

NEWSLETTER 12 30TH APRIL 2020

Our school is proudly supported by

Wallan & District
Community Bank® Branch 

PRINCIPAL'S REPORT

We are nearly at the end of week three of term 2 remote and flexible learning. I hope that you are all remaining positive and stress free about the learning that your children are doing at home. We are continuing to be amazed at the fabulous photos of students working and creating at home that have been sent through to teachers. Some of the photos are directly related to school developed tasks and others are great ideas developed by families. We have been very fortunate that the last few weeks have allowed for lots of outdoor tasks, painting, chalk drawings on paths (see photos) and planting in the garden. We have had technical difficulties with SENTRAL this week, these were resolved on Thursday and families notified by text. Teachers are continuing to make regular phone calls to all students and their families.

There continues to be lots of different messaging happening between the federal government and the state government about schools. All decisions relating to government schools in Victoria come from the state government. The quote below from James Merlino makes the situation for Victorian schools very clear.

"Let me be very clear – particularly to the Federal Government, who do not run any schools – we will only transition back to face-to-face teaching for all students when that is the advice of the Victorian Chief Health Officer. Not a moment before," Victorian Education Minister James Merlino said.

I have included information about ABC ME that was launched last week. This is an excellent resource for all students, regardless of year level. I have also included another news article this one is from The Age last Saturday. The article is one mother's very realistic account of trying to juggle working from home and managing a primary school aged child. I hope you all remain healthy and safe and are beginning to find a rhythm for the remote and flexible learning program with your children.



ABC ME Learning for Primary School Students

Primary School Students now have access to interactive learning resources to support their remote and flexible learning, thanks to a partnership between the Victorian Government and the ABC.

New learning activities connected to educational programs are screening on ABC ME and have been added to the Victorian Government's new Learning from Home website:

Step 1: <https://fuse.education.vic.gov.au/?NR4RW4>

Step 2: Download the file (this button is on the bottom left hand corner)

Step 3: Open file to see all 15 activities.

Each Thursday the following week's program will uploaded onto FUSE.

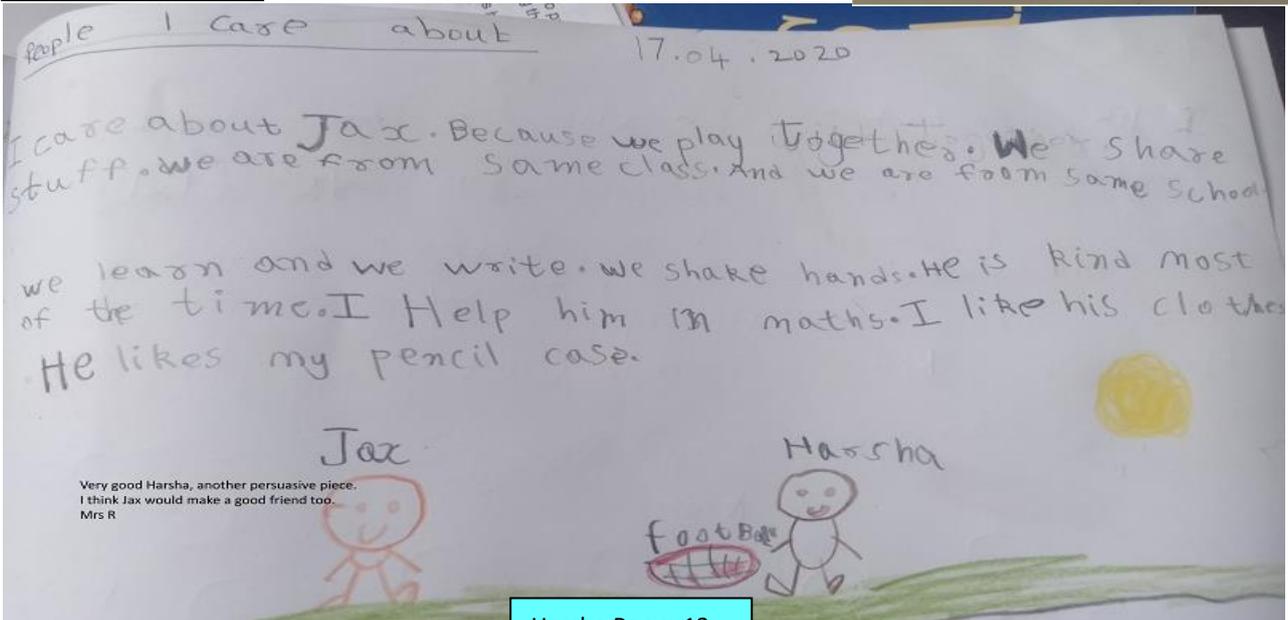
The activities for English, Mathematics, Science and Geography have been designed for primary school students and are aligned to the Victorian Curriculum. Teachers will be able to use these resources to assist in delivering remote learning. Students will be able to watch programs on TV via [ABC ME](#) or online via [ABC iview](#), and then complete learning activities linked to the programs.



Imogene Room 12



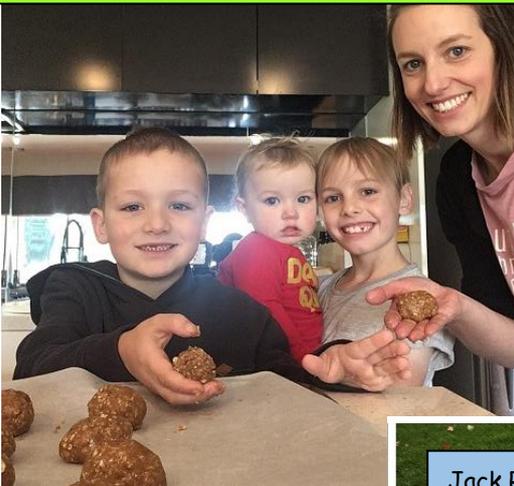
Jasmine Room 18



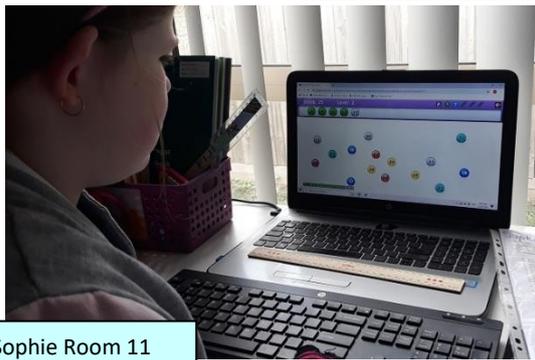
Very good Harsha, another persuasive piece. I think Jax would make a good friend too. Mrs R

Harsha Room 13

Chase Room 7 & Bailey Room 21 making Anzac biscuits with mum Sarah and little sister Shelby.



Cooking superstar: cooking Mexican for tea. It can be good for school maths you can do measuring writing you can do a recipe. Ben, Room 20



Sophie Room 11



Jack Room 18



Chase Room 7

Home school of hard knocks: the diary of a WFH mother

The laborious lockdown means children are being taught by their parents – who are learning just as much as their young charges.

By [Amanda Hooton](#)

April 25, 2020

The Age – Good Weekend (abridged)

Education is an admirable thing. But it is well to remember, from time to time, that nothing worth knowing can be taught. - Oscar Wilde

Day 1

0500 hours: The era of acronyms is upon us: our family's first day of WFH (working from home) with CAH (child at home). My partner and I get up at 5am to get a head-start on (paid) work before child gets up. Start typing.

0520: Seven-year-old daughter, the Primary Schooler, is woken by the cat and gets up. Stop typing.

0525: Not the cat, as it turns out. Nits.

No work possible until 0900, when our school program, drafted on the kitchen table last night, takes effect. Spend intervening hours doing nit treatment, making school lunch in attempt to maintain order and routine (VIP, according to Google home-schooling advice), and attempting to create enticing classroom environment using Primary Schooler's very low desk and tiny kid's chairs. Realise I will be performing all new duties as high-powered teaching professional while sitting only 30 centimetres from the floor.

0855: Primary Schooler attempts to log on to Mathletics on her father's phone. Drops phone, smashes screen. Home schooling begins.

The roots of education are bitter, but the fruit is sweet. – Aristotle

It is a function of adulthood, I suppose, to simultaneously feel that childhood occurred a long time ago in a galaxy far, far away, and also that our seven-year-old selves are right beside us, breathing heavily down our necks.

I am amazed, in our first days of home schooling, at how fresh the emotional freight of education is: as if my long-ago feelings about the times tables (terrible) and Milly Molly Mandy (excellent) have all been perfectly preserved under the pack ice of increasing years, ready to be cracked free by the pick-axe of my own child.

During these first home-schooling days, I can feel my stomach muscles clenched with anxiety as the Primary Schooler completes her "Bridging to Ten" maths worksheets; my desperate focus on getting the mental maths answers correct ($4 + 9 = \dots 13!$). The Primary Schooler, conversely, has the attention span of a gnat, and a kind of sunny confidence unrelated to performance that I find both awe-inspiring and annoying.

Lunchtimes bring more revelations.

One: who knew she ate at 11.30?

Two: who knew she ate a single bite of everything in her lunchbox before finishing anything?

Three: who knew her favourite number was four; or that she understood onomatopoeia; or that she's obsessed with Irish dancing?

I thought I knew her absolutely – the privilege of being a small child's parent – yet here she is, already living a life beyond my influence. Irish dancing! I feel like my own mother, who still remembers the first time I poked my tongue out at her; not because it was naughty, but because it was something I hadn't learnt from her.

Day 4

1300: See Primary Schooler's friend and mother at park. Primary schoolers fall rapturously into each other's arms before we can stop them; mother and I discuss (at great distance and high volume) our worries about our own educational failures being horribly exposed: mother has just completed a shoelace-tying competition with her two children in which she came last.

I have no special talents. I am only passionately curious. - Albert Einstein

By the middle of week two, my new big worry is not educational but technological incompetence. Is the Primary Schooler's learning being compromised because I'm not on top of social media? This seems insane, and yet the other day all her little mates were "bear hunting" around the neighborhood – searching for teddy bears in people's windows – and she was not, because I'm not on Facebook and didn't know what was going on.

I feel devastated by this, but she sails serenely on. The Irish dancing obsession continues: she's somehow discovered that competitors glue their socks to their calves, which she finds mind-boggling (as do I, to be honest); she spends every spare moment leaping heavily around the sitting room with her arms clenched to her sides.

This is, at least, proof of Einstein's theory: an ounce of passionate curiosity outweighs a pound of rote learning. It's clear she knows far more about the slip jig than the three times table.

Meanwhile, back online, it's also clear that home schooling – which, by definition, occurs at home, out of the public eye – has nonetheless become a whole new forum for competitive parenting. No sooner do you let your kid spend half an hour watching nit videos (broadly educational, right?) than you find someone, somewhere, recounting their virtual tour of MOMA with their five-year-old.

The whole thing is utterly exhausting. All this, and work, too. (Remember work?) I find myself longing for some of this "unbearable-tedium-of-lockdown" I keep hearing about. I'm either teaching or working or feeling stricken with guilt; there is no tedium.

Day 11

2130: Still trying to organise tomorrow. Have arranged Zoom violin lesson; pressed flowers for art project collage; cleaned up the detritus from "Will it Float, Sink or Dissolve?" science experiment. Trying to organise worksheet printing when suddenly hear rhythmic hacking noise behind me. Turning, I see cat about to vomit on sitting-room carpet. Run frantically towards her. She vanishes into the night, leaving trail of vomit out the back door.

Clean up vomit, reflecting on new life in which vomit only on the tiles is a win. There's a lesson in that, I'm sure. But I don't know what it is.

You live and learn. Well, at any rate, you live. - Douglas Adams

Week three begins with the Primary Schooler bouncing into the bedroom while I'm still asleep. "I've lost my knick!" she announces. "Your what?" I ask, rearing upright. "My knick. My knick of Irish dancing."

Later, I finally realise: there is a knack to worksheets. They are not intended as a proof of my child's perfection, and therefore my own educational and maternal brilliance. They are a chance for her to learn. Am totally ashamed to say this comes as a revelation. And bizarrely, makes me far less worried about doing them.

Day 19

1200: Primary Schooler spends afternoon with her father and I doing basic carpentry, making bridal couple from paper cups, painting fairy mushroom house, and going on long bike ride to a park where she makes a model boat for the pond. In the late afternoon, we go for an ice-cream.

At dinner, she is utterly delighted – though mystified – to have made her father and me laugh. She sings, performs her patented wind-up clock dance, makes jokes, recites whole sections of Bluey by heart.

She is happy, I realise, to have spent the day with us. It's humbling to realise that your child's favourite times are still the ones she spends with you. For some reason, COVID-19 has made this fact feel both more precious, and more fleeting.

Next time something like this happens – if it ever does – she will be too big for this. Too big to be waiting for us, laughing with us, trying (not always, but often, and with a child's good-hearted grace) to do what we ask. So maybe we should also try, at least in fleeting moments, to enjoy the horror while it lasts.



The Victorian Premiers' Reading Challenge is now open and Wallan is excited to be participating

The Challenge is open to all Victorian children from birth to Year 10 in recognition of the importance of reading for literacy development. It is not a competition; but a personal challenge for children to read a set number of books by 4 September 2020.

Children from Prep to Year 2 are encouraged to read or 'experience' 30 books with their parents and teachers. Children from Year 3 to Year 10 are challenged to read 15 books.

All children who meet the Challenge will receive a certificate of achievement signed by the Victorian Premier and former Premiers.

To read the Premier's letter to parents, view the booklists and for more information about the Victorian Premiers' Reading Challenge, visit: www.education.vic.gov.au/prc