will receive a 'Getting Started' email which will guide them through the registration process.

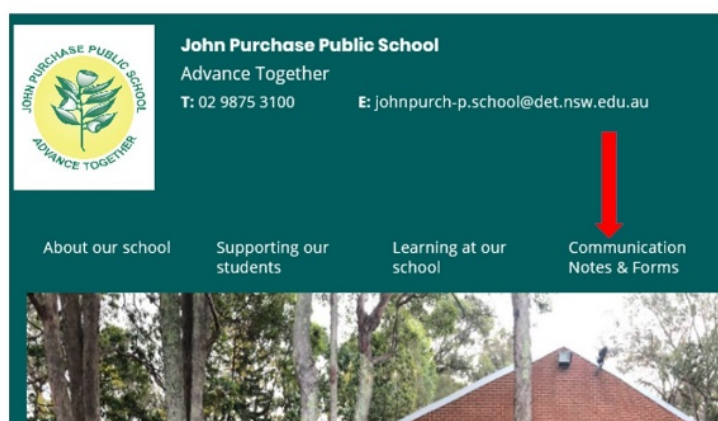
During the registration process, parents will receive one email from the '**Impromation**' software company.

1. The email will have instructions and a default password to use initially. This will give access to the portal to allow you to set up your own password linked to your own email address.
2. Access the portal using your own email address as the '**Username**' and your newly set-up password.
3. For parents who have previously accessed the portal but have forgotten a password, please click on the '**Forgot My Password**' link, which will take you through a process to reset your password.
4. Please keep your password in a safe place for future reference, when accessing the portal. Do not share it with other parents.

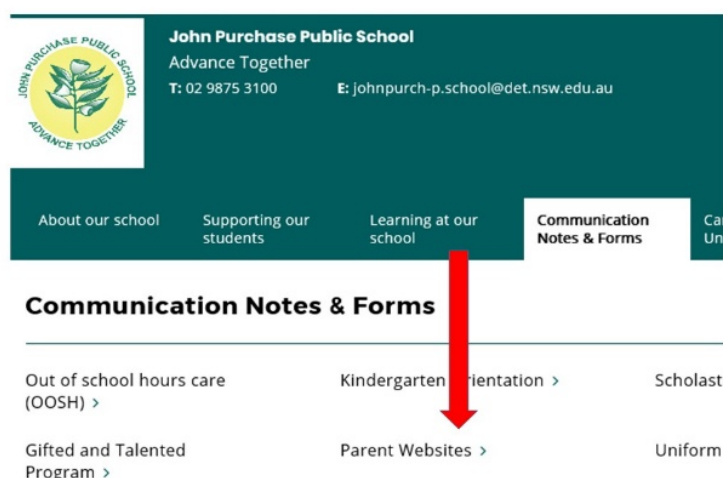
The Parent Portal will securely store your child (or children's) report/s, any relevant EAL/D reports and statistical grade distribution data for Years 1 to 6, each semester. Parents may then decide to download or print copies of their child's reports at their own leisure.

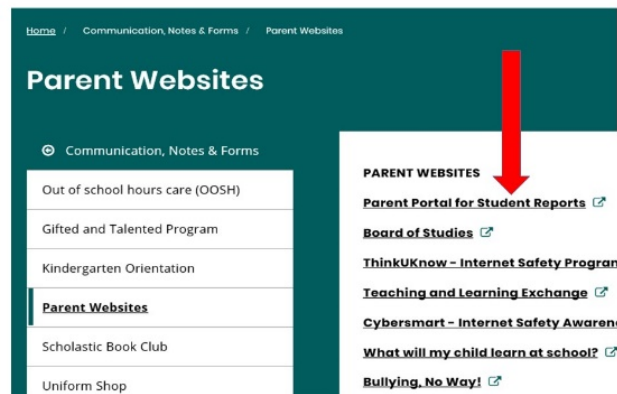
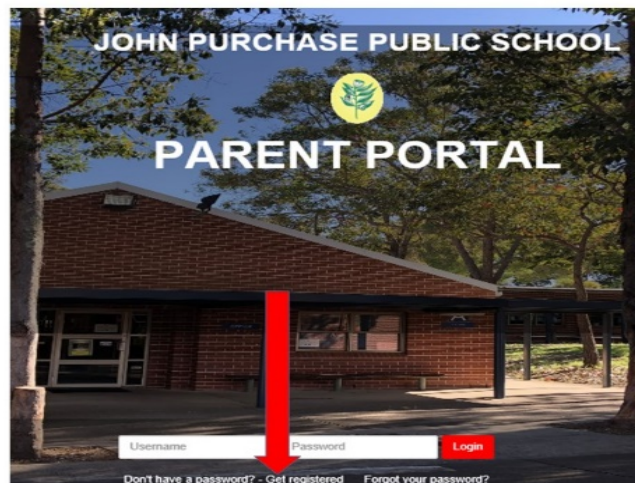
These prompts will assist the registration process:

Step 1 – Access 'Communication Notes and Forms' from the JPPS website



Step 2 – Access 'Parent Websites' from the JPPS website



Step 3 – Access ‘Parent Portal for School Reports’ from the JPPS website**Step 4 – Access ‘Get registered’ to set up your private account and password**

Our School Expectations



Respect: Follow the teacher's instructions

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

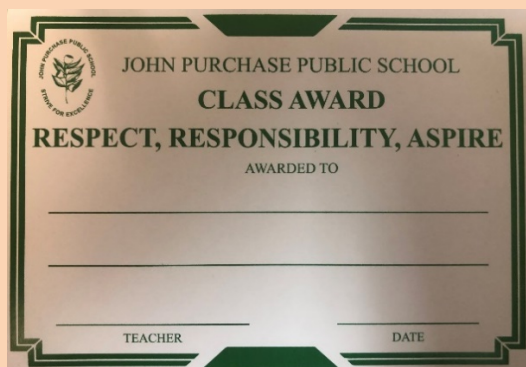
Purchase Pride Badge (10 Purchase Prides)



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.

Until further notice, Purchase Prides will be presented in classrooms, as no assemblies are being held. Badges earned over the past two months, will be handed out over the next fortnight.

Congratulations to the following recipients: **Jane R (1M), Amelia B (4L)**

What do I do with my Class Awards?

When a student has received ten green/white class awards (pictured above), they should be handed in to Mrs King's 'award shelf' in the administration corridor. The ten class awards need to be bundled together and **clearly labelled** with the student's name, current class and award level reached:

10 Class Awards = Bronze 20 = Silver 30 = Gold 40 = Bronze Medallion 50 = Silver Medallion 60 = Gold Medallion 75 = Platinum Medallion and Principal for the Day!

A clear, snap lock bag is ideal for this purpose!

Accumulated Bronze, Silver and Gold Awards, are being kept in my office until we can gather in larger groups.

Mrs Adela King

Deputy Principal

FROM THE P&C**FROM THE CANTEEN**

Yes we are open! The canteen is open with our full menu (except for sushi) to welcome back students full time to school. Please be assured that we are following safe food handling procedures and the canteen is getting cleaned multiple times a day.

If you are wanting your child to have a lunch order, to reduce cash handling we would ask that you do a flexischools order, however we will still accept orders over the counter in the morning before school preferably with the lunch order already written on the bag.

At this stage we are not allowed to have volunteers back in the canteen but we hope to see our lovely volunteers very soon.

Supporting children's return to school during COVID-19

Children have experienced a lot of sudden change over the past few months, and may experience difficulty returning back to normality. This **Parent Guide** includes information to support your child with their gradual transition back to school.

These are uncertain times and can be stressful for both adults and children. Ensure you're giving yourself time to relax and unwind, take some time to reflect on how you're feeling.

Things to do:

It's time to get ready to come back to school! We are looking forward to seeing everyone again. Here are some things you can do to get ready. This will be different for each family, and depend on the age of your child. Here are some examples:

- ◇ Find school clothes
- ◇ Make sure school clothes are washed
- ◇ Find school shoes and school bag
- ◇ Get up at the normal school wake-up time
- ◇ Eat breakfast at the normal time
- ◇ Help make lunch
- ◇ Pack school bag
- ◇ Drive past school at the usual drop off time for practice
- ◇ Talk about the plan for after school pickup
- ◇ Talk about what your child is looking forward to doing at school
- ◇ Ask them how they feel about going back to school

Going back to your family's normal school morning routine will be a powerful way to help them get back to school successfully.



How your child may be feeling...

Excited or happy: Some children feel ready for their return to school and may be excited to see their friends and teachers again.

Nervous or anxious: Due to being away from their peers and routine structure, some children may feel uncertain about their place amongst their peers and how school will look on their return.

Frustrated or annoyed: Some children may have enjoyed learning in the home environment and do not want to return to school.

It is important to remember that all of these feelings are normal and we all react in different ways.

Your child may have a hard time understanding and expressing their feelings.

As a result, you may notice some **changes in their behaviour:**

- ◇ Changes to sleeping or eating habits, such as struggling to fall asleep;
- ◇ Becoming quieter or more withdrawn;
- ◇ Clinginess or difficulty separating from you;
- ◇ Becoming fidgety and restless;
- ◇ Seeming irritable and acting out, possibly refusing to attend school;
- ◇ Physical complaints such as an upset stomach or headaches;
- ◇ Excessively asking questions or seeking reassurance.

These are normal reactions to stress.

How should I talk to my child about returning to school?

Children may feel a variety of emotions. By providing children with a space to discuss and explore their feelings, we can support them to regulate, problem solve and overcome any difficulties.

Be aware of your child's emotions. It is important to show your child that it is safe to share their feelings by showing acceptance and holding a non-judgemental attitude.

Validate and normalise their feelings and experience. Here are some ideas:

"You feel worried about returning to school. You don't know what to expect. Everything changed so quickly."

"I can see you're so excited to go to school and see everyone."

"You look nervous about seeing your friends after so long. It is normal to feel nervous. I felt a little nervous about that too."

Listen, be curious and encourage the conversation. Here are some ideas:

"I wonder if you are feeling nervous about seeing your friends."

"You're excited! What are you most looking forward to?"

Encourage hope by supporting your child to problem solve, plan or consider a difference perspective.

When they come home from school, take the time to talk about their day, for example:

- ◇ *"What did you like about today?"*
- ◇ *"What was it like seeing your friends again?"*
- ◇ *"What did you learn?"*
- ◇ *"Is anything worrying you?"*



Maintaining Connection Whilst Setting Boundaries

Children may find it difficult to adjust back to regular daily routines and household rules. This is a difficult time for you and your child. It will be helpful to maintain connection with your child whilst setting boundaries and limits.

Communicate comfort and connection through nonverbal communication. Be relaxed in your facial expression and body, get down to your child's level, and offer gentle touch/affection.

Validate and Relate. Consider what your child might be feeling, and how they are experiencing things from their point of view.

"It is hard to get up early in the morning after you have enjoyed weeks of sleeping in."

"You have been doing a great job completing your work online. It must be frustrating not being able to do all your work on the iPad now."

Reason and Set Limits. Support your child to consider the bigger picture and help them problem solve. Communicate that wishes and feelings are acceptable, but some behaviours are not. It is important to remain calm, clear and assertive.

"It's hard to go back to school after such a big break. We have to go to school. Let's sit together and figure out how to make this easier".

"I hear you want to play more. It is important that you get a good night sleep before school. It is bed time."

"I can see you are frustrated but it is not ok to yell or hit."

Useful Resources:

- ◇ **Contact the Family Referral Service** at <http://www.familyreferralservice.com.au/>
- ◇ **Speak to your GP** about mental health support via Medicare for adults and children
- ◇ **Parent Line:** 1300 1300 52 or <https://parentline.com.au/>
- ◇ **Raising Children Network:** <https://raisingchildren.net.au/>
- ◇ **Parenting courses and seminars in your local area:** <http://www.resourcingparents.nsw.gov.au/>
- ◇ **For immediate support:** Lifeline: 13 11 14 | Beyond Blue: 1300 22 46 36 | Mental Health Access Line: 1800 011 511