



20th April, 2020

CALENDAR

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From the Principal



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Welcome to Remote Learning

First of all thank you to our whole school community, parents, staff and students you have handled this situation with amazing poise, patience and common sense. I cannot thank you enough.

There have been some amazing efforts this week and some I would really like to acknowledge. Mr. Ian Skillen our IT Manager has been absolutely inundated with requests as you can imagine. Ian's work over the last 4 days has been incredible and has worked long hours to make things work. Thank you so much.

Our awesome office Anne Bone, Neryl Hopcraft and Julie Dalliston staff have been really diligent in their work, on Thursday morning Neryl probably took 80 phone calls and our switchboard was all red for 2 hours. Without these efforts at this time our remote school does not function effectively. Well done ladies.

Our staff have been working over-time in shifting entire curriculum syllabuses over into a digital format. As you can imagine has been a monumental task and a steep learning curve for some. Our staff have handled this in a very professional and methodical way and should be commended on their dedication.

Our students and families are working hard too. For many parents this has been a good insight into the work your children do on a daily basis, the effort they put in and the levels they are at. As we are learning as teachers, parents may also benefit from our experience of understanding that your children and our students maybe better at the technology we use than us. We should not be afraid of this, rather take it as an opportunity to learn from someone else – even if they are much younger.

Thanks must also go to our school captains Melissa Blackshaw and Abbey McColl who for the first time at MNSC did a live Facebook "Just Ask Me". Our ability to digitalize our communications is in its infancy and we will better and more professional as we learn each time. I commend our captains who have not just done 'Facebook live' and Youtube videos but also had a serious impact in shaping our responses to the emerging situation. They have been sitting in on college leadership meetings and been vocal via email. Their input has been invaluable.

We should know what it going on (and we do) but remote learning has given our students the opportunity to work at their own pace. This means that students can take the time to ask questions and further research concepts they find difficult. It also means that concepts they find easy they can finish and move to the next learnings faster. Whilst the lack of personal contact is a concern, remote learning does have its benefits.

Lastly thank you to all of the parents who are putting your time into your child's schooling whether it be upgrading your IT infrastructure at home or telling your child to get up at 8:30am because they have a WEBEX meeting at 9:00am it all helps. Please remember that this is remote learning not home schooling. Our teachers are still writing and delivering curriculum, following up on welfare issues and communicating with students in different ways. We are always here to help and are just an email or phone call away.

Scott Moorhouse
Acting Principal

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Curriculum and Teaching and Learning News

CURRICULUM

Teachers and students have adapted well to flexible and remote learning; teachers are using online learning management systems to provide delivery of the student's usual curriculum. WebEx and Compass have been fantastic platforms to deliver live high quality curriculum with the support from other familiar curriculum apps such as Stile for Science; which blends interactive science lessons, news stories and hands-on investigations; Education Perfect which has curriculum-aligned online resources and improves student learning outcomes by magnifying the work already covered by the teacher; Mathletics for Math which is fantastic for engaging students through activities and challenges that are relevant and attention-grabbing; and DuoLingo for German that uses bite-size curriculum aligned lessons and assists in fostering long-term retention. And there are others.....

PIVOT SURVEY

During term one we introduced PIVOT at the school which is a short, targeted online student perception survey focusing on student voice and agency. The Pivot Student Survey is a set of 30 questions designed to collect responses from students about how a teacher's practice supports their learning needs in the classroom. The data provides individual teacher results, KLA results and whole school results and gives insight into Areas of Strength and Areas of Growth. For example, at a whole school level:

Areas of strength:

- This teacher is knowledgeable about the topics in this subject
- This teacher treats me with respect
- This teacher is clear about the behaviour they expect from us

Areas for growth:

- This teacher teaches me strategies to improve my reading skills in this subject
- This class keeps my attention
- This teacher helps me build my vocabulary

With this data, Leadership can plan professional development and teachers can set personal goals. The survey is repeated at a later date to see if the results in individual teacher and overall school results have shown an improvement.

PAT – PROGRESSIVE ACHIEVEMENT TEST

Students in Year 7 and 8 undertook PAT in 'Math' and 'Reading' during term one. The tests provide overall descriptions of the types of skills mastered and those still to be developed based on the performance of the student. The results can be used to inform teaching and learning and to assist in planning effective and targeted learning programs. Students in Year 9 and 10 will also complete the tests as soon as school resumes.

If you have any questions, please do not hesitate to contact me via email: cropper.bernadette.b@edumail.vic.gov.au

Bernadette Cropper
Assistant Principal for Teaching and Learning



Remote Learning

How to learn from home during the COVID-19 isolation period

With most MNSC students now engaged in a learning from home program, now is a good time to consider how families can support learning whilst minimising stress for all involved.

A Space to work:

All learners need somewhere to work. Ideally a space of their own, but this could be shared. Good learning spaces place should be clean, well lit and free from distractions -so not near the TV (or the TV must be turned off). Avoid places where others are talking/relaxing. Try to choose a space with access to natural light. Make sure to sit with the light behind you to illuminate you work. Learners should work in a space where others can see them, rather than in a closed bedroom, assists in making learning cybersafe.

All learning should take place in this space, however when you've finished studying, pack up and leave. Your breaks should occur in a different space.

Online hints:

Whilst most learning will still consist normal practices like reading textbook, answering set questions and completing projects and worksheet, some online work is inevitable. All students at MNSC will have learning programs listed on compass. Parents/carers can access these programs so that they know what is expected of the students. Where possible, students should follow their normal timetable. Working on each subject at normal times and taking breaks at normal times as well.

Most teachers are using WebEx video conferencing to assist students. This is not an expected part of every lesson. WebEx is a way for teachers and students to stay in touch and lets teachers provide assistance to students if they have any difficulties.

The internet can provide additional assistance. Some classes will use sites such as Edrolo, Education Perfect, Mathletics or StileApp to provide additional engaging learning activities to supplement their normal program. Equally a google search my find websites or YouTube clips that help answer questions you may have.

If you don't have access to a computer, or the internet (hot-spotting from a phone is OK, if you don't have broadband) or are having troubles logging into Compass you should contact the school.

The role of the parent:

Parents/Carers are not expected to replace teachers. Our teachers are experienced professionals, with specialised training. Parents should focus on supporting students to ensure that they fully engage with the learning tasks that have been set up for them. The subject teachers will help students to grasp new concepts and assist in solving problems. Parents/cares are not expected to do this.

By helping students to be focussed on set tasks, be organised and showing interest in their learning parents & carers can provide vital support during a difficult and uncertain time.

Links to a video clip showing parents/carers how to use Compass to support student learning is available on our Compass, Facebook and YouTube pages.

Parents can email specific class teachers via compass. For more general concerns and questions contact principal@mns.vic.edu.au

Nic Ryan
Acting Assistant Principal

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child. The annual CSEF amount per student is \$225 for secondary school students.

HOW TO APPLY

New applicants can fill out the attached form and return to the school office.

If you applied for the CSEF at your child's school in 2019, you do not need to complete an application form in 2020 unless there has been a change in your family circumstances.

You only need to complete an application if:

- Your child has started or changed schools in 2020 or you did not apply in 2019.
- Changed family circumstances e.g. change of name, concession card number/date change or change of custody.

Applications close 26th June 2020.



CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) APPLICATION FORM

School Name

School REF ID

Parent/legal guardian details

Surname _____

First name _____

Address _____

Town/suburb _____ State _____ Postcode _____

Contact number _____

Centrelink pensioner concession **OR** Health care card number (CRN)

- - - **OR**

Foster parent* **OR** Veterans affairs pensioner

*Foster Parents must provide a copy of the temporary care order letter from the Department of Health and Human Services (DHHS).

Student details

Child's surname	Child's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level

I authorise the Department of Education and Training (DET) to use Centrelink Confirmation eServices to perform an enquiry of my Centrelink customer details and concession card status in order to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government Department of Human Services (DHS) to provide the results of that enquiry to DET.

I understand that:

- DHS will use information I have provided to DET to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DET personal information including my name, address, payment and concession card type and status.
- this consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my circumstances/details from DHS and provide it to DET so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- if I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DET.
- information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to the Victorian Department of Health and Human Services and /or State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You are able to request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

Signature of applicant _____

Date ____ / ____ / ____

CSEF ELIGIBILITY

Below is the criteria used to determine a student's eligibility for the Camps, Sports and Excursions Fund (CSEF).

Criteria 1 – Eligibility

To be eligible* for the fund, a parent or legal guardian of a student attending a registered Government or non-government Victorian primary or secondary school must:

- on the first day of Term one, or;
- on the first day of Term two;
 - a) Be an eligible beneficiary within the meaning of the *State Concessions Act 2004*, that is, be a holder of Veterans Affairs Gold Card or be an eligible Centrelink Health Care Card (HCC) or Pensioner Concession Card (PCC) holder, OR
 - b) Be a temporary foster parent, and;
 - c) Submit an application to the school by the due date.

* A special consideration eligibility category also exists. For more information, see: www.education.vic.gov.au/csef

Parents who receive a Carer Allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with one of (a) or (b) above.

Criteria 2 - Be of school age and attend school in Victoria

School is compulsory for all Victorian children aged between six and 17 years of age inclusive.

For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. Typically, these students are aged between five and 18 years inclusive.

CSEF is not payable to students attending pre-school, kindergarten, home schooled, or TAFE.

Eligibility Date

For concession card holders CSEF eligibility will be subject to the parent/legal guardian's concession card being successfully validated with Centrelink on the first day of either term one (28 January 2020) or term two (14 April 2020).

PAYMENT AMOUNTS

CSEF payment amount

The CSEF is an annual payment to the school to be used towards camps, sports and/or excursion expenses for the benefit of the eligible student.

- Primary school student rate: \$125 per year.
- Secondary school student rate: \$225 per year.

The CSEF is paid directly to your child's school and will be allocated by the school towards camps, sports and/or excursion costs for your child.

For **ungraded students**, the rate payable is determined by the student's date of birth. For more information, see: www.education.vic.gov.au/csef

Year 7 government school students who are CSEF recipients are also eligible for a uniform voucher. Secondary schools are required to make applications on behalf of parents so please register your interest at the school.

HOW TO COMPLETE THE APPLICATION FORM

NOTE: ALL SECTIONS MUST BE COMPLETED BY PARENT/LEGAL GUARDIAN

1. Complete the PARENT/LEGAL GUARDIAN DETAILS section.

Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.

If you are claiming as a Foster Parent or a Veteran Affairs Pensioner, you will need to provide a copy of documentation confirming your status as a temporary Foster Parent or provide your Veterans Affairs Pensioner Gold card to the school.

2. Complete the STUDENT/S DETAILS section for students at this school.

3. Sign and date the form and return it to the school office as soon as possible. The CSEF program for 2020 closes on 26 June, 2020.

CSEF payments cannot be claimed retrospectively for prior years.

Queries relating to CSEF eligibility and payments should be directed to the school.