

St George Girls High School

Telephone: 9587 5902 Facsimile: 9553 8043
Email: stgeorgegi-h.school@det.nsw.edu.au
Website: www.sgghs.com.au



Monthly Bulletin

May 2020
Vol. 25 No. 3



Parents & Citizens' Association Meeting

Thursday 28 May
Held Via Zoom
7pm

Parent Teacher Evenings

Years 11 and 12
Tuesday 16 June

Years 7 and 10
Tuesday 30 June

Years 8 and 9
Monday 27 July

Principal's Message

Dear Parents and Students,

Welcome Back to Term 2. I hope you all had a safe and restful break and managed to find the time to re-invest in your own wellbeing and to enjoy a far simpler existence, due to the social distancing restrictions currently in place.

I have been pleased to observe Australia's COVID-19 infection rate appear to be heading in the right direction. The decisions Australians have made individually and collectively as a Nation to limit our social contact with others and stay at home, is reducing the infection rates and undoubtedly saving countless lives. I am cautiously optimistic as I know we have some way to go, and still have the winter cold and flu season to get through. This is a time that we must remain vigilant with our health and hygiene practices and continue on with the great work to stop the spread of this terrible virus. I look forward to restrictions starting to ease, which will also mean that we can begin to plan on returning back to face-to-face teaching on site by the end of the month.

This Gazette is very different to the usual monthly updates that I provide for our community. I take immense pride in showcasing the quality experiences and events that take place at school, however over past few months school life has not been the same and the events and activities that usually take place in March, April and May have not been held.

I decided that this month, I would provide an update on the state of play at the moment. I also feel I have been communicating regularly with parents and students throughout this COVID-19 Pandemic, however I wanted to also clarify some of the key procedures and processes that are likely to remain in place throughout Term 2.

The Premier and Minister for Education have announced a phased operating model for NSW schools during COVID-19. The new model will see students being reintroduced to some face-to-face learning starting from Week 3. The plan is phased and flexible, allowing the DoE to slowly bring schools back to normal while responding quickly to new spikes in transmission if they occur.

The DoE has developed five phases to get schools back to full on site school operations. The DoE information regarding the phases was emailed to parents and I have also included this flyer in the Gazette attachments for your convenience.

- **Phase 0 - Schools are open for families who need it**
- **Phase 1 - Students at school at least one day per week**
- **Phase 2 - Students at school at least two days per week**
- **Phase 3 - Students at school five days per week, with social distancing measures**
- **Phase 4 - Students at school five days per week, with full school activities**

The school has updated and compiled important information for parents/carers and students in relation to the expectations and processes to be followed while remote teaching and learning arrangements and operations are in place.

The document titled '**Remote Learning: A Guide for SGGHS Parents/Carers and Students**' is available for parents/carers and students to access in the **Sentral Student/Parent Portal/Resources/Continuity of Learning**.

This document comprehensively outlines the following information;

Part A: School information and Support

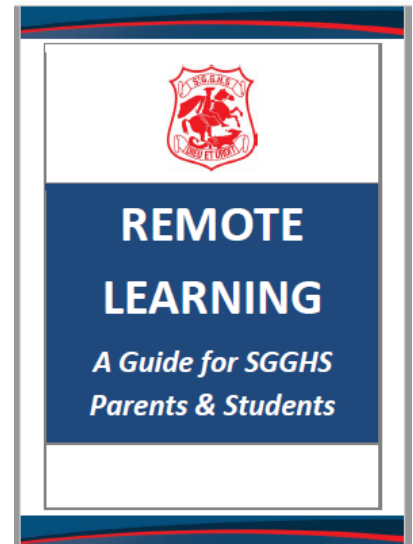
Part B: Continuity of Learning

Part C: Student Wellbeing in relation to school information and support

All Faculty areas have also updated their **SGGHS Faculty Continuity of Learning Plans** (CLPs) for remote learning and communication for Term 2 and these are also available to students and parents/carers via the **Sentral Student/Parent Portal/Resources/Continuity of Learning/Faculty CLP**.

The updated CLPs outline the following information:

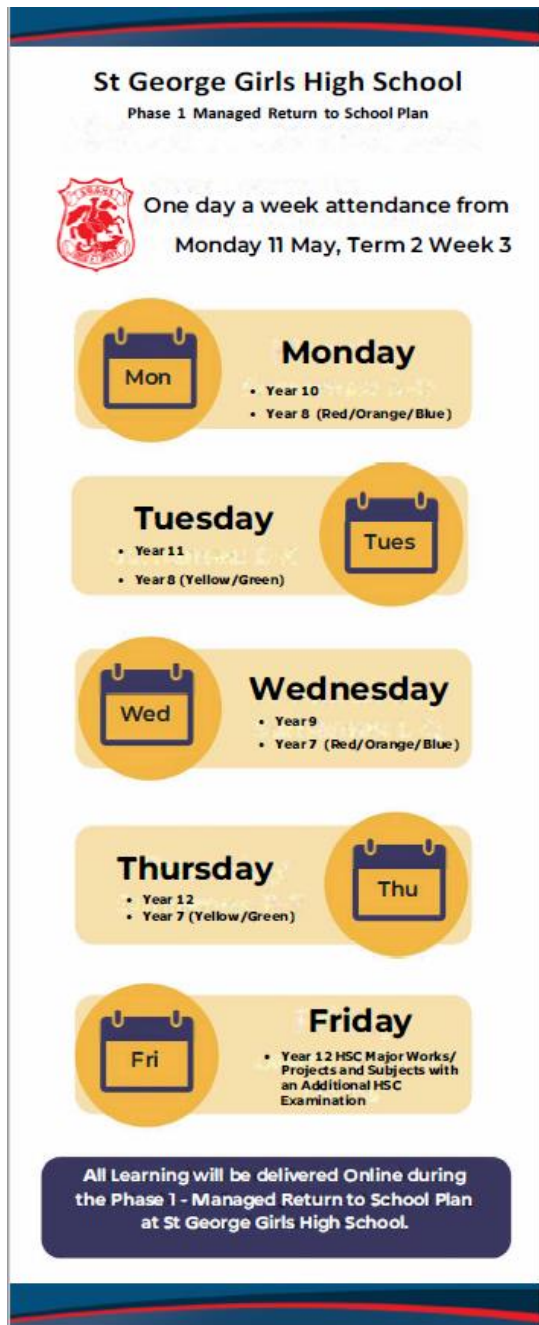
- Online Platform/Method of Delivery
- Communication Procedures
- Delivery of Teaching and Learning Activities
- Weekly Check-In Lessons
- Submission of Compulsory Activities
- Assessments
- Additional Information



Some of the key processes and procedures that are now operational are briefly outlined below;

- All students are required to attend and participate in **weekly compulsory check-in lessons**. **ONE** compulsory online check-in lesson per week has been allocated for junior classes (Years 7-10) and **TWO** compulsory check-in lessons per week has been allocated for senior classes (Years 11 and 12). The updated timetables for the compulsory check-in lessons are available in the **Sentral Student/Parent Portal/Resources/Continuity of Learning/Check-In Lesson Timetables** and posted on the **Year Google Classroom Notice Boards** for students.
- Students are required to submit a compulsory submission activity as communicated by the class teacher. At least **ONE** to **TWO** compulsory submission activities will be set per week per class and these tasks will be tracked and acknowledged by the class teacher.
- Students will have the flexibility to be able to schedule their learning each day to ensure that they complete the weekly set work assigned by their class teachers around their designated check-in lessons.
- All students need to log their attendance at school each morning through a link provided via email and posted on the Google Classroom Year Notice Boards by **9:15am**.
- All Term 2 Assessment details and information have now been finalised by all Faculty teams and collated by the Deputy Principal – Teaching and Learning Ms Pam Abson. The updated Assessment Booklets and Term 2 calendar overview are now available in the **Sentral Student/Parent Portal/Resources/Assessment Information**.

Phase 1 – SGGHS Managed Return to School Plan



St George Girls High School
Phase 1 Managed Return to School Plan

One day a week attendance from
Monday 11 May, Term 2 Week 3

Monday
• Year 10
• Year 8 (Red/Orange/Blue)

Tuesday
• Year 11
• Year 8 (Yellow/Green)

Wednesday
• Year 9
• Year 7 (Red/Orange/Blue)

Thursday
• Year 12
• Year 7 (Yellow/Green)

Friday
• Year 12 HSC Major Works/
Projects and Subjects with
an Additional HSC
Examination

All Learning will be delivered Online during
the Phase 1 - Managed Return to School Plan
at St George Girls High School.


From **Monday 11 May** St George Girls High School commenced Phase 1 of its Managed Return to School Plan for students. The structure for Phase 1 at St George Girls High School has been developed in accordance with the current NSW Health advice, the DoE Guidelines provided to school Principals and with due consideration to our specific school context to best serve the health and wellbeing needs of the students, teachers and parents at the school.

The timetable for the Phase 1 - Managed Return to School Plan for students is outlined in the table. It is important to note that during Phase 1, **ALL** students will continue to engage with all of their learning online and attend school **ONE** day per week.

I would like to say a very BIG thank you to the students and parents/carers for their patience, support and understanding while the school navigates through these challenging and changeable times. I look forward to working together and leading our school through this period of uncertainty and I can't wait until we are all reunited as a school community. I look forward to catching up with each Year group as they attend their designated day over the coming few weeks.

Thank you also to the wonderful teachers, Senior Executive and Executive leadership teams and the Administration and Support staff at St George Girls High School who have invested significant energy and effort over the past few weeks to ensure that we are ready to continue with our remote learning arrangements into Term 2 as well as for their work to ensure that we are ready to implement Phase 1 of the Managed Return to School Plan.

The school will continue to provide parents/carers and students with regular updates as it manages this unfolding situation. Please ensure that you also remain up to date with the information provided by the Department of Education in relation to COVID-19 for families that can be accessed via the following link: <https://education.nsw.gov.au/public-schools/school-safety/novel-coronavirus> or via the 'Our School' tab on the SGGHS website.



A managed return to school

Phase 1

1 day a week | 4 days a week

Keep learning from home. You're doing great!

- Schools will remain open for students who need them and no child will be turned away
- Bring a packed lunch and water bottle
- Keep your distance
- Parents and carers, stay in the car for drop offs and pick ups
- Visit education.nsw.gov.au/learning-from-home to support your child's learning
- Follow health advice and keep your child home if they are unwell

For full details, visit education.nsw.gov.au/managed-return

education.nsw.gov.au

NSW GOVERNMENT



Returning to School Phase 1 Student Handbook Q&A

I have also prepared a **'Returning to School Phase 1 Student Handbook Q&A'** that was emailed to students and parents/carers last week. This document has tried to cover the key questions and advice to students to prepare them for returning to school on their designated day from Week 3. This document can also be accessed via the **Sentral Student/Parent Portal/Resources/Continuity of Learning/Phase 1 Managed Return to School Information**.

Health and Wellbeing Advice for Returning Back to School

The school has been busily preparing to have students and more staff return back on site. The best way to help prevent the spread of COVID-19 is by continuing effective hygiene practices that include:

- Washing hands for 20 seconds with soap and water or an alcohol-based hand sanitiser.
- Avoid close contact with anyone with cold or flu-like symptoms.
- Sneeze or cough into your elbow or a tissue
- Stay home if you are sick.

Posters have been placed across the school in high traffic areas and student bathrooms to remind students about some of the key messages to ensure that the school environment remains a safe place for staff and students.

Have you washed your hands for 20 seconds?



Make sure you clean your hands with soap and water.

Please use hand sanitiser

Physical Distancing

One way to slow the spread of viruses, such as COVID-19, is to implement physical distancing including keeping two arm lengths apart (1.5 metres) from each other. The more space between people, the harder it is for the virus to spread. Physical distancing is being supported by the Phase 1 – Managed Return to School Plan, which will limit the number of students on site in line with health advice and broader community measures.

Existing advice on ways to minimise transmission will continue to be followed and some of these key measures include:

- Encouraging staff and students who are unwell to stay home.
- Providing clear markings to guide staff and students on appropriate social distancing where they are required to line up or queue such as canteens, bathrooms, and the Administration Office.
- Minimising the number of students in classrooms to leave as much space as possible between students.
- Providing additional space and Breakout rooms for staff to use when on site.
- Encouraging parents to keep a distance from school wherever possible and contacting the school by phone or email as required.



Clean your hands with soap and water, or hand sanitiser.



Cover your nose and mouth when you cough or sneeze.



Avoid close contact with anyone with cold or flu-like symptoms.



Stay home if you are sick.

Kids Helpline
1800 55 1800
kidshelpline.com.au
available 24/7



Remember to stay 1.5 metres apart

We all like to socialise with our friends but it's important to keep a distance to stop the spread of the COVID-19 virus.



Please use hand sanitiser

- Limiting non-essential access and use of the school site outside of school hours, for example cancelling monthly P&C Meetings and performance evenings.
- Limiting additional visitors to school to essential providers only.
- Eliminating non-essential gatherings in the school including assemblies, Year meetings and guest speakers.
- Postponing all planned school excursions, sporting activities or other large gatherings.

Hygiene

The school will continue to promote and encourage good hygiene practices in order to protect against infection and to prevent the spread of COVID-19. The following hygiene practices will be implemented for both students and staff, including:

- Washing hands for 20 seconds with soap and water at regular intervals throughout the day, particularly before and after eating and after going to the toilet.
- Immediate exclusion from the classroom of any students who are displaying symptoms.
- Placing used tissues straight into a bin.
- Avoiding touching one's eyes, nose and mouth.
- Not sharing food or drink.
- Not sharing personal items such as mobile phones, pens and pencils etc.
- Bathrooms and high touch services will be wiped down during the day in addition to the enhanced schools cleaning program.
- Every classroom in operation and staffroom will have hand sanitiser distributed for use by staff and students.
- Student toilets have had hand sanitiser dispensers installed.
- Disinfectant wipes will be used to clean high touch areas such as desks, chairs, photocopiers and computers.
- The canteen operator will adhere to the strictest hygiene practices in food preparation.

Environmental Cleaning

COVID-19 can be readily inactivated by cleaning and disinfection, therefore to reduce the spread of viruses in the school enhanced cleaning measures are being implemented.

- Schools will continue to be cleaned each day by professional cleaners
- All schools have an additional 25 per cent of cleaning hours each day to ensure that high touch surfaces are thoroughly cleaned every day and this will continue for as long as required
- Bathrooms and high touch areas will be cleaned during the day including after recess and lunch
- The school will continue to increase the amount of fresh air available indoors by opening windows or adjusting air conditioning

COVID Safe APP



The COVIDSafe app helps find close contacts of COVID-19 cases. The app helps state and territory health officials to quickly contact people who may have been exposed to COVID-19.

The COVIDSafe app speeds up the current manual process of finding people who have been in close contact with someone with COVID-19. This means you'll be contacted more quickly if you are at risk. This reduces the chances of you passing on the virus to your family, friends and other people in the community. If you have yet to download the App, I strongly encourage all members of the school

community to do so to ensure that in the unlikely event that we have a confirmed case in our school, we are able to fast track the tracing process.

Take care of your mental health



It's okay to feel stressed, anxious or worried.



Use credible sources when looking for information about COVID-19 and how to stay safe.



If you're feeling overwhelmed, take a break from watching the news and social media.



Try these healthy coping strategies to find the ones that work best for you:

- Talk to family, friends or teachers about your problems.
- Do something you enjoy.
- Use relaxation techniques like deep breathing or meditation.

If you want to talk it through with someone or find more tips, reach out to one of the following groups:

Kids Helpline
1800 55 1800 (24/7)
kidshelpline.com.au

headspace
1800 650 890
ehheadspace.org.au

Reachout
au.reachout.com

Lifeline
13 11 14 (24/7)

Term 2 Staffing Update

At the start on each school Term there are always a few staffing changes that I like to communicate to the community. Firstly, I would like to welcome back Ms Nina Torrissi to the TAS faculty. Ms Torrissi replaces Mrs Franke who is currently on Maternity leave. I am pleased to report that Mrs Franke welcomed a little boy (Liam) into the world in March.

Ms Hughes continues in a Temporary capacity in English to now cover Ms El Hussein's maternity leave. I am pleased to report that Ms El Hussein has also welcomed a little girl (Aysia) into the world in May.

I would like to welcome Ms Bronwyn Treacy to the CAPA Faculty and Ms Kate Gerrish to the Social Science Faculty. Ms Gerrish replaces Mrs Rahmi while on Maternity leave.

Ms Housego will relieve as Deputy Principal - Curriculum from Monday 11 May - Friday 26 June while Mr Treacy is on approved leave.

I welcome Ms Housego back to the Senior Executive leadership team and I know she will continue to work collaboratively with all members of the school community to successfully lead and manage the curriculum portfolio and support with the management of the changeable COVID-19 situation that we are currently working through as a school community during Term 2.

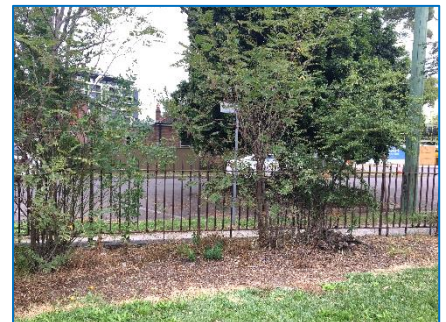
Mr Georgiou will step up into the role of Relieving Head Teacher Administration for this period and I am always grateful for his continued support and willingness to absorb the important role of whole-school administration for our school.

Thank you to the St Georgians

I would like to say a very big thank you to the St Georgians who kindly organised to have a section of the Victoria Street front garden beautified. I have included some images of the section of the garden before and after the project was completed and you can see what a wonderful improvement this has made.

The school is now in the process of continuing this garden bed for the length of the front rose garden and pathway leading up to the entrance into the school. Once the total project is completed, this will certainly enhance the front façade of the school and add to its existing charm and character.

I have also been informed that Department of Education is working on replicating and replacing the front heritage fence on Victoria Street as it has completely rusted through. I look forward to hearing when this project will commence as I know the garden and fence replacement will be a very welcomed facility improvement for our school.



Hall Staging and Lighting Refurbishment and the P&C Stronger Communities Grant Application

Over the past few months a number of key facility enhancements and improvements have been underway. One of the largest of these projects is the hall staging and lighting refurbishment. This has been a significant project to plan and co-ordinate and I would like to thank Mr Treacy and Ms Wright for their work on this project. The flexible staging and improved lighting will certainly enhance what our school performances and productions will look like in the coming years.

The Hall entrance tiles have also been replaced and we are now looking at upgrading the stage curtains and drapes as a final component of this project. I would like to thank the P&C for applying for and obtaining a government grant application via the Stronger Communities Programme (SCP) for these enhancements and I would like to thank the P&C President Mrs Sharon Khan for her work behind the scenes to secure the grant funding to allow the school in partnership with the P&C see this project successfully completed.

NAPLAN Tests

The **NAPLAN tests** for Years 7 and 9 in 2020 have been cancelled in light of the current COVID-19 situation.

2019 Annual Report

The 2019 Annual Report will be finalised by the 1 June 2020 and published on the school website for the school community to access. Ms Abson and I are currently in the process of compiling the Annual Report and I look forward to tabling and discussing the report with you all over the next few months at P&C and Mothers' Committee meetings when the restrictions on non-essential gatherings in schools are lifted. In the interim, I encourage you all to read the Annual Report that celebrates the exceptional educational outcomes and programs delivered at our school, as well as outlining the key progress made in achieving the implementation of the 2018-2020 School Plan projects and priorities over 2019.



Winter Uniform and the Uniform Shop Operations

Students are able to wear either their summer or winter uniform to school on their designated attendance day. Once school operations return to normal, the school will transition to the wearing of full winter uniform. If students do not wear the correct uniform, normal school procedures for obtaining a uniform pass or infringement must be followed.

At this stage, the Uniform Shop will be open on Wednesday afternoon for pick-up of orders which have been placed and paid for online. Orders must be placed and paid for by Tuesday night in order to be picked up on Wednesday between 1pm and 3:30pm. Since not all students will be at school on Wednesdays, orders not picked up on a Wednesday will be left at the front office for pick up. (Orders placed after Tuesday night will not be available until Wednesday of the following week).

The link to the Junior Uniform order form is provided below.

http://www.sgghs.com.au/my-files/Junior_Order_Form_2019%20Fillable.pdf

Student Achievements

I am always thrilled to hear about the individual or group achievements of our students. I welcome all parents and students to email me any achievements that I will proudly celebrate in each month's Gazette correspondence. This month I wanted to congratulate the following students on their outstanding achievements;

- Haiqa Qazi (Year 9) placed 15th and Houda Hamadi (Year 9) placed 44th out of 4153 students globally in the Byte Sized Cross-Curricular Competition. Our school placed 18th globally, 10th in Australia and 3rd in NSW.
- Haiqa Qazi (Year 9) placed 15th and Houda Hamadi (Year 9) placed 17th out of 4153 students globally in the Byte Sized Competition for Science and Spelling. Our school placed 11th globally, 6th in Australia and 3rd in NSW.
- Houda Hamadi (Year 9) placed 15th globally in the Byte sized Competition for Science Skills. Our school was ranked 20th globally, 11th in Australia and 3rd in NSW.
- Houda Hamadi (Year 9) has her article titled "A week in the life of a Kabylie Algerian girl living in Australia" published in the Mala Fund's newsletter - Assembly. The link to Houda's published article is below and I would like to congratulate her on this most noteworthy achievement, the article is certainly worth a read. I enjoyed being interviewed by Houda for this article and we are all very proud of her effort. <https://assembly.malala.org/stories/houda-roll-call>
- On Tuesday 10 March I had the pleasure of attending the Lions Youth of the Year, Region 4 Contest that took place at South Hurstville RSL Club. Cate Armstrong was a finalist in this competition and was required to respond to impromptu questions and deliver a prepared 5 minute speech. Cate was the winner of the prepared speech category on the evening and her powerful and articulate address impressed the audience. Overall the contestant from Ashfield Boys High School was successful in proceeding to the next level of the competition, however all the finalists including two students from Danebank and Caringbah High School certainly made their parents and schools very proud.



I would like to wish you all a great term ahead and I look forward to having our school resume its normal operations. We will now begin planning for Phase 2 and possibly even Phase 3, that will require different thinking and will see many more of our students on site each day and a transition back to face-to-face teaching. I know the staff are also looking forward to returning to their classrooms and I am confident this will be sooner rather than later. The P&C Executive will meet remotely this month on Thursday 28 May using Zoom to connect me with the parents. At this stage non-essential meetings are still not permitted on school grounds. As always, if you have any questions you are very welcome to contact me at school at any time and I will continue to keep you all up to date as we continue to navigate through this changeable and unpredictable landscape. Keep safe.

Ms Betty Romeo
Principal

Deputy Principal's Report – Teaching and Learning

Updated Assessment Information

All students have been provided a copy of the updated assessment booklet and Term 2 assessment calendar overview for their year group. As the current situation is continually changing, faculties have made any necessary modifications to the original assessment information (including weightings, task type and due dates) as best as possible at present. Copies of the updated documents can be located in the Student/Parent Portal/Resources/Assessment Information.

The official assessment notification issued for each task is ALWAYS what students should follow, as this will contain the most up-to-date and accurate information. If there are any queries about the planned assessment tasks students are encouraged to speak with their teachers for any clarification required.

Save the Date: Parent Teacher Interviews

Dates for Parent Teacher Interviews have been arranged for the end of Term 2 and beginning of Term 3:

Tuesday 16 June (Years 11 and 12)

Tuesday 30 June (Years 7 and 10)

Monday 27 July (Years 8 and 9)

The school will ensure appropriate measures are in place to support Parent Teacher Interviews taking place onsite, and have a range of options to best support parents/carers and staff. The advice from the DoE is:

Parent / Teacher meetings can proceed taking into consideration social distancing and personal actions as precautionary measures. Schools may also consider alternate ways to communicate with parents and carers, such as via telephone or video conference facilities.

At this point, please save the date for Parent Teacher Interviews, and we will communicate further details and the specific organisation for these evenings in the coming weeks.

Winter Uniform

Once all students are back onsite full time and normal school operations resume, students will be required to wear the winter uniform. Students may wear a black tailored coat over their jumper if they require additional warmth, especially travelling to and from school. Scarves, if worn, are to be plain red, navy or white. Opaque black stockings may be worn as an alternative to the white ankle socks and skirts are to be no more than 10 cm above the knee. Adherence to uniform provides a sense of belonging and pride in being part of the St George cohort. Students are reminded that they must collect a uniform pass from the Deputy Principal before school, if they have a note from a parent/carer explaining why they are not wearing correct uniform, or a uniform infringement slip from the front office kiosk if they do not have a note.

Tell Them From Me Student Survey – Term 2

This term, during Weeks 4 - 5, our school is taking part in the *Tell Them From Me* student survey. The survey will provide us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. More than 6,300 schools in Australia and around the world have used Tell Them From Me to survey 5.4 million students. Capturing the voices of our students will help improve how we do things at our school. The survey is completed online and is run by an independent research company, **The Learning Bar**, which specialises in school-based surveys.

I want to assure you that the survey is confidential and staff in schools will **not** be able to identify individual students from their responses. To ensure confidentiality, participating students will receive a unique username and password. The survey is conducted online and will typically take less than 30 minutes to complete. Students will be provided with a timeframe to complete the survey. Participating in the survey is entirely voluntary.

As well as schools getting student feedback, the Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has access to data from across NSW and is running a research project to look at state-wide patterns of student wellbeing, engagement and effective teaching practices. The research is looking at how these things impact on student outcomes, including academic performance. Individual students will **not** be identified in any CESE publications, and all information will be handled in accordance with the relevant privacy legislation. Students' personal information will not be disclosed by the department to any other person or body other than as required by law.

This research will help schools in New South Wales to better understand how to improve student wellbeing and engagement. It will also help teachers and principals discuss what works to improve student outcomes. Participating in the survey is entirely voluntary. Your child will not take part if either you or your child do not wish. If, during the survey, your child is uncomfortable, he/she can choose to stop the survey at any time. The majority of questions in the survey can be skipped.

If you **do not want your child to take part** in the survey, please email the school stgeorgegi-h.school@det.nsw.edu.au by **Monday 18 May 2020** acknowledging that you do not consent to your child participating in the survey.

More information about the survey and the research is available on the CESE website: <http://surveys.cese.nsw.gov.au/information-for-parents>

Remote Learning FAQs Video Series with Dr Prue Salter

While some students and families have embraced remote home learning, others are still struggling with certain aspects. For most schools Term 2 there will be a mix of some students returning to classes and others learning from home. How long this will continue for and if it will need to be adjusted again, no-one knows at this point in time. Dr Salter (a specialist in study skills) has released a video series answering the most commonly asked FAQs to help Years 7-12 families make the learning taking place at home as effective as possible this term. You can access this series here: <https://pruesalter.com/RHL/RHL.php>

The one hour session is broken into 17 bite sized chunks of mini-videos.

Topics covered are:

- How can families make the home environment a better space for learning?
- How much schoolwork should students be doing each day?
- What is the best way to approach the day's learning?
- How involved should parents be and what if they also have to work at home?
- How important is it to stick to the curriculum?
- Any specific advice for senior students?
- What if students have trouble learning this way?
- What should senior students do if they feel they are disadvantaged?
- How can students stay motivated to do their schoolwork at home?
- How can students stay more focused in online lessons?
- What do you need to know about webinars?
- How much screen time can students have outside of schooltime?
- What can students do outside of their schoolwork to be more effective learners?
- What are the top tips for parents?
- What are the top tips for students?
- Where can you get help from?

Parenting Ideas – 'Insight' Articles

In this Gazette, the Insight articles focus on supporting families and students during the coronavirus pandemic and learning from home.

1. Leading the way for children during the Coronavirus pandemic

Parents and teachers can lead the way to keep kids safe and anxiety-free during these unprecedented times of the Corona virus pandemic.

2. Successful close quarter living

Close quarter living is the new family norm thanks to the coronavirus pandemic. While challenging at first glance, with strong parental leadership families can thrive in these interesting times.

Ms Pamela Abson
Deputy Principal – Teaching and Learning

Parents and Citizens' Association

Well it's been a very interesting start to the year. Term 2 has already commenced with all students learning online. It's been a steep learning curve for everyone with the sudden introduction of online classrooms and virtual learning. The school has been hard at work behind the scenes to ensure that all girls continue their schooling despite the significant disruption to classes. A big thank you to the teachers and administrative staff.

Our next P&C meeting is scheduled for 7pm Thursday 28 May 2020. We are planning to hold the meeting via virtual conferencing and will provide further details closer to the date. Bunnings BBQs have been put on hold until further notice. We all look forward to the coming days when school gradually starts to return to normal classes. In the meantime, stay safe and if you have any questions for the P&C please feel free to contact myself or the school.

Regards
Sharon Khan
P&C President

sggh.pca@gmail.com

Mothers' Committee

Well, things have turned out very differently to what we were expecting in our last Gazette!
At present, our meetings (usually the first Wednesday of every month during the school terms from 10 am to 12 noon) are on hold until further notice. The Mother-Daughter Dinner, normally held around this time of year, has also been postponed. We'll keep you updated.

Uniform Shop News

For the time being, the Uniform Shop will be open every Wednesday during the school term from 1pm – 3:30pm for **pick up of items ordered and paid for online only**. Orders must be paid for by Tuesday night in order to be picked up on Wednesday. Since not everyone is at school on Wednesdays at the moment, orders not picked up on Wednesday will be left at the front office.

Order forms are on the school website here: <http://www.sgghs.com.au/our-school/uniform>

Please do not worry if your daughter does not yet have a winter uniform – students can wear summer or winter uniform.

Looking forward to getting back to normal soon!

Best wishes,

Edwina

Edwina Murphy
President, Mothers' Committee
Contact Ph: 0409 413 218

Cathy Anderson
Uniform Shop Coordinator
Contact Ph: 0423 533 855

St Georgians

The St Georgians send best wishes to the students, school staff and wider school community in these difficult times. The learning environment certainly looks very different at present – as do so many aspects of our lives.

Donation to the School

One of the aims of The St Georgians is to donate funds to StGGHS to enhance the environment of the school. Over the last 12 months the committee has been investigating ways in which we can donate a portion of the funds raised through our annual luncheons to the school. After consultation with Principal Betty Romeo, we decided on beautifying a section of the front garden. The section we chose was very overgrown and untidy but now looks fabulous. We are very proud to be able to play a small part in the life of the school.

Annual Reunion Luncheon Cancelled

It was with deep regret that we cancelled this year's St Georgians Annual Reunion Luncheon due to the current Covid 19 crisis. We look forward to a bigger and better get together in 2021.

Although we cannot currently hold our monthly committee meetings we are working remotely on some alternative fund raising events for later in the year.

2020 Annual General Meeting

All members are welcome to attend our 2020 AGM to be held at 11.00am on Thursday 23 July 2020 at St George Leagues Club, Kogarah (social distancing regulations permitting). If you would like to attend, please get in touch prior to the day to confirm our meeting place within the club.

TheStGeorgians@hotmail.com

Kim Archibald
St Georgians President

PHASE 0

PHASE 1

PHASE 2

PHASE 3

PHASE 4

At all times

- Schools are safe places for students, teachers and staff.
- All students engage with a single unit of work.
- Keep up-to-date with your school's communications to make sure you receive important messages about timetable changes.
- Any identified cases of COVID-19 will continue to be managed in line with health advice, including temporary school closures where necessary.

Learning from home

Practical resources and guides to support students are available at the department's [Learning from home hub](#).

Schools are open for families who need it.

- Families are encouraged to keep their children at home wherever possible, with no student to be turned away.
- Students who attend school are supervised only, not in their regular classes.
- No excursions or inter-school activities.
- Continued enhanced cleaning and hygiene supply arrangements.

You must continue to

- Keep your child/children at home if possible.
- Support your child/children to continue learning at home.
- Communicate with your school via email and phone wherever possible.
- Follow the health advice and keep your child/children at home if they are unwell.

Students at school at least one day per week.

- Schools have discretion for establishing which group attends on which day, with a preference to group siblings/families together.
- Families who need to send their child to school every day may continue to do so and no child will be turned away.
- Classes are split across different spaces and break times can be staggered.
- No excursions or inter-school activities.
- Continued enhanced cleaning and hygiene supply arrangements.

You can now

- Send your child/children to school one day a week.
- You are encouraged to keep you child at home for the rest of the week wherever possible.
- Check with your school to see which day of the week your child/children should attend.
- Use the school canteen and uniform shop where appropriate hygiene measures are in place.

You must continue to

- Follow your school's advice regarding changes to drop off and pick up, including staying in your car when dropping off and picking up your child/children if safe to do so.
- Maintain social distancing by avoiding gathering outside of school gates.
- Make sure your child/children have access to lunch and snacks, noting some canteens may not be operating at this stage.
- Support your child/children to continue learning at home on remote learning days.
- Communicate with your school via email and phone wherever possible.
- Follow the health advice and keep your child/children at home if they are unwell.

Students at school at least two days per week.

- Schools have discretion for establishing which group attends on which days, with a preference to group siblings/families together.
- Families who need to send their child to school every day may continue to do so and no child will be turned away.
- Classes are split across different spaces and break times can be staggered.
- No excursions or inter-school activities.
- Continued enhanced cleaning and hygiene supply arrangements.

You can now

- Send your child/children to school two days a week.
- You are encouraged to keep you child at home for the rest of the week wherever possible.
- Check with your school to see which two days of the week your child/children should attend.
- Use the school canteen and uniform shop where appropriate hygiene measures are in place.

You must continue to

- Follow your school's advice regarding changes to drop off and pick up, including staying in your car when dropping off and picking up your child/children if safe to do so.
- Maintain social distancing by avoiding gathering outside of school gates.
- Make sure your child/children have access to lunch and snacks, noting some canteens may not be operating at this stage.
- Support your child/children to continue learning at home on remote learning days.
- Communicate with your school via email and phone wherever possible.
- Follow the health advice and keep your child/children at home if they are unwell.

Students at school five days per week, with social distancing measures.

- Students with increased health risks may continue to learn at home to suit their individual needs.
- Students remain in the same classroom for the day, break times can be staggered to reduce mixing between class groups.
- No excursions or inter-school activities.
- Continued enhanced cleaning and hygiene supply arrangements.

You can now

- Send your child/children to school every day.
- Access community services run on school sites, where they are not restricted by Public Health Orders.
- Use the school canteen and uniform shop where appropriate hygiene measures are in place.
- Walk your child/children into and out of school while maintaining social distancing.

You must continue to

- Follow your school's advice regarding changes to drop off and pick up, including staying in your car when dropping off and picking up your child/children if safe to do so.
- Maintain social distancing by avoiding gathering outside of school gates.
- Make sure your child/children have access to lunch and snacks, noting some canteens may not be operating at this stage.
- Support your child/children to continue to learn at home if they are required to learn remotely.
- Communicate with your school via email and phone wherever possible.
- Follow the health advice and keep your child/children at home if they are unwell.

Students at school five days per week, with full school activities.

- Normal school breaks and entry/exit processes will resume.
- Infection control procedures will continue on a school by school basis.
- Communication to staff, students and families regarding NSW Health advice will continue.
- Continued communication to the Early Childhood Education sector regarding NSW Health Advice.

You can now

- Send your child/children to school every day.
- Participate in school excursions and inter-school activities.
- Use playground equipment at schools.
- Drop your child/children off at school as you would normally do.
- Participate in school based activities such as volunteering in classes and assemblies.
- Use services that usually operate at your school like canteens and other community run activities.

A managed return to school

Guidelines for families



Tell Them From Me student survey

Frequently Asked Questions (parents and carers)

Centre for Education Statistics and Evaluation

1. What is the *Tell Them From Me* student survey?

The *Tell Them From Me* student survey asks questions about factors that are known to affect academic achievement and other outcomes. It aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights from the student point of view at the school and system levels. The focus of this NSW survey is on student wellbeing, engagement and effective teaching practices.

2. What kind of questions will the survey ask?

The survey questions relate to the following measures for **primary schools**:

Participation in sports and extra-curricular activities	Behaviour at school	Effective learning time
Use of ICT for learning	Homework behaviour	Teaching relevance and rigour
Sense of belonging	Interest and motivation	Perseverance
Positive relationships	Effort	Experience of being bullied
Valuing school outcomes	Skills and learning challenge	Advocacy at school
Positive teacher-student relations	Expectations for success	Positive learning climate

The survey questions relate to the following measures for **secondary schools**:

Participation in sports and extra-curricular activities	Homework behaviour	Expectations for success
Skills and learning challenge	Academic self-concept	Behaviour at school
Experience of being bullied	Truancy	Sense of belonging
Interest and motivation	Effective learning time	Aspirations: finishing Year 12, University, TAFE
Positive relationships	Effort	Teaching relevance and rigour
Wellness	Valuing school outcomes	Positive learning climate
Academic buoyancy	Advocacy at school	Advocacy outside school
Positive teacher-student relations	Use of ICT for learning	Perseverance

3. How have schools been selected to take part?

The survey is open to all NSW government schools at no cost to them. Your child's school has decided to participate.



4. How will taking part in this survey benefit my child's school?

The *Tell Them From Me* student survey will provide school principals and school leaders with insight into student engagement, wellbeing and effective teaching practices at their school, from the perspective of students.

Data collected from the survey responses are quickly compiled into reports for school leaders. Principals can then use this information to help them identify emerging issues and plan for school improvement.

5. What does my child need to do to participate in the survey?

The survey typically takes less than 30 minutes and is conducted entirely online through a secure website operated by the survey developers, *The Learning Bar*. Schools will make computers or laptops available so that students can complete the survey during school hours.

6. Does my child have to participate?

No, participation in the survey is optional. Your child will not take part if either you or your child do not wish. If, during the survey, your child is uncomfortable, he/she can choose to stop the survey at any time. The majority of questions in the survey can be skipped. Parents/students have a right to apply for access to, and correction of, a student's information.

7. Will the school be able to identify my child from their responses?

Staff in schools will not be able to identify individual students from their responses. To ensure confidentiality, participating students will receive a unique username and password. Where fewer than five students respond to a question, the results will not be made available.

A small number of staff in the department's Centre for Education Statistics and Evaluation (CESE) will have access to individual student responses for the purpose of state-wide

analysis. Individual students' data will be held on a secure server with access strictly limited to CESE researchers. The researchers are interested in trends only – not in individual student responses. No student will be identified in any publication. No school will be identified unless they have given permission.

8. What sort of analysis will be done on the survey data?

Once the surveys are completed by students, reports are prepared and in most cases are available to schools within three business days. School leaders can use the data to better understand the experiences and views of students at their school. CESE will undertake state-wide analysis of the survey data in conjunction with existing student data held by the department, including performance data.

The results will help all schools better understand the relationship between wellbeing, engagement, effective teaching and student learning. Results from CESE's analysis of this data will also help teachers and principals discuss what works to improve student outcomes. This supports the department's continuing focus on quality teaching and leadership. The data will be retained for future analysis to help us better understand the nature of student engagement and wellbeing over time.

9. Can all school students participate in the survey?

The primary school survey is designed for students in Years 4 to 6. Schools are encouraged to allow as many students as possible in these year groups to participate. Secondary schools are encouraged to allow as many students as possible in Years 7 to 12 to participate.

10. When will the *Tell Them From Me* survey happen?

The surveys will be conducted in all participating schools at the end of Term 1 and (optionally) Term 3/4.



What is CESE?

The Centre for Education Statistics and Evaluation (CESE) is part of the NSW Department of Education.

CESE has been established to improve the effectiveness, efficiency and accountability of education in New South Wales.

CESE will identify and share what works, creating new opportunities to improve teaching and learning across all of education.

More information about CESE is available at: www.cese.nsw.gov.au

What is *The Learning Bar*?

The Learning Bar specialises in research-based design and facilitation of student assessments and survey solutions for both primary and secondary students. The in-house research team led by the President, Dr J Douglas Willms, undertakes extensive projects used in the school system to affect national policy. It is against this research that the survey, *Tell Them From Me*, has become the largest national school survey in Canada, used in nine of the ten provinces. Globally, more than 6,300 schools and 5.4 million students have participated in the survey over the last twelve years.

Dr Willms recently held the Tier 1 Canada Research Chair in Literacy and Human Development. He plays a lead role in the development of questions on student engagement for the OECD's Programme for International Student Assessment (PISA).

For purely administrative purposes, *The Learning Bar* will also have temporary access to identifiable student responses to the survey questions. Other than *The Learning Bar* and CESE researchers within the department, identifiable student responses will not be disclosed to any other person or body other than as required by law.

More information about *The Learning Bar* is available at: www.thelearningbar.com

If you have any questions about the parent survey, please contact CESE via email: TTFM@det.nsw.edu.au or by telephone: **1300 131 499**.

STUDY SKILLS TIP FOR MAY

TOP TIPS FOR STAYING FOCUSED IN AN ONLINE LESSON by Dr Prue Salter from www.enhanced-learning.net

By now we are all starting to get a bit more used to different modes of learning. If you are still finding it challenging to stay focused in online lessons, here are some tips to help you:

1. Have clear distinctions between schoolwork time and your personal time. If you let those two worlds collide you will end up never really feeling like you can have time to yourself without feeling guilty. Then in the learning times you can make a more conscious effort to stay on track.
2. If you know you can't stay focused in your bedroom, then do your learning in another part of the house where someone can check up on you. Working in an area of the house where you will be supervised can help you stay on track.
3. Take notes when you are listening to the teacher talk or make a mind map about what is being discussed in the lesson. If you are writing about what you are learning it will help you to be more focused.
4. Turn off all notifications and make sure your mobile is on silent (or preferably in another room). Don't have other windows or applications open on your computer. Take away the temptation so you don't send messages to other students or work on other tasks during a lesson when you are meant to be focused.
5. Every 20 minutes look away at something 20 feet (about 6 metres) away for 20 seconds to reduce eye strain. Stand up and stretch if you need to.



Enhanced Learning
Educational Services
"the study skills specialist"

For more resources and study skills tips, log into www.studyskillshandbook.com.au with these details –

username:

password:

INSIGHTS

Leading the way for children during the Coronavirus pandemic



If you're like me, the news of the Coronavirus (COVID-19) pandemic has your head spinning and your heart pumping. That's only natural as life as we know has taken a seismic shift in recent days.

International travel bans, cancellation of sporting and cultural events, shopping frenzies and talk of school closures continue to dominate the airwaves. Terms such as social distancing, self-isolation and social lockdowns have entered our vocabularies and may soon become part of our daily lives.

Coronavirus is having an unprecedented impact on our daily lives, and will probably do so for some time. While keeping ourselves and children healthy and safe is our main concern, it's also essential to address the anxieties of children and young people during these changing times. Here are some ideas to help inform, reassure and keep children and young people safe.

Build on what your children know

Children and young people have already been exposed to a great deal of information about corona virus through media, digital means and direct social contact. Their understanding will vary depending on their age and also the quality of their information sources so you probably will need to help kids process what they already know.

Casual conversations with teenagers and older children can be useful ways to glean their understanding. You could ask questions like "What are you hearing about Coronavirus? Is there anything you're not sure about?" Younger primary age children may need a more direct approach with parents addressing their specific concerns without giving too much information that can overwhelm them.

Check your own thoughts and feelings

Check your own frame of mind and emotions about COVID-19 before talking to kids. Most children are astute mood detectives and they'll gauge their safety by the way you communicate with them. If you tell a child, "You've got to wash your hands or you'll get infected," you are communicating your own anxieties, making it difficult for them to maintain a healthy state of mind. Have a think about how you can frame your instructions and their importance in a way that doesn't heighten your child's anxieties.

Stay informed

It's difficult to work out fact from fiction, correct from incorrect, information from exaggeration when the news is changing so fast. However you need to educate yourself about the virus itself, including how it's transmitted and how to stay safe. Get information from trustworthy sources such as The Australian Government Health Department website and the current federal government corona virus information media campaign.

Answer questions truthfully

It's important that parents and teachers answer children's questions honestly in age-appropriate ways and within context of what is happening at the given time. If their sport or hobby has been temporarily cancelled empathise with their concerns, while helping them maintain a sense of perspective.

Initiate positive action

One way to reduce anxiety and allay children's fears is to involve them in planning and preparation for their personal and group safety. Positive activities such as maintenance of personal hygiene, greeting people with an elbow tap and getting plenty of sleep can help restore a sense of control, that is so important for their wellbeing.

Find refuge in rituals

Regular rituals such as mealtimes, bedtime stories and regular one-on-one time provide both an anchor to normality and a sense of connection for kids at times of change. Consider reconstituting favoured family rituals at this time if they have lapsed due to lack of time, or lifestyle frenzy.

Look outwards

In difficult times there is a tendency to look inwards, which is a natural protective strategy. The alternative is to establish a sense of connection and community spirit by focusing on generosity and togetherness. Help children see past their own needs and look for ways to assist others whether it's shopping for an elderly neighbour, helping a younger sibling occupy themselves, or planning an indoor movie night for the whole family.

The Coronavirus presents many practical challenges to parents and other important adults in the lives of kids. Staying calm, keeping informed, and adjusting our own habits are just some of the challenges we face. However a significant challenge is one of personal leadership. That is, during these difficult times we need to be civil to each other, look out for each other and be mindful of the common good in everything we do. In this, we can all take a significant lead.



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.

INSIGHTS

Successful close quarter living



The current physical distancing measures due to the COVID-19 pandemic will be with us for some time. This cocooned existence is a test of parental patience, children's willingness to cooperate and a family's ability to pull together.

So, if you're about to enter the family cocoon, or even if you've been living in close family quarters for some time, the following tips will help ensure your children not only survive each other, but emerge from the cocoon with a strong sense of camaraderie, a greater appreciation for their siblings and knowledge that they belong to a rock solid family who can pull together in a crisis.

Get kids on board

Start your period inside the family cocoon by getting everyone on board. Give kids a voice in how they'd like their social isolation time to flow. Listen to their fears and worries. Empathise with any concerns about missing regular activities and contact with friends but point to the positives of having more free time than normal. Consider providing kids with family organisation roles – the music girl, games guy, food planner and so on – and swapping these regularly to maintain interest. At Parenting Ideas, we believe that it's reasonable to expect kids to help at home and there are many resources at our website that help with this.

Establish structure

Many kids struggle with anxiety when routines break down, so ensure that you have a regular structure that brings predictability to each day. Parents and kids need their own routines starting with get up times, work times and in the event of at home learning, times for schoolwork. Break the day into different time zones that mirror their school days. A regular structure will make the days more workable, feel shorter and be more manageable. It's important to keep daily foundation behaviours in place such as waking up at the same time, dressing for school and preparing for class as they trigger your child's readiness for learning. Similarly, relaxing your routine on the weekend gives everyone a break from the structure of the school and working week. A regular family meeting provides an ideal way to give kids some input into their own routines and also a say in how family-life looks in the cocoon. If formal meetings are not for you, then ask for opinions and gain feedback in more conversational ways.

Set up activity zones

The Nordic countries with their long, dark winters lead the way in successful close quarter living. One of their major strategies for success is the establishment of living zones within homes and apartments. These zones differ from the usual sleeping, cooking and communal living areas that you may be used to. They incorporate areas for individual activities including learning, playing, chilling out and exercise. With consistency children soon associate a specific activity with a particular zone making concentration and focus a great deal easier. Avoid having multiple activities in one space as this may lead to conflict, while diluting the impact of this whole zoning strategy.

Get moving, grooving and having fun

Maintaining children's healthy exercise levels when organised sports and informal group play are prohibited is a major challenge for parents. Some organisation and creativity will help. Establish mini movement breaks during each day involving dancing, shooting hoops and exercise to movement. Remember that any activity that gets kids arms and legs moving is beneficial to their physical and mental health. Amp up the fun factor by incorporating music, dancing to online videos and playing simple indoor games.

Instil good mental health habits

As the old saying goes 'prevention is better than a cure', which is pertinent if your child is prone to anxiety and depression. With routine preventative measures such as playing and talking face to face with friends on hold, consider introducing regular mindfulness and breathing into your daily routine. At Parenting Ideas we recommend the resources at smilingminds.com.au as they cater for mindfulness for all groups and at any level. Schedule times for kids to digitally connect with friends so that they don't experience the effects of isolation.

Know when to steer clear

It's hard for family members who are used to doing things on their own to suddenly be thrust together in each other's company for extended periods of time. Many family holidays end in sibling squabbles because family members aren't used to spending so much time together in the same space. Encourage kids to spend some time alone each day so they can relax, reflect and draw on their own emotional resources. Time alone is an under-rated contributor to a child's resilience and mental health.

And know when to come together

While time alone is important it's also essential for your family to come together to connect, to have fun and to enjoy each other's company. Work out your regular family rituals and make these non-negotiable. Evening meals, family discussions and at least one weekly movie or entertainment activity give children and parents the opportunity to come together on a regular basis.

This time spent with your family inside the cocoon at first may be difficult, as it requires changes of habit and behaviour from everyone. There are many positives to close quarter living brought about by COVID-19. Families now get a chance to connect with each in real time and bond with each other in deep, meaningful ways.

Parents also get the chance to establish the positive behavioural and mental health habits in their children that has so often been made difficult by the insanely busy lifestyle that we've all been living for some time now.

The roller coaster has stopped. It's now time adjust to a slower pace and have the types of conversations and pleasurable times with kids that have meaning, have impact and leave lasting memories.



Michael Grose

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