



# "Learning Together"



*A community of active thinkers who can achieve their dreams.*

*Caring, Respectful, Learners*

Issue No. 24

27th August 2021

## *Student of the Week* Congratulations to:



**Lincoln H:** For being a brave learner when returning from Remote Learning, even when it was really hard. Well done Lincoln!



**Tiah N:** For her amazing explanation of the clues she used when inferring.



**Matilda O:** For displaying amazing effort in her writing and reading tasks and showing a positive attitude and resilience in her maths learning when it is challenging. Well done!



**Lucas BB:** For demonstrating all our school values while on camp and back in the classroom! Superstar Lucas!



**Lilly W:** For approaching her learning with a positive mindset. Keep up the great work Lil!



**Ashley G:** For being a great learner and using conferring, feedback, and our bump it up wall to improve your writing. Keep aiming high!



**Art:** Awarded to **Levi S** for being a great art room helper and creating amazing art .



**OSHC:** Awarded to **Dylan W** for the respectful leadership qualities he displays at OSHC. We're extremely proud of you, Dylan!

### IMPORTANT DATES

3 Way Conversations—postponed due to restrictions  
Friday 17th September - last day of Term; early finish



# PRINCIPAL'S REPORT



**Dear Parents and Carers**

## **Remote and Flexible Learning**

I wish to once again thank parents and students for your patience and efforts throughout this latest round of remote and flexible learning. We know that learning from home can be a challenge for many families, especially for those families who are juggling work commitments and home learning.

We understand that learning at home can create stress and anxiety on both children and parents. It is not possible at home to recreate a full school day. You need to find a routine that works for you and your child. Your child's teachers do not expect that a full 5 hours of learning will occur every day. Every child and every family will be different in what is achievable due to different home circumstances.

Here are some tips from the Department of Education Website that may be useful during the current period of remote learning.

## **How you can support your child**

- Have a routine and setting expectations.
- Make sure your child has a space to work in.
- Provide a level of supervision suitable to your child's stage of development and individual needs.
- Monitor communications from teachers.
- Check in with your child often to help them manage and pace their work.
- Monitor how much time your child is spending online.

## **Setting up a learning environment**

Every home is different but it's important to provide a quiet and comfortable space in which to learn.

Where possible, extended learning should take place in a space your family shares. For example, a lounge room or dining room. These spaces are preferable over a bedroom, where your child can feel isolated and supervision can be more challenging.

It should be a place:

- that can be quiet at times
- that has a strong internet signal, if possible
- where you or another adult is present as you would normally when your child is online, dependent on age

## **Establishing routines and expectations**

Start and end each day with a check-in to help your child:

- clarify and understand the instructions they get from their teachers
- help them organise themselves and set priorities for their learning at home

A healthy daily routine is great for mental and physical health, as well as concentration and learning.

Encourage regular exercise breaks. This might mean going for a walk, using exercise DVDs and apps, dancing, floor exercises or using home exercise equipment.

Encourage healthy eating habits and make sure they drink enough water.

# Communicating with your child

We encourage you to start and finish each day with a simple check-in. These check-ins can be a regular part of each day.

These questions allow your child to process the instructions they get from their teachers and help them organise themselves and set priorities.

You could also check-in with your child throughout the day. This depends on your child's needs.

## Morning check-ins

- What are you learning today?
- What are your learning targets or goals?
- How will you be spending your time?
- What resources do you need?
- What support do you need?

## Afternoon check-ins

- What did you learn today?
- What was challenging? You could come up with a way to deal with the same problem if it comes up again.
- Consider three things that went well today. Why were they good?
- Are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

Remember that despite the need to do some learning at home, mental health and well-being of the whole family is extremely important.

If you need any assistance with any of the learning tasks set by teachers or with help in engaging your child with learning, please do not hesitate to contact them, they will be more than happy to assist.

## Attendance

Throughout remote learning, teachers are required to check attendance of all students. It is therefore important to demonstrate that your child is attempting some of the learning tasks each day. This may be through logging onto a class web-ex session or submitting some evidence of learning through Class Dojo. Teachers will make direct contact with families to see how they can offer support if there is no evidence of learning occurring through these avenues.

## At School Supervision

Information has been sent through Class Dojo and email regarding attendance at the on-site supervision program. As stated, there are only 2 categories for attendance at school—children of authorised workers where no-one is at home to supervise and for vulnerable students/ students with a disability who can't learn at home. It is important that a booking form be submitted to ensure we have enough staff at school to maintain supervision ratios each day.

*Michael Smith—Principal*

*Caring, Respectful, Learners*

# Winter Sports - Division Soccer



On Wednesday, 13 senior students participated in the division stage of winter sports for mixed soccer. The team had been diligently practising at any given opportunity, such as lunchtimes, PE sessions, senior sport and even before school. Many positive qualities have emerged as a result, such as camaraderie, new friendships and leadership skills. On the morning of the event, students were very well prepared and the level of anticipation was obvious. Drouin South came up against a very formidable, organised and well rehearsed St. Paul's team, that in the end were just a little bit too experienced for our team. The final score, however, absolutely did not give justice to the effort, teamwork and pressure that our team applied on the St. Paul's outfit throughout the entire match. Furthermore, the team was an absolute pleasure to take out of the school, in which all students displayed our school values and expectations to perfection.

Thank you to the parents that volunteered to transport students as well as support and encourage the students throughout the entirety of the match. Finally, a huge shout out is in order for Leanne Smethurst who kindly donated a set of shin guards for the safety and comfort of all of our team members, much to their satisfaction and appreciation.

Kind regards,  
Denby Moore



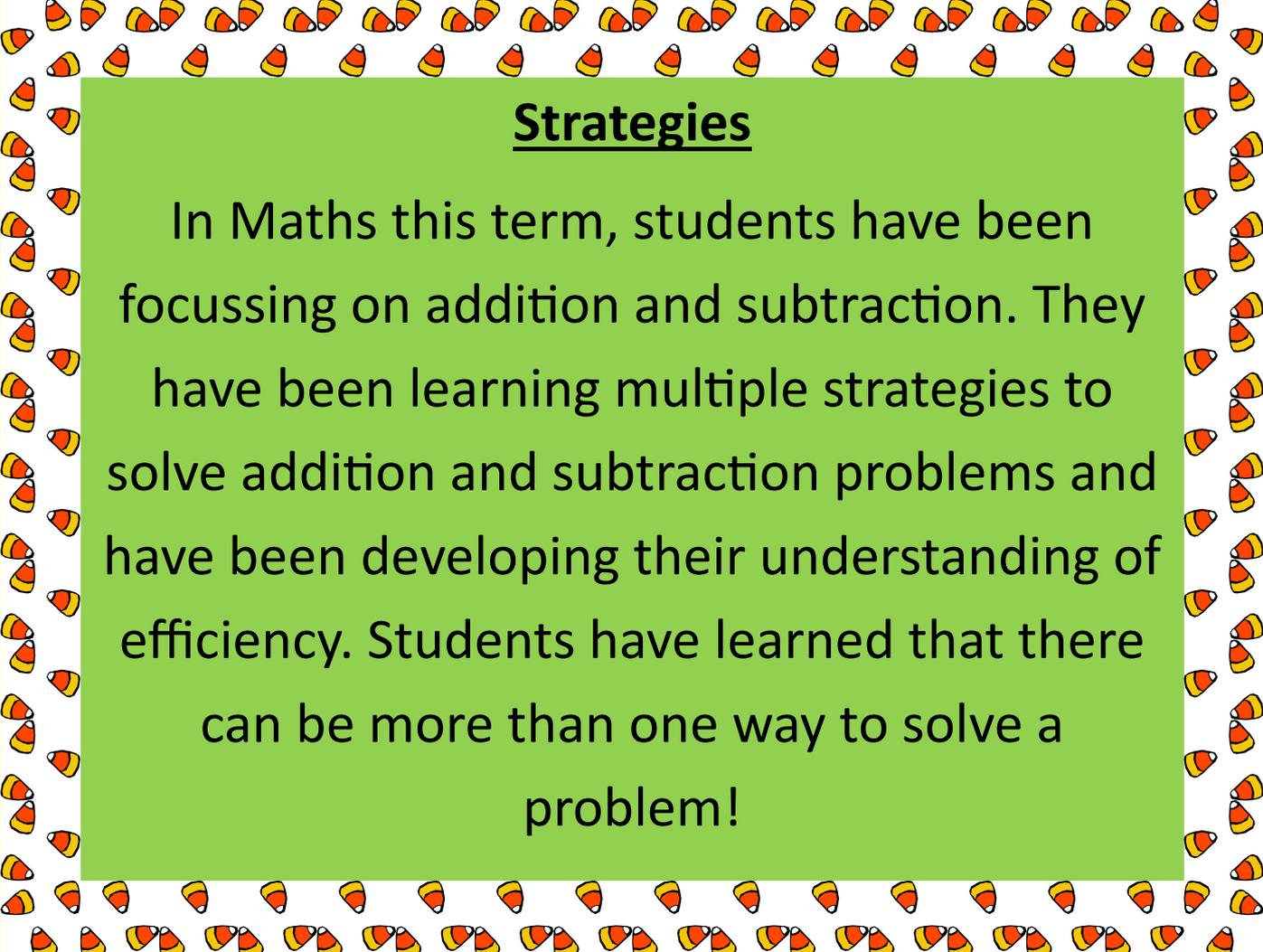
# GRADE 2 MATHS

*Addition and  
Subtraction*



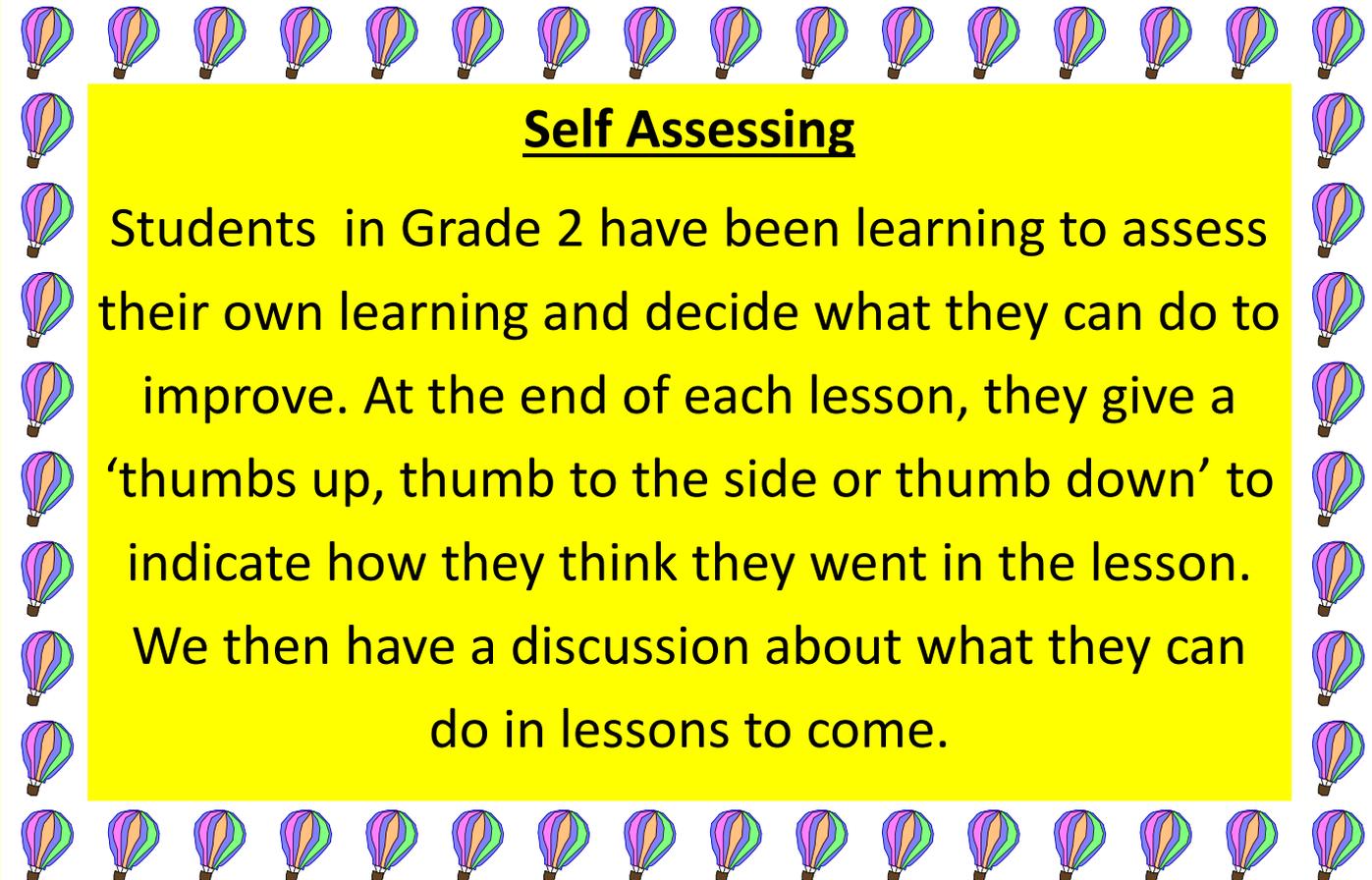
Learners Self-  
Assessing





## Strategies

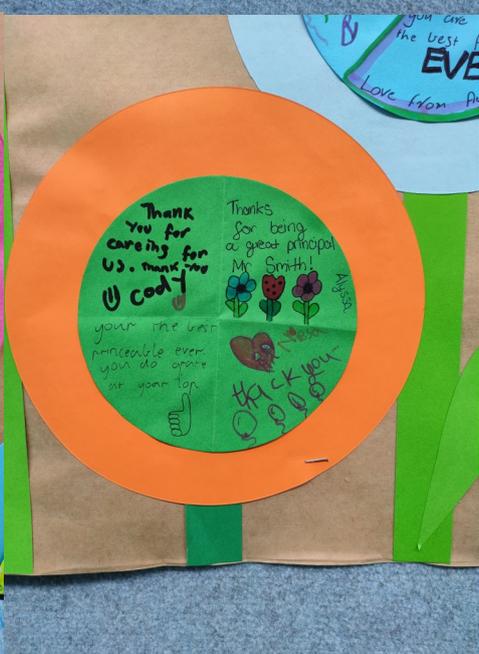
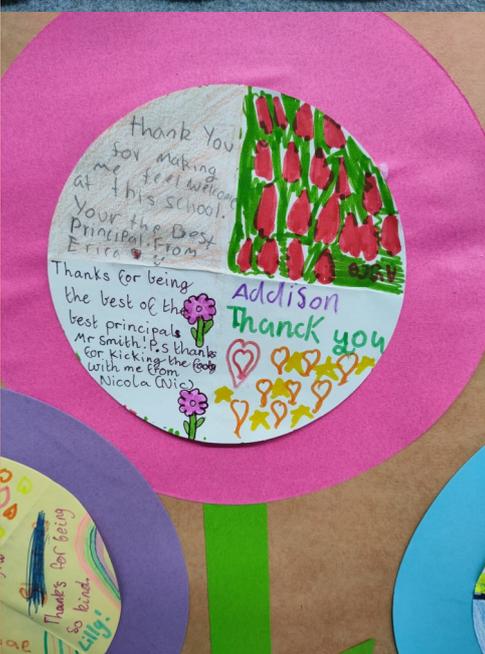
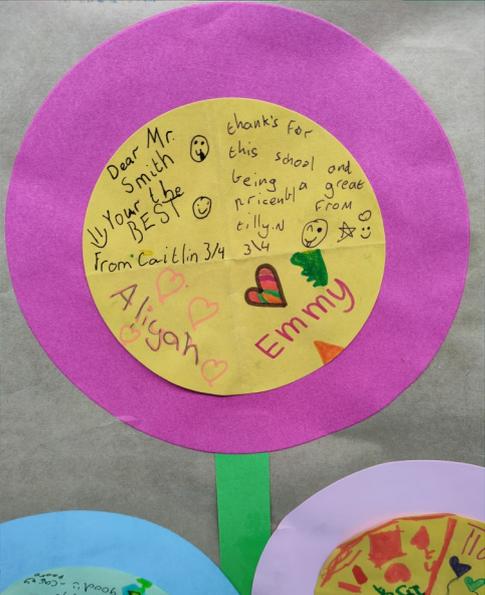
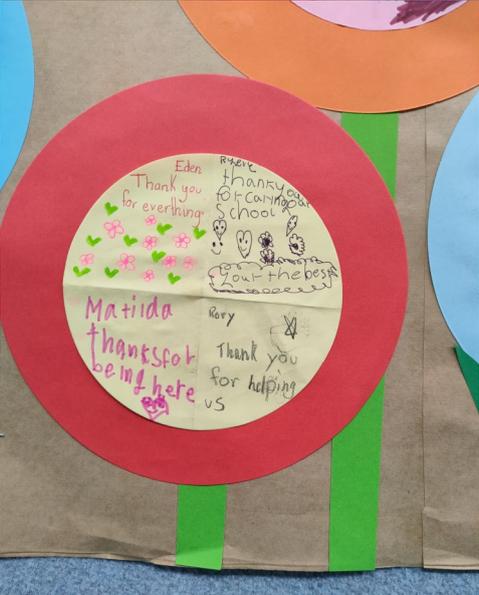
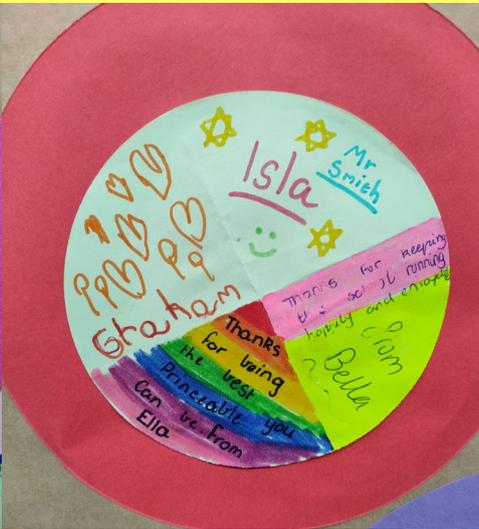
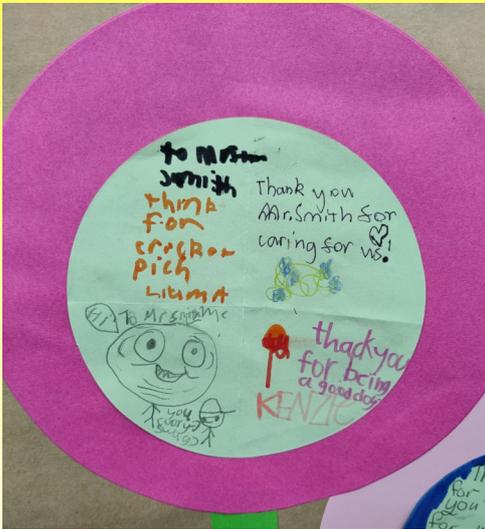
In Maths this term, students have been focussing on addition and subtraction. They have been learning multiple strategies to solve addition and subtraction problems and have been developing their understanding of efficiency. Students have learned that there can be more than one way to solve a problem!



## Self Assessing

Students in Grade 2 have been learning to assess their own learning and decide what they can do to improve. At the end of each lesson, they give a 'thumbs up, thumb to the side or thumb down' to indicate how they think they went in the lesson. We then have a discussion about what they can do in lessons to come.

# Thank you! Mr Smith for helping us Bloom!



# 2020 Korus Connect School Chaplaincy Snapshot

## The role of a school chaplain

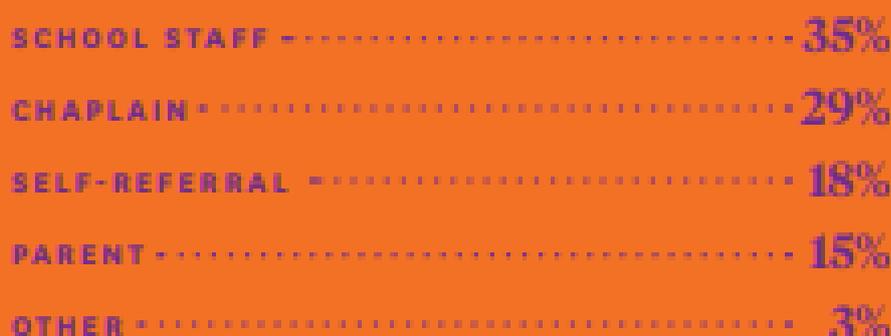


As a key member of a school's wellbeing team, Chaplains work collaboratively with other wellbeing and allied health professionals to provide a continuum of pastoral care across all areas of wellbeing, journeying with the school community through meaningful relationships and acting as a gateway to important community services. Chaplains also specialise in providing advice of a spiritual nature when sought, and in nurturing the spiritual wellbeing of every child, sensitive to the child's background or beliefs.

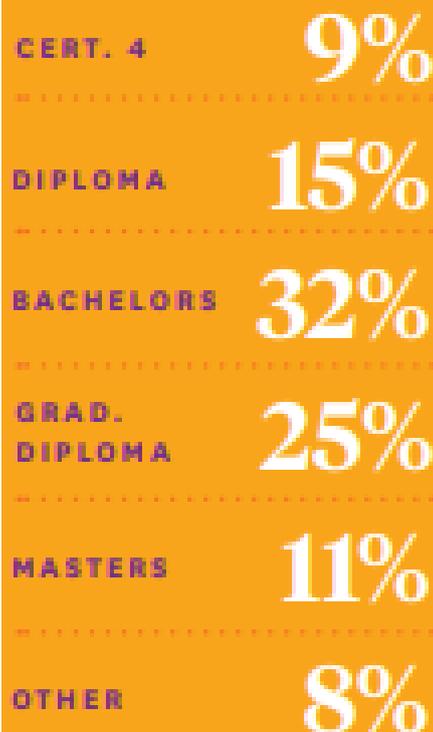
## Average number of days worked

 **2.9** DAYS PER WEEK

## Source of referral— formal conversations with students



## Highest qualification held



MORE THAN 90% OF OUR CHAPLAINS EXCEED THE MINIMUM REQUIRED QUALIFICATIONS.

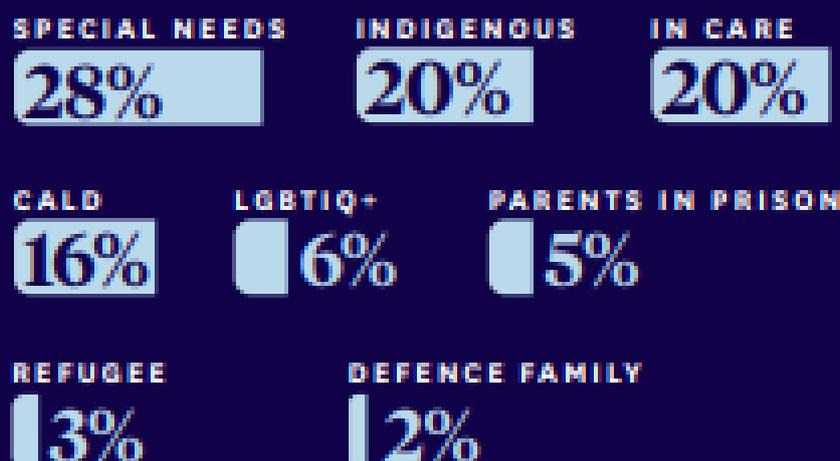
## Informal conversations with students per week

 **3,122**

## Formal conversations with students per week

 **2,345**

## Formal pastoral conversations with particular student groups per week



## Top five issues in formal conversations

MENTAL HEALTH—  
ANXIETY & DEPRESSION 17%

FRIENDSHIP/  
PEER ISSUES 16%

SCHOOL BEHAVIOUR 8%

FAMILY BREAKDOWN/  
PARENTAL SEPARATION 7%

SELF-ESTEEM 6%

## Top five outcomes in formal conversations

ONGOING CARE 66%

DEVELOPMENT OF  
ACTION PLAN 9%

NO FURTHER ACTION  
REQUIRED 9%

ADVOCACY BY  
THE CHAPLAIN 6%

INFORMATION  
GIVEN/REFERRAL 6%

## Types & no. of bullying conversations per week

FACE TO FACE  
182 conversations 80%

ONLINE  
46 conversations 20%

## No. of out of school visits

*e.g. home, church, another school, hospital*

114 per week  
with 54%  
home visits

## Informal conversations with parents and staff per week

 2,241

## Formal conversations with parents and staff per week

 1,189

Chaplains work in partnership with schools to provide a tailored service that meets the four dimensions of psychosocial health. They support the unique mental, social, spiritual and emotional needs of the school community.