



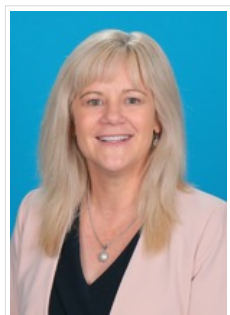
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Newsletter Term 1 Week 8

Principal's Perspective



Dear Parents,

Welcome to this week's newsletter. It has been a difficult start to the year with the emerging Coronavirus Pandemic spreading across the world and now in Western Australia. I am obviously concerned on the impact this may have on our Kinross families, particularly now

that nationally consistent measures have been introduced to discontinue all non-essential gatherings. Many people may find themselves out of work during these difficult times.

Please keep in contact with each other and help each other where you can. This may be child minding, sharing food and groceries, or using local businesses. Please see the latest update on school closures.

COVID-19 Update

While the situation regarding the COVID-19 continues to evolve, the Department of Education sector has established plans and a team to support principals and schools. It is important that as a school community we apply common sense, factual information and a practical approach to COVID – 19.

If a WA school has to close due to a confirmed case, it will be on advice from the WA Health Department's Chief Health Officer. The Chief Health Officer will, if there has been a positive COVID-19 test result in our school, close our school temporarily while assessment and tracing of exposure is conducted. A thorough school clean will then be carried out to make the school safe for the return of students and staff.

In this situation the principal will receive direct advice and support regarding the closure process and communication

materials from the Department of Education's Coronavirus support team.

Upon the school being notified, all families will be immediately contacted and provided with the relevant information. This contact may be during the school day, or before or after school. It is therefore important that we have up-to-date contact details for your children, please notify the front office if these have changed.

Parents will also be advised of the extent to which class work can be completed at home during this temporary closure and provided with the details of how this will work.

While it is acknowledged that this may be a stressful time for the community, parents are reminded that schools open and close all of the time and that the reason for any school closure will be to ensure the safety of all students and staff.

How to minimise the spread of COVID-19

- Frequently washing your hands for at least 20 seconds with soap and water, or using an alcohol based hand gel
- Refraining from touching mouth and nose
- If coughing or sneezing, covering your nose and mouth with a paper tissue or flexed elbow
- Dispose of the tissue immediately after use and perform hand hygiene
- Avoiding close contact with anyone if you, or they, have a cold or flu-like symptoms (maintain a distance of at least 1 metre).

Who cannot attend school – advice as at 16 March 2020

The Prime Minister has introduced measures placed on international arrivals into Australia. This means a mandatory 14 day self-isolation requirement will be placed on all international arrivals into Australia.

Students or staff who have been tested for COVID-19 should follow the advice of the WA Department of Health and stay away from school whilst awaiting results.

Students or staff also need to self-quarantine if they have been informed by public health authorities that they have been in close contact with a confirmed case of coronavirus. They must isolate themselves for 14 days after the date of last contact with the confirmed case.

COVID-19 symptoms

People with COVID-19 may experience:

- fever;
- flu-like symptoms such as coughing, sore throat and fatigue; or
- shortness of breath.

For the latest health information and health related enquiries please visit WA Department of Health or access the helpline 1800 020 080.

COVID-19 testing

The WA Chief Health Officer, Dr Andrew Robertson, has advised people should not go to be tested for COVID-19 to either COVID Clinics or GPs unless they are currently experiencing symptoms and meet the testing criteria.

To be eligible for testing people must:

- be currently experiencing symptoms such as fever, cough or sore throat AND have
- returned from overseas travel in the last 14 days
- OR be currently experiencing symptoms, and be a contact of a confirmed case
- OR be currently experiencing symptoms and believe they have been in close contact with a person infected with COVID-19.

On-Line Learning and Distance Education

All staff at Kinross PS are endeavouring to prepare for the worst case scenario and schools close. Work is being prepared by each team to ensure our students are engaged in learning at home through a variety of activities. Teachers will be communicating with parents and students regularly through CONNECT. Please keep staff updated on your situation.

In the meanwhile, it is business as usual. Ideas for educational activities have already been sent home to parents who are choosing to self-isolate at this time. I would like to include some more here for your perusal.

About learning from home

To provide learning continuity for your child, it's important they have as much routine and certainty as possible. Schools and early childhood services plays a large role in your child's routine. To support learning at home, you're not required to be a subject matter expert or educator. Your role is to partner with your child's school or early childhood service to support your child's home learning.

Your child's school or early childhood service will:

- communicate with you and your child on teacher responsibilities and what students and parents need to do

- communicate with you and provide learning activities for your child to do at home
- use their normal communication tools such as the school or early childhood service website, newsletters, emails and other online tools.

Schools and early childhood services will consider whether families have access to technologies at home. For example, a device and internet connection. They'll advise what online tools your child can use for home learning.

If you do not have a device or internet at home, contact your school or early childhood service to discuss how your child will receive materials.

How to support your child

You can provide support for your child by:

- establishing routines and expectations
- providing a space for your child to work in
- providing a level of supervision appropriate to your child's stage of development
- monitoring communications from teachers
- checking in with your child often to help them manage and pace their work
- monitoring how much time your child is spending online.

Student responsibilities during remote learning

You should adjust these responsibilities according to the age and stage of your child.

Student responsibilities include:

- monitoring digital platforms and communication often to check for announcements and feedback from teachers
- completing tasks with integrity and academic honesty and doing their best work
- doing their best to meet timelines, commitments and due dates
- communicating proactively with their teachers
- collaborating and supporting their classmates in their learning
- abiding by their school's behaviour guidelines.

Setting up a learning environment

We recognise that every home is different. Where possible, it's important to provide a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for an extended period of time. For some families, having all children around one table may work best.

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:

- it can be isolating for your child
- 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 and monitoring your children's learning.

Establishing routines and expectations

- Start and end each day with a check-in.
- Encourage regular exercise breaks. Options could include exercise DVDs, apps, dancing, floor exercises, yoga, walking around the garden or using home exercise equipment. For example, a stationary bicycle, basketball hoop, or other sporting equipment.
- Encourage healthy eating habits and drinking enough water.
- Keep normal bedtime routines for younger children. Expect the same from your older primary and high school aged children too.

It's important that you set these kinds of expectations as soon as learning from home begins, rather than several days later if you notice a child is struggling without a routine.

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.

In the morning, ask:

- 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?

In the afternoon, ask:

- What did you learn today?
- What was challenging? You could come up with a strategy 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?

Regular check-ins throughout the day may also be appropriate. This depends on your child's needs.

These questions allow your child to:

- process the instructions they get from their teachers
- help them organise themselves and set priorities.

Fantastic Websites for Activities

This website has a list of terrific websites for all subject areas and ages. Most of them are free or have free trials for a period of time. Many websites are providing free access for parents throughout the Corona pandemic.

<https://mommypoppins.com/kids/>

[20-online-learning-resources-apps-and-games-for-kids](#)

I suggest students or parents keeping a diary for each day recording the activities completed and maintaining contact with your classroom teachers. Teachers are busy preparing for on-line learning in the case of school closure in the future.

At this stage, all community and whole school events have been cancelled up until the end of Term 2. This is certainly a unique set of circumstances that I hope will improve as soon as possible for everyone.

Please take care, practise social distancing and stay healthy.

Kind regards,

Therese Gorton

Principal



Helping Children Cope Through Crisis

The following link provides ten top tips for parents in helping children through a crisis situation. Children can become anxious as a result of the changes in their routines and coping with unfamiliar situations. I hope this article helps you provide a sense of calm for your children.

<https://www.mercycorps.org/blog/tips-helping-children-through-crisis>

Mrs Hedge's News



Stay at Home Work Suggestions

Following on from recent updates on the Connect Kinross School Space notices, please find attached a copy of the Stay-at Home work suggestions. At this stage, there is still no directive from the Government to provide a comprehensive learning-from-home program, however,

with an increasing number of students away from school we

have created a document with useful websites and suggested activities to keep you going. Teachers are trying their best to maintain regular operations within their classrooms for those students who do attend while keeping up-to-date with new directives.

https://kinrossps.schoolzineplus.com/_file/media/1664/stay_home_work.pdf

Online Safety While at Home

While more students are staying home and in the event that school may close, I have attached some useful information the eSafety Commissioner Website with tips on how to keep children safe at home while accessing work online. This website is a fantastic resource for everyone, including parents, children and educators with up-to-date, useful information on how to stay safe online and how to get help if you need it. The section I have included below is only one part of a useful article, 'COVID-19 an Online Safety Kit for Parents and Carers'. I strongly urge you to follow the link and read the rest of this article as there are some helpful tips on how to avoid scams during this time, how to stay connected and how to look after yourself as well as your children.

<https://www.esafety.gov.au/about-us/blog/covid-19-online-safety-kit-parents-and-carers>

How to help kids stay safe online

Has your child's daycare or school shut down? Have holidays started early? Are you playing it safe or just staying home with the kids more because their usual activities have been cancelled?

Whatever the reason, COVID-19 is likely to mean young people spending more time at home, and online. There are a lot of great ways they can use connected devices to learn and play, but there are also risks that you can help them avoid.

eSafety has a wide range of advice for [parents and carers](#) covering common online safety issues like managing screen time, cyberbullying, inappropriate content, sending nudes and contact from strangers. We also have basic online safety advice for parents in [languages other than English](#).

Here are some steps to help protect young people.

1. Start the chat

It's not possible to be at your child's side every second of the day, so it's important to talk with them about online safety issues to help develop their critical thinking and ability to make good choices. It's also good to let them know they can come to you for help if they have any concerns. You may feel they know more about the latest technology than you do, but you have more life experience to guide them.

- Take the opportunity to [set some boundaries](#) around when and where they can use devices like tablets, smart TVs and gaming consoles, to help limit potential tech tantrums — you could even fill in an Early Years [Family Tech Agreement](#).
- While you are all at home more, it's a great time to co-view and co-play with your kids, so you can understand what they are doing and experiencing online.

- Learn about the games, apps, social media and platforms they are using at [The eSafety Guide](#), including how to protect their information and report inappropriate content or conduct.
- Encourage them to explore eSafety's targeted advice for [kids](#) (primary school) and [young people](#) (secondary school).
- Check eSafety's tips for talking with your child about [tricky personal subjects](#) like online pornography.

2. Use parental controls and safe search options

[Parental controls](#) can help block your child from accessing specific websites, apps or functions. They can also monitor your child's use of connected devices and set time limits. But beware! You cannot always rely on them — they should be used in combination with other online safety strategies.

- Parental controls are available on most tablets, smartphones, computers, TVs and gaming consoles.
- You can also download family safety controls or buy robust filters out of the box.
- You can set up child-friendly search engines, or select safe search settings on digital devices, to help prevent your child from stumbling across inappropriate sites and content.

3. Check smart toy settings

It's surprising how many toys or devices can connect online these days, from drones and smart teddies to tablets and wearables. While they can be both entertaining and educational, they can reveal your child's personal details and location — and allow other people to contact them without you knowing. You can help keep them stay safe by:

- setting strong passwords
- turning off location settings
- limiting the amount of personal information shared.

The [eSafety Gift Guide](#) has advice on what to check for and how to stay safe.

4. Look out for unwanted contact and grooming

[Unwanted contact](#) is any communication that makes your child feel uncomfortable or unsafe, even if they initially welcomed the contact. It can come from a stranger, an online 'friend' or even someone they actually know. At worst, it can involve 'grooming' — building a relationship with the child in order to sexually abuse them.

You can help by:

- making sure their accounts are private — including chat functions on games
- encouraging them to delete requests from strangers and any contacts they don't know in person
- reporting and blocking anyone suspicious on a website or service
- remembering that if they become aggressive or threatening you should contact your local police.

5. Know the signs of cyberbullying

Kids who are bored by long periods at home can pick at each other, and that happens online too. So it's important to keep an eye out for **cyberbullying**. It can include mean posts, comments and messages, as well as being left out of online group activities like gaming.

- Remember, when they are away from school, kids have less access to their usual support systems, including friends, teachers and counsellors.
- eSafety research shows that 14 is the average age of kids who are cyberbullied, girls are more likely to be affected than boys and the person doing the bullying is generally someone they know from school.
- Watch out for signs like your child or teen appearing upset after using their mobile, tablet or computer, being unusually secretive about their online activities or becoming withdrawn.
- Cyberbullying can make social isolation worse and the longer it continues, the more stressed kids can become, impacting on their emotional and physical wellbeing.

What to do if your child is being cyberbullied

As parents, our first instinct may be to ban our children from social media, disable the wi-fi or turn off the data access. But this can actually compound the problem, making your child feel as if they're being punished and heightening their sense of social exclusion.

There are four simple steps that can help minimise the harm:

- report the cyberbullying to the social media service where it is occurring
- collect **evidence** of the cyberbullying material
- if the material is still public 48 hours later, make a **report to eSafety** — we work with social media platforms to have the harmful content removed.
- block the offending user.

NAPLAN Online

As you may have heard, the Education Ministers have made the decision to cancel NAPLAN this year. This decision has been made to help schools focus on the wellbeing of all students and continue to focus on educating our students. Logistical factors have also played a part in the decision making process, with many aspects of the NAPLAN process unachievable in the current climate. As a result, all practice testing will also be cancelled.

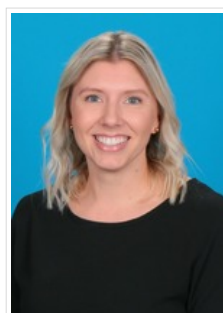
As NAPLAN was only designed to provide us with a snapshot of your child's current achievement level at the time of testing, lessons will continue on as normal and nothing will be changing in regards to our teaching programs. Teachers will continue to teach and assess as normal. If you have any questions in regards to how this may affect your child, please do not hesitate to contact your child's class teacher or a member of the Admin team.

TA3 Assembly

To celebrate the end of Harmony Week, on Friday 13th March, we were lucky enough to enjoy a fantastic assembly item from

TA3. The assembly, which celebrated diversity and equality, reiterated the point that whilst 'we may all be different fish, at KPS we all swim together'. This was reinforced by an important recycling message where Mrs Wilson taught the students how to create a fish out of recycled bottles and materials in art. The students performed their song 'We Are Children of the World' beautifully, followed by an exceptional choir performance of 'We Are'. To conclude the assembly, Mrs Brierley once again led our students as they sang the school Harmony Week song 'One Song'. Thank you Mrs Bell, Mr D and Mrs Schroeder for preparing such a wonderful assembly and of course thank you all the students in TA3 for performing so confidently and clearly.

Mrs Dodge's News

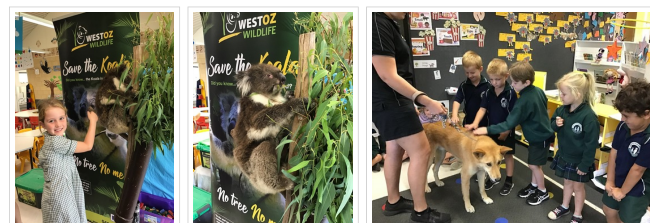


Wonderful Wildlife in Pre-Primary

Our Pre-Primary students were so excited to receive a visit from WestOz Wildlife in recent weeks. The students were able to get up close and personal with a dingo, koala, snakes and a bobtail lizard. They learnt about the visiting animals and discussed how we can all

help keep these animals safe and protected for the future. This incursion was not only an exciting and enjoyable time for our students, but it also linked perfectly with their Science and STEM studies.

Well done, Pre-Primary!



Supporting your child with Mathletics at home:

It is great to see so many students currently participating in online Mathletics activities. With the possibility of moving towards more online learning in the upcoming weeks and months, I would like to take this opportunity to provide parents with some further information to support Mathletics use in the home. I have included a 'Mathletics Primary Console Map' which shows a student's dashboard view and where to click to navigate to different areas of learning. In addition, it is often my observation that students spend most of their time in a Mathletics session using only the 'Live' feature. 'Live Mathletics' is where students play a real-time fluency game and can play against students from their class, school and around the world. While this is a great way to practise maths skills and increase mental calculation speed, this is only a part of the online learning capacity of Mathletics.

Please find the following suggestion for a typical 40min session on Mathletics:

2-5 MIN: Sign In. Create/alter avatars if necessary.

10 MIN: Play Live Mathletics

20 MIN: Move on to the Mathletics Curriculum (Click on the 'Learn' Tab)

5 MIN: Finish with Live Mathletics

It may also interest you to see the 'Quick Start Guide' which shows all the of the 'Live Mathletics' levels and the types of questions students will encounter in each level. Again, it is often my observation that students remain on Level 1 even when they are capable of practising their skills at a much harder level. Please encourage your students to try the next level up if you observe that they are very competent at their current level.

https://kinrossps.schoolzineplus.com/_file/media/1662/primary_console_map.pdf

https://kinrossps.schoolzineplus.com/_file/media/1663/quick_start_guide.pdf

Mrs Smith's News



With all of the uncertainty surrounding the current health situation we are finding ourselves in, I feel it is important to point out the lengths I have seen teachers and students go to in order to instil peace and happiness around the school. Changes may be happening in our school on a daily basis, but everyone is adapting so amazingly well. Keep smiling and remember to be kind to each other.

World's Greatest Shave

Last week, Heidi from TA12 participated in the World's Greatest Shave. This brave student shaved off her hair in order to raise money for blood cancer. We are so proud of Heidi and her willingness to help others. Here's a photo of her and her new 'do'!



Peer Mediators

Last week, Mrs Nelson and the Year 6 Team carefully selected our Peer Mediators for 2020. These students spent last Tuesday morning in training with Mrs Nelson learning how to be great role models and how to solve conflict in a constructive way. These students will be in our playground on a roster over the coming weeks. If students need a hand solving problems, they can help them or guide them towards someone who can. I am looking forward to giving you updates as their role progresses. Congratulations to:

Erica M	Georgia F	Cloey D
Romey F	Rayne M	Michael W
Elisa W	Jessica C	Locky A
Xavier F	Alex C	Harry D
Tom A	Vernice S	Evangeline D
Lily C	Tayla H	Alyssa S
Blake E		

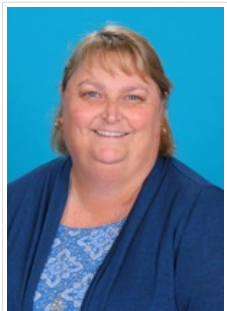


Student Councillor Update

Our student councillors have continued to do an excellent job, fulfilling their roles with dedication and professionalism. We have been meeting once a fortnight to discuss any issues they are having and to do some leadership training and a handover of jobs. Last week they were treated to brand new jackets which they are very proud to wear! Here's two of them looking pretty smart!



Mental Health in Schools Project



Support during this difficult time.

Act Belong Commit have put together a list of ideas on how you can try and keep mentally healthy when isolated, or spending a lot of time at home. Please follow the link and feel free to share with friends and family as we negotiate these difficult times.

actbelongcommit.org.au/news/

Keeping-mentally-healthy-when-isolated-or-spending-a-lot-of-time-at-home

Thanking the people behind the scenes in our school community

Last year as part of our Wellbeing Week celebrations, we began a whole school project to acknowledge and thank the people working in roles other than educators or assistants at our school. Each class was asked to list words or phrases to describe these people and the wonderful roles that they undertake to ensure that our school is the amazing place that it is. These words and phrases were then used to create some Word Art and presented to the valued member of our school.

Given the current circumstances, it seems even more apt that we take the time to acknowledge and thank the hard work of these people in our school community.

Our amazing office staff: Mrs Forrester, Madi and Michelle.

Our lovely library ladies: Mrs Chadbund and Leah.

Our incredible cleaners: Marie, Indira, Komal, Grace and Heeral.

Our brilliant gardener: Mr Brigden.

Our wonderful canteen manager: Claire.

Our caring support services staff: Ilanie and Mr McIntyre.

We feel very lucky to work with these people and greatly appreciate their important contributions to Kinross Primary School.

Mrs Michelle Bell

Mental Health Co-ordinator



Music News



Well done to each and every one of the choir who performed in TA3's Harmony Week assembly - you sang beautifully and remembered everything. A fantastic debut performance! A particular 'congratulations and well done' go to Adam

Hassan-McCallum and Cameron

Sweeney who sang the solo sections so

bravely. Also to the incredible Vocal Group soloists: Christy Schoonens, Ruby Coupar, Kyedon Mills, Rayne Maldero and Cloey Dyer. You all rocked!

Another special mention goes out to Hannah MacMillan, who bravely stood up on stage, on her own, and sang the solo section for the community song, *One Song*. Hannah, you were amazing!

Unfortunately, the *We Believe In Music* concert on 5th April has been postponed with the date to be confirmed. Could all choir members please continue to practise the songs as we will be performing them at some stage. We are also going to be planning for the One Big Voice festival as usual as this concert is still scheduled, as it stands, to go ahead.



Library News



We wish to thank the school community for purchasing items from our recent Book Fair.

Our commission for this Book Fair was over \$700 in which will be spent on new books that your children will borrow from the Library in the future.

Our next Book Fair will be in Term 3 Week 4 10th – 14th August.

Just a reminder that all library books do need to be kept in your child's library bag at all times so they are protected and not lost.

Books need to be returned or renewed each week if your child is attending school.

Thanking you,

Library Staff

Parliament House Excursion

On Thursday 5th March, Year 5 students were lucky to go to Parliament House for an Excursion. They all had a great time, see photos below of the day.



Chaplain's News

Dear KPS Community,

I became aware of the impact our adult talk and media coverage on COVID-19 has on our young members of society when they come by my office very concerned about their own health, that of their loved ones and the subject of death. Here are some tips on how to talk to your young ones when there is something threatening going on in the world:

1. **Monitor your own reaction** – When hearing difficult news, children often look to adults for cues what to think and feel. It is OK to let your children know that you are worried. Try to talk about the topic in a calm manner and be honest and truthful in a way appropriate for their age.
2. **Ask your children what they already know** – Factual knowledge is very powerful in combatting fears and anxiety. Here are two resources giving the facts about COVID-19. This might be a brilliant learning opportunity for students to learn how researching the facts is better than the drama fuelled articles sometimes spread by the media.
 - Australian Government Department of Health <https://www.health.gov.au/resources/publications/coronavirus-covid-19-what-you-need-to-know>
 - World Health Organisation

<https://www.who.int>

3. **Focus on the positives** – For example, talk about how health organisations are doing everything in their power to prevent the spread and again, empower them with knowledge knowing how the virus spread, who is susceptible, mortality rate etc.
4. **Maintain normal routine** – Keeping routine are hugely comforting for children. Some people do feel the need to stock up on necessities preparing for the worst. Children can become overwhelmed and anxious observing this behaviour in adults. There is no harm in being sensible but do discuss your actions with your children.
5. **Watch for changes in behaviour** – Some children won't even notice what is going on around them while others will become emotionally distressed. Signs that children are struggling include an increase in questions about death, problems sleeping, physical complaints, irritability, sadness, clinginess and irrational fears. If you notice any of these signs, do seek help.

(Tips taken from "Something bad happened" (2020), by Dawn Huebner, Jessica Kingsley Publishers, LONDON)

Kind regards,

Ilanie Rensburg

Chaplain