

BELLBRIDGE NEWS



Bellbridge Primary School

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IMPORTANT:

Monday 8th June is the **QUEEN'S BIRTHDAY PUBLIC HOLIDAY**.
All students in Grades PREP – 6 will resume school on **Tuesday 9th June**.

CANTEEN IS CLOSED for the remainder of TERM 2

ALL students will need to bring **SNACK AND LUNCH**,
as well as their own **WATER BOTTLE** for personal use.

RETURN TO ON-SITE SCHOOLING (Stage 2)

The government has announced that ALL students in Victoria will return to on-site schooling from Tuesday 9th June.

Our families of P – 2 students (and a number of Grades 3 – 6 on-site learners) are to be congratulated on the respectful manner in which they completed the Stage 1 return to school, which involved entry and exit via 'alphabetical gates' and drop-offs/pick-ups via the staff car park for Grades 3 – 6 on-site supervision students.

ARRANGEMENTS for STAGE 2

ENTRY to (8:10 – 8:30am) and EXIT from (2:30 – 2:40pm) SCHOOL

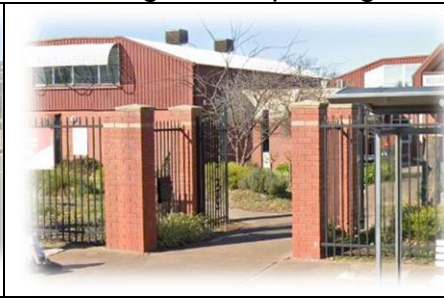
All parents are expected to remain outside the school gates and maintain appropriate physical distancing (*if they choose to leave their cars*) as per the markings (white dots) placed on the footpath around our school to indicate safe physical spacing.

The school gates will be opened for students to ENTER from 8:10am.

Students may enter and exit through any gate (Gate #1, Gate #3, Gate #4) that suits their family's arrangements, e.g. walking to school, riding a bike, parking the car and walking, travelling by bus.



Gate#1: Matlock Street



Gate#3: Bus Stop (Bellbridge Dr)



Gate#4: Rewards Shop (Bellbridge Dr)

Staff will be supervising each entry/exit gate to promote a safe and orderly process, and we request that everyone be patient and respectful as we work through this 'new' stage.

We will be managing the EXITING of students using a **staggered approach** as follows:

2:30 PM	Students with surnames beginning with <u>A – L</u> will exit via any gate.
2:40PM	Students with surnames beginning with <u>M – Z</u> will exit via any gate.

- Siblings with different surnames can leave in the first wave, at 2:30pm.
- Older siblings are encouraged to collect younger siblings when they are dismissed from class and leave the school grounds together.
- Parents are encouraged to develop a 'pick up' plan for their children and make it very clear to their children (especially because parents cannot enter the school grounds), e.g.
 - Meet at the parent's/carer's car on a specific street near the school
 - Meet at a specific gate (#1, #3 or #4)
 - Ride a bike/scooter home
 - Walk home
 - Wait at the Bus Stop

PARENTS MAY NOT ENTER THE SCHOOL GROUNDS unless it is deemed to be essential

Staff will be supervising the entry and exit gates each morning and afternoon and can assist with questions and/or concerns. If parents do need to be on-site, they must minimise their time and practise physical distancing. They must also STOP at the front door of the school and wait for assistance from Office staff before entering the building.

Reasons to be on-site may include:

- Making payments, e.g. netbooks
- Picking up a child for an appointment during the school day

ACTIVE TRAVEL and STUDENTS who WALK and/or RIDE to SCHOOL

It is parents' choice if they wish their child/ren to walk or ride to school without adult supervision, as all students return to on-site schooling. We encourage parents and students to ensure that they abide by the 'Bikes, Scooters & Skateboards Agreement and Policy' (available on our school website), which expects students less than 10 years old be accompanied by an adult, unless otherwise agreed upon by the parent and communicated to the school.

OTHER PROCEDURES in operation during the return to on-site learning

- All classrooms with access to sinks will have hand soap and sanitiser available for student use
- All classrooms without access to sinks will have sanitiser available for student use
- All students must bring their own water bottle, as drink taps will be out of use
- Playground equipment can be used, however, students will be expected to practise hand hygiene before and after use
- Playgrounds will receive enhanced cleaning each day as per DET guidelines
- The Canteen will not be open until further notice – this will be reviewed for Term 3
- There will be no whole school Assembly until further notice
- Teachers will minimise the use of shared equipment used for teaching and learning, and strict hand hygiene will be followed before and after the use of shared equipment
- We will not have daily Buddy Reading between Prep and Grade 6 (and 5D) buddy grades
- There will be no external health providers or parent helpers on-site until further notice

We appreciate the support and understanding demonstrated by our school community during these challenging times. It truly embodies our school's SWPBS approach with everyone maintaining consistent safe, respectful and responsible behaviours.

REMOTE and FLEXIBLE LEARNING: PARENT SURVEY (May 2020)

We are so pleased to have received 221 responses to our recent Parent Survey that sought parents' views about a range of aspects related to our families' experiences during the remote and flexible learning period. A summary of the survey is included below:

How has your child been learning during this remote and flexible learning period?	At Home	On-site
	91%	9%

How often has your child been attending school for on-site supervision?	Every day	3 - 4 days	1 - 2 days	NOT AT ALL
	27	8	16	170

How has your child been learning during this remote and flexible learning period?	
Using a computer or device to access learning materials via school website	206
Using hard copy materials provided by school	20
Completing alternative work, rather than what was provided by the school	33
Using Microsoft Teams and participating in daily video meetings with class teacher	166
Other (see below)	14
<ul style="list-style-type: none"> • Modified learning tasks emailed by teacher each day • Reading Eggs and other apps • Using extra work from home-schooling websites • Working in a workbook as well • Combination of school online material and other activities • Purchased own materials and most days on MS Teams • You Tube lessons • Set extra tasks, e.g. practising times tables 	

Thinking about your experience during the remote and flexible learning period – how much do you agree/disagree with the following statements?		
	AGREE	DISAGREE
I understood what my child/ren were supposed to be doing each day	193	9
I was able to contact my child/ren's teacher, as needed	210	6
My child/ren's teacher provided me with feedback about their learning	172	23
My child/ren were easily distracted by things happening online (social media)	69	103
My child/ren completed all set work each day	158	34
I feel like I now have a better understanding of what my child/ren are learning at school	172	6

I feel the amount of work my child received during remote and flexible learning was.....			
Too little	About right	Just right	Too much
17	97	88	19

During the remote and flexible learning period.....	
My child/ren have been MORE engaged in their school work	63
There has been no notable difference in my child/ren's level of engagement	75
My child/ren have been LESS engaged in their school work	83

During the remote and flexible learning period, how have you ensured your child/ren's attendance has been recorded? (parents selected all that applied)	
Completing the daily check in form	193
Maintaining regular email communication	90
Encouraging regular participation in daily Microsoft Teams class meetings	138
Submitting evidence of work completed	122

Thinking about life in general since the outbreak of the COVID-19 pandemic, rate how you and your child/ren are coping (0 means you are <u>REALLY STRUGGLING</u>; 5 means you are <u>REALLY THRIVING</u>)						
PARENTS	0	1	2	3	4	5
	11	8	18	80	74	30
CHILD/REN	0	1	2	3	4	5
	6	5	18	91	69	32

What aspects of remote learning have been working well for you and your child/ren (sample)
<ul style="list-style-type: none"> • MS Teams meetings each day were very good • Gave me a chance to know what they are learning and what level they are at • More parent interaction and home teaching • Videos • Flexibility to get through the content to fit in with working from home • Communication with teachers • Maths and Specialists activities were some of our most engaging lessons together • The chance for movement breaks has been fantastic • It has been challenging but rewarding assisting them complete their tasks • Saved me time in traffic • Getting to know what she is actually learning at school and seeing how she reacts to each tasks and subject • Having the teachers call to check on them was the only way my children would get motivated • My child has learned to self-pace and learn without assistance from their teacher; it's turned my child into a problem solver and they have learned to figure things out • Flexibility in times to complete learning • Online links and worksheets to print off have been a great help, very well organised • The daily tasks as well as weekly tasks have been really good and easy to follow • Doing all work as hard copy has been good • Choosing what tasks to complete first, taking breaks when needed, waking up a little later • Flexibility of doing tasks at our own pace, any time, day or night • Morning meetings with the class helped a lot • Computer work seems more enjoyable than written work for my child, therefore easier for us as parents to manage • My child knew every day what she was supposed to do. This was also easier for me to do my office work from home whole she completed her school work • Less distraction, more flexibility around breaks

We look forward to reconnecting for the remainder of this term, and maintaining our positive and constructive home-school partnerships. You've done a great job with supporting remote learning!

Debbie Clancy