



HARMONY EXCELLENCE RESPECT OPTIMISM



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NEWSLETTER

Principal's Address

Hello to everyone again

Over the last week there have been lots of changes and news to hand. This means there will be lots of information coming out to you in different ways. I have produced a video (<https://youtu.be/GRPgK2dbSlA>) that we are putting on the P and C Facebook page and will continue to make these videos as needed. We will also be emailing you some of the ACT Education Directorate's communication as well as the newsletter that you are reading.

The big news is that I'm pleased to let you know that ACT Public Schools will return to face-to-face learning in a staged approach from 18 May. Details about this transition are in the letter from Katy Haire, Director General of the ACT Education Directorate in the attached email. The health and wellbeing of our school community is a priority. We will be taking steps to make sure our school is a safe environment for everyone, and I have attached advice from the ACT Chief Health Officer which will guide our approach. I'll stay in touch with you in the weeks ahead and provide further details as our return plans are finalised. You can also visit www.education.act.gov.au for the latest information about ACT Public Schools.

Until the next newsletter, stay safe and look after each other.



ACT
Government

ACT Health

To Parents/Carers

ACT Health advice for returning to face to face learning in ACT public schools

With low case numbers and no evidence of community transmission in the ACT, the government has been able to relax some physical distancing measures. Furthermore, there have been no cases of COVID-19 resulting from transmission from a school student in the ACT and current Australian research shows there is very limited transmission from child to child, or from child to adult.

We know that students aged 3-19 years are not at increased risk in returning to face to face learning, and that good hygiene and environmental cleaning are the most important tools for reducing the risk of COVID-19 transmissions for staff and students in ACT public schools.

There is the potential for an increase in cases of COVID-19 as community restrictions are eased, especially for adults. To protect staff, students and families from this potential risk, a graduated return to face to face learning and work will be important, and physical distancing measures will need to continue for the adults within the school community. We also require the ability to respond quickly to cases when they appear, and if there is community transmission.

My office has worked with the ACT Education Directorate to develop a set of guidelines that will make our schools safe places for students to learn and for staff to work.

When schools are fully operational it is not practical or necessary for students to socially distance. The reality of full school operations is:

- Students and staff should not come to school if they are sick.
- The Australian Health Protection Principal Committee does not recommend regular temperature checking of students as there is limited evidence to suggest this is of value.
- Classes will have the usual number of students as well as staff members required to support the students. As an indication, this can be between 21 and 32 students across the primary and high school settings
- Students will be moving from class to class, using all areas of the school to transition between learning spaces

- During inclement weather, students will need to utilise all internal spaces. This means students may need to congregate in larger numbers in these internal spaces including classrooms and corridors

ACT public schools will be required to adhere to the Australian Health Protection Principal Committee (AHPPC) advice on reducing the potential risk of COVID-19 transmission in schools. This includes:

- **Physical distancing for adults** - The greatest risk of transmission in the school environment is between adults over 25 years of age. Staff and parents should avoid long periods of time in close contact with other adults. Adults, including parents, staff and volunteers should maintain physical distancing between themselves and other adults. This includes at school drop-off and pick up, in the classroom and in the staff room.

Adults at the school should stick to the guidelines of maintaining 1.5 metres between themselves and no more than one adult per four square metres in an indoor environment (e.g. in staff tearooms). Where possible, parents are encouraged to drop their children off without entering the school grounds, noting that younger children and children with special needs may require some support.

Staff are encouraged to minimise the number of people in staff rooms and smaller office spaces at any one time. Staggering meal breaks may be one option schools can consider to reduce the number of staff congregating at one time.

- **Risks to vulnerable populations in schools** - Parents/carers of students with complex medical needs are encouraged to consult their medical practitioner to determine the suitability for onsite learning during the COVID-19 pandemic. Staff who are aged 70 years and over, aged 65 years and over with chronic medical conditions, are Aboriginal and Torres Strait Islander and over the age of 50 with chronic medical conditions, have compromised immune systems, or who are a full time carer of a person in one of the above categories, will be supported to work from home where possible.
- **Hygiene** - Good hygiene practices are important to preventing the spread of COVID-19. In ACT public schools all students and staff will be reminded to wash their hands with soap and water or use an alcohol-based hand-sanitiser on arrival and regularly throughout the day, cough into their elbows or a tissue, place used tissues straight into the bin, avoid touching eyes, noses or mouths, not share food or drink, not using water fountains or bubblers directly, and ensure strict hygiene in the preparation of food.

- **Environmental cleaning** - In each ACT public school, a school cleaning plan will be developed that will ensure regular cleaning of high touch surfaces (such as handrails and desks), frequently used objects (such as staff desk top computers), play equipment, and bathrooms, consistent with the AHPPC Statement. School play equipment that is used by the broader community will also be considered as part of the school cleaning plan.
- **Management of suspected and confirmed cases** - Staff, children or young people at school experiencing symptoms compatible with COVID-19 (e.g. fever, cough, sore throat, shortness of breath) will be isolated in an appropriate space with suitable supervision and collected by a parent/carer as soon as possible. If the child can't remain isolated the staff member looking after the student will wear a mask and carry out frequent hand hygiene.

In the event that a staff member, student or family member is diagnosed with COVID-19, ACT Health will provide assistance to the school on further management. This may result in full or partial school closure while site cleaning and contact tracing is undertaken. A procedure has been developed and implemented to manage this situation.

- **Providing routine and emergency first-aid care** - Standard precautions need to be taken, as per normal procedures, for staff or volunteers who are providing routine care or first-aid assistance to students where they need to come into physical contact with a student (for example: nappy changing, assisting with toileting or feeding, attending to a cut or disposing of student's tissues).

Standard precautions include the '5 moments of hand hygiene', which includes washing your hands or using hand-sanitiser in the following instances: before physical contact, before a procedure or provision of care, after physical contact, after a body fluid exposure risk (for example after touching a student's tissue or providing first aid) and after contact with the student's surroundings (e.g. if a staff member has touched a student's chair/desk or other personal items or aids). For some personal care, additional PPE may be required, based on standard practice. For example, if staff or volunteers might come in contact with body fluids it is recommended that they wear an apron and gloves.

You can find more information about the ACT Government response to COVID-19 on our website: <https://www.covid19.act.gov.au/>



7 May 2020

Dear parents and carers

Thanks to the great work of the community to restrict the transmission of COVID-19, I am very pleased to tell you that our ACT public school students and teachers will begin a staged return to on-campus learning from Monday 18 May.

The return will be carefully managed and staged over three weeks to ensure our students, teachers and staff are safe and our schools are fully prepared to have the appropriate measures in place, based on advice from the ACT Chief Health Officer.

The three stage return of on-campus learning is:

From Sunday 10 May, week 3 of term 2

- Registrations for Safe and Supervised sites will close as of Sunday 10 May. The Education Directorate will continue to process all registrations that have been received up until Sunday.
- We ask parents not to register their child unless you need to as we work towards rolling down Safe and Supervised sites.

From Monday 18 May, week 4 of term 2

- All preschool, kindergarten, year 1, 2 and 7 students will return to their usual school for on-campus learning.
- Year 11 and 12 students will attend a combination of on-campus and remote learning, with colleges making arrangements to support learning on-campus for students and subject matters that require it.
- Safe and Supervised sites will cease operation from the end of the school day on Friday 15 May. All students who have registered to attend a Safe and Supervised site as of Sunday 10 May will be able to attend their usual school from Monday 18 May. These students will continue to undertake remote learning until their year group returns to on-campus learning.
- To support teachers to return to schools, children of teachers may also attend their usual school.

From Monday 25 May, week 5 of term 2

- All year 3, 4 and 10 students will return to their usual schools for on-campus learning alongside those students who have already returned.



From Tuesday 2 June, week 6 of term 2

- Following the June long weekend, all students in years 5, 6, 8 and 9 will return to their usual schools, meaning all year groups will have returned to on-campus learning.
- Remote learning will remain available for students with chronic health conditions or compromised immune systems.

Now we have certainty around our back to school plan we encourage students to continue with remote learning at home until their year is scheduled return to school.

We appreciate the patience and support we have received from families and school communities during this period of remote learning.

Please find attached a letter from the ACT Chief Health Officer Dr Kerry Coleman that steps through the guidelines ACT Health and the Education Directorate will be implementing to make our schools safe places to learn and work.

Your principal will be in touch with you about your local school arrangements next week.

If you have any questions about the plan to return to the classroom, I would encourage you to contact your school in the first instance. You can also contact the Education Directorate on by phone [\(02\) 6205 5429](tel:0262055429) between 9am-5pm, Monday to Friday for more information.

Kind regards,

Katy Haire

Director-General

**BOOK CLUB IS HERE—Virtual Catalogue
while Students Learn from Home**

Dear Families,

Book Club will occur a little differently this term. Book club is offering a virtual catalogue that you can access from home. Orders will be taken on the LOOP system as normal and delivered to the school. Once they arrive we will sort and you can collect from the front office.

Unfortunately, there will be NO CASH payments at school this term. We can ONLY take online LOOP orders.

Use this link to access the Issue 3 Book Club Catalogue.
<https://scholastic.com.au/book-club/virtual-catalogue-1/>

**ONLINE ORDERS DUE
FRIDAY 15th MAY 2020**

Any questions please email leigh.andreatta@ed.act.edu.au

The Hub

As we continue working through this lockdown and the days get colder, communication and connection are more important than ever. In the Hub we have been trying to think of ways we can increase our connection with you all and have decided to facilitate the running of online clubs. We have asked teachers to volunteer some time in their day to run online clubs/social gatherings based around their own

interests. At this stage we have gardening, dog walking, online board games, trivia, art escape, study skills and photography with many more to come. At this stage clubs are running solely for middle and highschool students so if you know of any young people who would benefit from these safe online hangout spaces then please get them to connect with the Hub Google Classroom. If they are unsure of the class code then they will be able to get the code off their PC teacher.

We would also like to mention that the Belco Youth Centre is still operating and providing plenty of services for our students to engage with. They send out plenty of information around services, social engagement and competitions on a regular basis. If you would like to be regularly informed of awesome things your children can be involved in, we recommend signing up to:

<https://mailchi.mp/87e15686ca2e/term-2-youth-programs>

There are also plenty of other ways to engage with the Belconnen Community Services team and we suggest accessing them through their online platforms.

Facebook: www.facebook.com/belconnenyouthcentre
Instagram: www.instagram.com/belconnen_youth_centre/
email: youthengagementcommunication@bcsact.com.au

Just as a reminder there are plenty of services anyone can engage with during these trying times so here are a few phone numbers if you know of anyone in need.

Lifeline on 13 11 14

Kids Helpline on 1800 551 800

MensLine Australia on 1300 789 978

Suicide Call Back Service on 1300 659 467

Beyond Blue on 1300 224 636

Headspace on 1800 650 890

ReachOut at au.reachout.com

Care Leavers Australasia Network (CLAN) on 1800 008 774

We hope you are all doing really well and can't wait to have you all back at school. Make sure you are looking after yourself and each other and we hope to see you accessing some of our online clubs soon.

Garth Bradfield Year 9 & 10 Coaching and Engagement
Officer

Year 2

It has been a very different start to the term for all of us, but it has been great interacting with the children online each day as we miss seeing them in the classroom.

English

This term for reading, students will participate in lessons about 3 different quality literature books, beginning with Ingenious Jean. During weeks 2-4 students will learn about and practice the questioning and summarising strategies through activities related to this book. For writing, we are beginning the term by looking at the explanation text type, and as we do more of our science unit we will move onto procedures.

Math

This term for maths we are beginning the term by looking at data and measurement. During maths lessons, students will complete work on these two topics. Then during science lessons, they will use their knowledge to complete a range of science based activities.

Unit of Inquiry

Our unit of Inquiry this term is about toys. We are starting off introducing the idea of push and pull, plus the history of toys. Then we will move on to doing some experiments based around push and pull using our knowledge from English and Maths to help us with our learning.

Thank you to all the parents and carers for their continued support during this difficult time of online learning. All of you are doing a fabulous job in helping keep your families safe and healthy. We look forward to the time when we can see everyone again in person.

Sincerely

Julia McKay, Harleen Kaur, Leigh Andreatta, Emily Lawrence,
Royce Vagg

Year 4

Welcome back to a very different looking term 2.

The year 4 teachers are beyond impressed with the hard work all students and their families have been putting into learning online. Thank you so much for all of your support during this ongoing health crisis, adapting to online learning has definitely been a massive learning curve. You are all amazing!

Starting off this week with the ANZAC day public holiday, students in year 4 learned about ANZAC day and what it represents to Australians. Students engaged in ANZAC day celebrations by cooking ANZAC biscuits with their families and producing some life-like drawings of poppies. The year 4 teachers have loved receiving photos and videos of students' amazing artworks and delicious ANZAC biscuits.

We have begun our teaching and learning programs. The students are producing high-quality work and have displayed great determination when learning from home. We will be learning about Information Report this term, we have begun looking at the layout of an Information Report and its purpose. For Maths number lessons this term we will be looking at multiplication and division and a range of strategies such as arrays and repeated addition that can help students build up their mental computation skills. Our unit of inquiry is 'Comparing Continents', where students will learn about the continents of Australia, Africa and South America. Science for the term is a biology unit about life cycles called 'Ready, Set Grow!', during this unit students will learn about a range of different life cycles of plants and animals.

Once again, we cannot thank you enough for all of your support over the past month. If you have any questions or concerns, please email your child's teacher.

Rainbow Lorikeets - Mohanjeet.Anand@ed.act.edu.au

Platypuses - Nicola.Buckler-Jones@ed.act.edu.au

Thorny Devils - Sharon.Clewer@ed.act.edu.au

LSP - Maree.Fawke@ed.act.edu.au

Hoping everyone is safe and well!

Sharon, Nicola, Mohanjeet and Maree

Year 9

Thoughts From Tayla McKittrick

The Pros and Cons of Learning From Home.

Working at home comes with many pros and cons. Working from home makes it harder to contact teachers and receive help with assignments and work for the week. Lately, I have felt overwhelmed with the workload, trying to get everything done within 4 days. What I do like about working from home is being able to manage myself and complete work at my own pace as well as sequencing in activities that I love where I can. I have found it very interesting how different working from home is compared to being at school and it just shows how grateful the students are of their teachers. I find having my books, stationary, headphones etc all in one place really helps me stay focused and having a whiteboard to write my today list on also helps me to stay on track and not fall behind. I have learned different ways to help make tasks easier and complete quicker. This is a completely new experience for everyone, but we will get through this together

Year 10

Year 10 is currently working on a unit of poetry which will involve them learning about and writing in a number of different styles. This week's challenge was to create some simple but beautiful Haiku's and Mr Bradfield, Ms Kauhanen and Mrs Langridge have been really impressed with the quality of writing that has been submitted. Please enjoy some of the brilliant work of our year 10 students

Shallow water rose
Luminous thoughts - Atlantis
Boundless, still unknown
Madison Ella Zejnic

Football is my life
Harper the cat took my ball
I was not happy
Jordan Valter

I was full of rage,
Screaming crashing banging, now,
she is six feet deep.
Levi Wilkins

My face becomes numb,
the earth beneath starts to shake,
the heart inside breaks.
Lola Fletcher

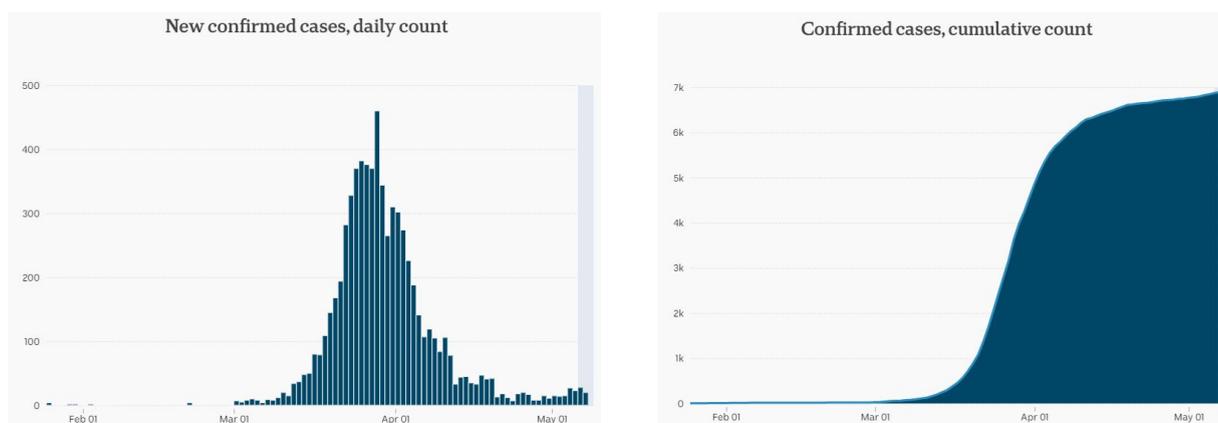
'Walk'
She walks, slowly
I watch the back of her head
Getting further away

Something that myself,
I, cannot stop it, feeling
Tearing me away
Brayden Wilson

Maths in the World

There has been a lot of data in the media surrounding the pandemic. These graphs, charts and figures we are being bombarded with can provide real opportunities for discussion and learning about mathematics in your households.

Graphs, charts and diagrams are useful for showing a lot of numerical information at once. However, sometimes you need to look carefully at the story they're trying to tell. For example, here are two from the ABC that show the same data in two different ways.



Discussions at home could focus on: What story do these two graphs tell? Is it the same story? Why or why not? What do you think happened on March 28th?

For more fantastic data, [click here to see the full ABC report](#).

Younger learners can consider very large numbers. How much bigger than 10 is 100? What about 1000 or 10 000? Which Australian states have the most people in them, and does this match with the states that have the most reported COVID-19 cases in them?

While mathematics is vital for helping to make sense of the world around us, it's important to remember that it's only part

of the story. While we can count job losses and COVID 19 results in statistics, every number has a human face, story, and struggle.