

# Australian Principals Federation

## President's Message—Julie Podbury



### Term break edition

I trust you are getting something of a break as you prepare for what is to come in term 2. I have been told by some members that they have not had a break due to the work to be done and calls coming from staff around the challenges to be faced. Some have advised me that they are struggling to sleep there is so much going on in their heads.

We offer this newsletter to our members to assist in preparation for flexible learning. This will be an exceptionally challenging time and will need to be managed carefully to get the best outcomes for students, and provide a weather eye on their safety and wellbeing at home. At the same time the wellbeing of your staff is to be taken into consideration. Unless monitored very carefully the workload could become unmanageable.

Further, we raise the very real prospect that schools may end up being the place parents send their children when they are not coping with them at home, after a few short weeks of their continued presence. So while schools are kept open for the children of essential workers or for vulnerable children, and limited staff are available to monitor them in the school, this might soon change, unless monitored carefully.

**You will need to take a risk management approach in your preparations for this on-line/ remote learning environment as well as those children who attend the school. We believe this should include daily temperature checks of staff and children attending the school site.**

We remain deeply concerned for our colleagues in Special/Specialist Schools, knowing that they are likely to have a full compliment of their students at school, and the concept of Social Distancing to be impossible in most cases in their schools.

The 20 page document prepared by John Handley which contained your questions, concerns and advice around this educational challenge, was sent to DET on Monday 30th March. We have been in constant contact with DET since then seeking answers for your questions and offering advice when required. We reproduce the Summary of Findings below.

### Summary of Findings

Whilst there are a number of consistent messages, what is most clear is that the confidence and capability of respondents' schools to adequately adjust to a remote school environment is highly variable. School location, ethnicity and socio-economic factors are pronounced. Equity of access to learning and capacity/willingness of parents and carers is highly variable. This is highly likely to further exacerbate the learning outcome gap for students with learning difficulties, some ethnic and indigenous communities including some refugees, PSD students, students with parents/carers who won't provide adequate support and supervision, and isolated rural communities.

There is genuine concern with how schools might cope with the dual mode of delivery (some students at school, some at home). Suggestions that CRTs can fill the void of absent teachers is seen to be unworkable and inappropriate.

And overwhelmingly there is concern for those (students, parents, teachers) without ICT access or limited capability, and as expected the well-being implications of staff, students and school communities.



### In this issue:

This nine page, text dense issue is designed to save you some time if you have not already addressed the myriad of issues that need to be considered for on-line/flexible learning.

Members of the APF Council have generously provided this material for you.

A copy of the teacher, parent and student advice is also provided in a Word document so that cut and paste any parts of this into your own communications.

When sent to staff, the Secondary Principal will include OHS and Child Safe information.

The Primary material will include sample timetables for 1-2, 3-4 and 5-6

### APF Website

<https://apf.net.au>

Members only sections requires log-in. This is the same as was previously used.

If you need this information please text Gemma or Julie. Gemma will respond Mon, Thur & Fri.

A further area of angst for some Principals continues to be with the mixed or confusing messages from DET. To be fair, everybody understands this is a most unusual time, and DET head office and regional staff are challenged to work out best practices just like schools. However, clarity around whether communications are directives or guidance would be welcomed by many.

It is understood that currently the experience levels and time in the job for our Principal Class is highly variable. Not surprisingly, Principals share a range of views reflecting their own variations along continua of anxiety, self-confidence, confidence in their own and their school's capacity and the need for greater system support.

### Summary of Concerns

#### IT Issues

- Lack of universal access to suitable IT devices or internet
- Particularly prevalent for disadvantaged families
- Lack of confidence in IT systems including NBN, Internet providers, DET IT providers



#### Equity & Well-Being Issues

- Variability of capacity and/or willingness for Home support from family and carers to ensure learning occurs. This includes families from some non-English speaking backgrounds and refugees who want to support but can't. and families that have lower value of education than most others
- Variability of emotional support for students, particularly vulnerable students. This includes the loss of a sense of community for many, depending on their local and school environments
- Difficulties for provision of suitable online learning for Preps to year 2 who are at a pre or early reading stage
- Staff well-being as they deal with their own self and family health and well-being whilst there is an expectation to step up to a very different working environment.
- Student anxieties about the impacts of the circumstance on their well-being and learning progression

#### Quality of Learning & System Consistencies

- An expected increase in the level of inconsistency of practice across and within schools, and its impact on student learning growth. This includes the level of expectation of teachers to deliver quality learning online where there is such a variance in capability.
- Lack of explicit clarity on what a day in the life of a teacher and student should look like
- There is an expectation of a mismatch between parent expectation of what a school and its teachers should and can do during this period of remote learning.

#### Privacy and Permission

- The challenges of getting "parent approval" for teacher to student contact (this has subsequently been clarified with a changed requirement to inform parents)
- The potential privacy issues resulting from teacher to student contact if outside school systems like COMPASS; e.g. mobile contact
- How decisions would be made on whether teachers can be at school or not
- Whether it is conceivable for extended periods to have dual modes of learning – at school and remote

#### Monitoring of Student Learning

- How will the monitoring of student learning, progress, and actual assessments be best undertaken? And very importantly what's happening for VCE and VCAL students – so far, no communication from VCAA.
- How do Principals and teachers manage responsibilities as primary carers as well as their professional expectations?



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**Many new members this week. Thank you all for your help in spreading the word.**

**\* NOTE: Monday, Thursday & Friday are my APF working days. If you need assistance on Tuesday and Wednesday, text Julie or Mark direct please.**



Gemma Naylor  
APF Executive  
Officer

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Join the APF

<https://apf.net.au>

Forms can be completed on-line.

### School Administration

- What will be DET expectations regarding School AIPs and PDP processes and judgements?
- How will Principals manage staff absence, illness, other leave, and replacements etc during this period of school closures and remote learning?
- What is to be expected of Education support staff with wide ranging responsibilities during this remote learning period?
- How best can the system share quality “protocols of practice” relevant to these unique circumstances during periods of school closures and remote learning?
- How will loss of revenue balance with less time using resources at school?

**Link to the latest from the DET about coronavirus – Keep up to date by regularly checking!**

<https://www.education.vic.gov.au/about/department/Pages/coronavirus.aspx>

## A sample - Advice for Secondary Teachers

### Online Learning Information for Teachers

As we navigate the remote learning environment, a set of protocols have been put together to ensure; continuity of learning for our students, their wellbeing is supported and that the teaching and educational support staff have a framework from which they can successfully undertake their role.

This is an opportunity for us to provide interesting and rich tasks with quality feedback.

Eric Sheninger is a Educational Speaker and Author who says:

***‘Piling on work doesn’t equate to learning, especially if kids don’t have adequate parental support at home. Make it manageable, use common sense and find ways to give learners valuable feedback. It’s not how much is assigned, it’s the quality of what is assigned’***

*Important note: we will need to be understanding and empathetic over the course of moving to a remote learning environment. In these uncertain times it may not be possible for students to achieve what we want due to; varying family situations, lack of bandwidth at home, mental health issues and more. As teachers, you also need to be kind to yourselves. We need to focus on doing what we can in this new environment to keep ourselves and kids connected.*

### The Department of Education expect that the following will be carefully considered in our efforts to move to the remote learning environment

- how teachers will design and plan, individually and collectively
- what curriculum content you’ll deliver
- how you’ll deliver curriculum content during the day and across the week(s), which may include using technologies
- how you’ll assess student learning
- which cohorts are likely to need additional support, and how you’ll support them
- what school and other leaders’ roles and responsibilities will be
- what existing structures, processes and resources in the school you might leverage

The relationships the school currently has that you might successfully leverage, including relationships with other schools and with community and/or industry partners.

The online environment is not new to us, however the notion of remote learning with limited/no face to face interaction is taking teachers into uncharted territory. The following set of protocols will ensure:

- Students can continue to learn with access for everyone in a supportive and safe environment
- Teachers can continue to teach some aspects of the coursework and skills



### Support for members

We are here to support and offer advice to all members at any time.

**Julie - 0419 103 664**

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**Mark - 0418 551 375**

[industrialofficer@apf.net.au](mailto:industrialofficer@apf.net.au)

**John—0407 557 862**

[jimhandley@gmail.com](mailto:jimhandley@gmail.com)

Ring us direct

### Conflict of Interest

This issue is still causing concerns for some of our members. If in doubt please ring to ask for advice.

I am happy to come to Network or other meetings to present to you on this topic.

Please email me or ring to discuss.



Mark Arkinstall

APF Industrial Officer

**Mark - 0418 551 375**

[industrialofficer@apf.net.au](mailto:industrialofficer@apf.net.au)

### How will we achieve a remote teaching environment?

- Tasks and instruction are provided for all students - date of distribution is recorded publicly
- Tasks are set every 2 weeks, please take into account those students who may need a task scaffolded
- Students submit their partially completed tasks 3 days later for feedback (formative assessment)
- Teachers provide feedback, students then complete the tasks using the feedback and submit the task electronically 2 weeks after the distribution date
- Tasks are assessed and feedback and grades recorded in Compass
- Check the class lists, identify our supported students and allow the integration team to access the tasks. They will be speaking with their students to assist over the phone

NOTE: Homework will **not** be part of remote teaching and learning with the exception of regular reading.

### Remote teaching and learning for year 7 - 10 who have online access

1. All Home Group teachers log into Google Classroom at 9am every morning to mark roll and make contact with your Home Group students. Please report any wellbeing concerns or students who don't log in for roll marking to the Year Level Heads via an email. This will ensure we are making daily contact.
2. The majority of teaching will take place via Compass, Google Classroom, Maths Pathways, STILE for science, and email
3. Compass should be the first port of call for students, you can then direct them to other places or resources (you may say 'go to Google Classroom for details further information).
4. If you are part time please inform your classes of the day/s you don't work.
5. Logging in live is only required once per week for a 3 period subject and twice for a 5 period subject. This is to check that students are on track and to ascertain any wellbeing concerns. As the classroom teacher it is you who determines which period/periods they must log into. This needs to be clearly communicated to your students.
6. Rolls must be marked when logging in live
7. Name of students who don't log in must be reported to the Year Level Heads
8. Questions from students can be posted on Compass or Google Classroom (depending on what you decide) teachers will be required to answer them within 24 hours
9. Pre recorded videos can be used as a teaching strategy with a chance for questions via google classroom
10. Google slides with a voice over can be used.



Reserve using live 'Google Meet' for VCE and even then, online contact should be limited with all student cameras and microphones turned OFF.

### Remote teaching and learning for VCE who have online access

1. All Home Group teachers log into their classroom Home Group at 9am every morning to mark roll and make contact with your Home Group students. Please report any wellbeing concerns or students who don't log in for this particular roll marking time to the Year Level Heads via an email. Roll marking processes will be explained to you.
2. The majority of teaching will take place via Google Classroom, Compass, Edrolo, email, google slides with a voice over if required and pre recorded videos
3. Some of your teaching will take place using Google Meet, however, we recommend that any live online learning be limited. Google classroom and Compass are preferred.
4. If you do want to hold a google meet, please ensure the **students have their camera and microphone off** whilst you provide learning goals, success criteria and instructions. Carefully manage any live interactions as you would in your classroom.
5. Interactive teaching is not required every period but opportunities to assist students must be provided

Final assessments - **please make a point of gathering evidence for a derived score for every year 12 student**, we are unsure about exams, SACs and assessments at this stage



### Role of the APF:

#### Industrial Relations 101

At the **APF** consistent with industrial relations '101' we are concerned with matters such as your salaries, classification, entitlements, protections, contracts of employment and amongst other matters, the manner in which you are assessed and the consequences thereof.

Further, your access to industrial and/or legal advice, advocacy and support in relation to matters of discipline, conflict resolution, conflict of interest, complaints and/or performance.

#### Industrial Relations 102

Industrial matters arising from the management and implementation of one's professional role. Specifically as a function of the Principal Class Employee interpreting and performing their accountabilities and obligations as defined by their contract of employment; the operation of industrial agreements, Ministerial Orders and the changing compliance environment determined by legislation, regulations and policy.



### Program for those with no or unreliable internet access

- Work with instructions will be sent via the mail to the student's home address
- A return envelope will be sent to the student with the work
- When the student completes the work, they place it in the envelope provided and send it to school
- The work will be scanned and sent to you for feedback/assessment
- You will then send the work/feedback/assessment straight back to the student in the envelopes provided to you
- Feedback can be arranged via the parent mobile if that is appropriate. Make sure you turn on your 'no caller ID'

### So, what will a day teaching remotely 'look like' for me?

1. **Go to Google Classroom and mark your Home Group Roll** - send an email to the year level head listing the students who don't log in (aside from those with no internet) a phone call will be placed to the family)
2. **Check your Compass timetable** and make sure instructions are set for all classes. The instructions will either be to log into Google Classroom or go on with the task already set.
3. **Answer any emails or messages** you have received from students - messages should be answered the same day or within 24 hours max
4. **Keep up** with correction and assessments/feedback for students and post back asap
5. **Students who have limited or no internet** will be posting work back to school, it will be scanned and sent emailed to you, please assess and provide feedback and post back to students via snail mail in the envelopes provided to you
6. **Log into any Google meet sessions** with colleagues for meetings that have been set up by the leadership
7. Set up for the next day
8. **Complete any other work requested** by Key Learning Area Leaders/year Level Leaders or Principal team.

***When working from home it is easy to have work and your other life intertwine. Please make sure you make every attempt to separate your work day from your family/leisure time.***

### Sample Online Learning Information for Secondary Students

Being educated remotely simply means that you are learning from a different location. We all thrive on connection with others and we are fortunate to have the tools to connect remotely. There is an expectation that you will work with your teachers so that you can continue with your learning until we can all connect again in person. Although it may be a challenge to learn remotely, we encourage you to take on the challenge and stay connected with your teachers and each other!

When we find ourselves in unfamiliar situations, it gives us the chance to look for opportunities. Let's make the most of this very unusual situation! It's an opportunity to become more independent with your learning, more organised and to ask questions of your teachers when you are unsure of something - they are happy to help. We can do this!

#### A few important tips for successful remote learning:

**Establish a routine** - this is really important to keep you on track, otherwise the days can just disappear without you achieving anything! You should include; a regular time to rise in the morning, regular meal and exercise times, time to complete school work, time to responsibly connect with friends online and time to complete your other home based leisure activities.

**Set up a timetable** - this should be on display somewhere so that you can organise your day. Make sure it links with your school timetable on Compass.

**Set up an area where you can work** - make sure it is a separate area that you go to when you have to complete school work. An area that is quiet and without any distractions.

**Exercise regularly** - when you exercise you produce endorphins which lift mood. Your Physical Education practical assignment may be part of your plan, but no matter what, make sure you stay active at home.

**Mental Health** - look after your mental health during this time. Connect responsibly with your friends online, chat with parents and carers and let someone know if you are feeling anxious or depressed, you will not be the only one feeling this way in these extraordinary circumstances.



#### What will my school day look like?

1. **Log into your Home Group Google Classroom at 9am** to have the roll marked and to catch up with any messages
2. Check the newsfeed on Compass and then click on your classes for the day that appear on your Compass timetable

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3. **Click on each of your classes in Compass** to see if your teacher wants to connect with the class on that day.

**Make a note of the classes that you have to log into for the day.** It may be period 3,4 & 6. When you have established the times you need to log in, you then organise your school work and other activities around those interactive classes.

### Google Meet sessions

Google Meet classes will be limited, however, if you are required to be involved in a Google Meet class, there are a set of protocols and etiquette to which everyone must adhere.

1. Make sure you are on time for the session
2. Cameras and microphones must be switched off
3. Your teacher will ask if you have any questions - it is important that there is only one question asked at a time. If you are asking a question, switch your microphone on and then ensure it is turned off when you have finished interacting with your teacher and class.

If there is a session where you will be seen on the screen by your class and teacher make sure you are wearing appropriate clothing you have situated yourself in an appropriate area of your house. Ensure you have adequate lighting on your face and minimal background light so that everyone can see you clearly.

**It will be super important that you keep checking Compass and Google Classroom throughout the time that you are learning remotely.**

You can call school if you need anything, you can also email your Year Level Coordinators or classroom teachers. The Student Wellbeing team will be available as will the Pathways team.

If you have regular appointments with Student Wellbeing, those appointments can continue, you just need to phone school or have your parents/carers call and we will make sure it happens.

Online learning is not new, for those of you want to go to university this is how you engage with your lectures and tutorials.

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***We are all venturing into this together, let's help and support each other to do the best we can until we are all back at school!***



### ***Primary School guide for learning at home.***

Welcome to our XPS At Home Learning Information Pack. We hope that this will be useful in providing you some information to help make remote learning successful! We thank all parents for being open to the concept of remote learning and ask you to also be patient and aware that we too are learning something extremely new in an extremely short period of time. Having said that, the challenge has prompted some really innovative and inventive ways in which to approach teaching and learning, not just remotely, but moving forward in person as well!

To give you some background on teaching and teachers: the classroom experience is dynamic to say the least and cannot really ever be replicated online or remotely. Parent helpers will have some degree of understanding as to the busy atmosphere of a Reading, Maths or Writing lesson and the degree at which teachers engage with students on many levels in order to ensure learning happens. Teachers will conference, create goals with students, give feedback to multiple people at once and also to individuals one at a time, while at the same time teaching skills in a lesson. Teachers plan for a multitude of learning levels and multi-task incredibly well in order to manage such a changeable landscape in every lesson, every single day. Teachers plan for multiple subjects each day and over the week. Active and engaged teaching means that we are constantly managing small and large groups of children simultaneously in their learning.

In teams, our teachers plan and work collaboratively to create lessons. They analyse data (data not just from assessments but data from student conferences, student notebooks and other class work) to create pretty individualised work for your children. In their own planning they hone down to the class and individual level to cater for differences in the classroom. They change things on the spot if they need to in order to accommodate new learning or change tasks to suit individual needs as they teach.

### **Remote Learning - What does that mean?**

Remote learning is learning that happens off school site, in the family home with guidance from teachers and with support from

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families. It can happen online or offline. At XXX Primary School we have both online and offline learning available to families.

Realistically, remote learning cannot completely replicate the classroom experience, particularly as human connection is fundamental to the teaching and learning experience for primary school children... and for many of our jobs as a society in fact. It's a changing anlandscape but our teachers have planned some rich tasks that will continue learning for all students, whether it be online or offline. One of the advantages of being at Blackburn Primary School is our unique online learning platform from Grade 1-6. Those of our families/students who have chosen to engage in our iPad program will have access to feedback from classroom teachers in English and Maths through the week and check-ins as well. Families who are working offline will have access to the same learning that all of our online students have, it's just the format that will be different. There will be tasks for all students every day that can be supported by families at home. This document will outline some of the practices we are engaging in at XXX Primary School.

We note that every family is different and every family has their own routines. It's up to you how you manage the learning day. If we do move to remote learning your main goal is to set up a regular routine, so that everyone knows what is going to happen each day. Here are some suggestions for the children:

- Set up a comfortable learning area on a table or a desk in a common area of your house. Make sure you have plenty of light to see what you are doing.
- Maintain set wake up times, e.g. 8.00am. Eat a nice breakfast, go outside for a bit of a play if you can and avoid technology. Chat about your plans for the day.
- Aim for two or three learning blocks per day.
- During the learning blocks, complete work that your teacher has provided to you. Technology should only be used for learning during this time.
- In between learning blocks, do physical activity, have play time, creative time or do helpful jobs around the house for mum or dad. Go outside, do craft, draw, play Lego, play board games. Bake, sing, dance, make movies. Use playdough, work in the garden, cook, design and build something. It's up to you!
- Eat well and enjoy your meals together as a family.
- Read to a parent or a sibling once a day.
- If you play video games, use the internet or watch TV, agree on set times per day. Be cyber-safe and only use technology in sight of your parents or guardians.



### Remote Learning - When?

Remote learning will happen on school days (not the holidays and not the weekends or curriculum days) between the hours of 9-3.30pm as per school hours. We can appreciate that with so many different family situations happening that your hours and school hours may not always completely align. With this in mind teachers have planned by and large for a flexible learning environment, allowing all families to also have some flexibility as well.

Teachers will be available for class related work with your children from 9am - 3.30pm as per any other school day. As per any other school day, teachers also have planning time, meeting times, lunch, breaks and other duties (such as leadership duties etc) that are also taking part behind the scenes. From an administrative perspective all teachers have multiple roles they are fulfilling, including - like yourselves being parents of children who are remote learning themselves, carers for elderly, dealing with illness and dealing with many of the same issues that you will be at home.

A typical day will begin with a morning message to the class from the class teacher. This will either happen through the COMPASS platform (to the parents) or through Showbie (one of our iPad Apps). The message may be in the form of a written message, a video, or a voice message and outlines the day for our students. We have left those decisions to the individual preferences of the teachers.

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From there teachers have either sent home learning packs with a suggested timeline of the day (and week) from which students and families can begin to plan the learning day or they will post daily learning tasks for students online.

### Learning Packs

Regardless of being online or offline, students have been advised to take home some of their books, best fit library books, pencil cases and other essential learning items over the holidays. These packs have been factored into learning provided for the day. For instance a student may be asked to use their Writer's Notebook to unpack a seed or brainstorm some writing tasks or sticky notes to demonstrate their thinking while reading.

Where a learning pack has been sent home specifically for offline learning only (this will be two weeks worth of work) that pack has clearly been divided into learning for the day. Families can negotiate a timetable for the day that works for them. Where there has been a pack sent home (offline learning) there may be sheets to fill out, learning activities to engage with and/or suggestions for well-being, projects, family activities etc.

### Learning Outline for Students: Timetables and Schedules

Teachers will be engaging with learning and teaching online from 9-3.30pm - Monday to Friday.

Part-time staff will be engaging with the learning platforms and communication on their designated work day.

Specialist teachers are on daily, scheduled to classes according to the timetable (below).

Aides have been assigned to classes and individual students.

Administration and Principal name/Assistant Principal name will be online during work hours.

By 9.15am class teachers will send out a bulletin of some kind – video, audio, bulletin on either COMPASS (offline and opt out) or Showbie (iPad program)

This message has the objective of checking in for the day. There may be a:

- Welcome to the day
- Outline of learning for the day
- Reminder about student conferences or feedback that is happening during the day (iPad program)
- Check in

The message will give some key learning objectives for the day.

Some expectations for learning:

### Daily learning – posted daily

1 x Reading - which could take the form of independent reading, comprehension activities, visualisation activities etc.,).

1 x Writing - which could take the form of the continuation of their work through the writer's cycle, editing, publishing, grammar, spelling etc.,

1 x Maths - which could take the form of a game, rich maths task, maths sheet, etc.,

*Over the week there may be some structured and some unstructured lessons - for instance there may be a task for writing that is extremely directive. On the same day there may be a Reading class that is more about consolidating skills (a narrative writing class coupled with independent reading with sticky notes).*

### Weekly Learning

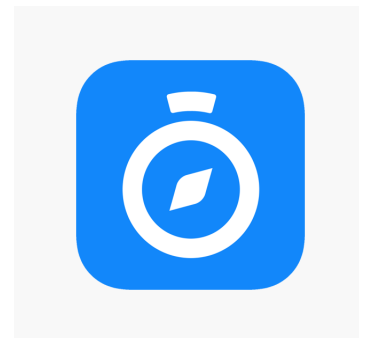
4 x specialist classes (1 per subject) - PE, Mandarin, Art, Music, Integrated projects, Well-being tasks

Spelling, grammar, other.

### Feedback and Conferencing

We are extremely fortunate that our 1:1 iPad program does set us apart from other schools in our community by allowing us to check in for feedback daily with our students. We are extremely thankful to have this technology at BPS. We have, as a learning

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team invested much time and energy into implementing a well rounded remote learning program for your students. Through this we can discuss work with students and we can ask children to submit work directly to us as well.

The timeline for remote learning across Victoria is definitely not yet clear, however if it runs longer than a few weeks, we will look at implementing other ways in which teachers can check in live with students or small groups at once as well. At the moment however, we have decided for ease and workability that Showbie is our main platform for feedback for students and COMPASS for parents.

Does this replicate completely what happens in the classroom? No, and nor should we expect this to. This is a good way to make contact and continue learning and keep everyone engaged.

For our offline and opt out students class teachers will check in via the COMPASS platform daily.

Some ways in which feedback may occur from teacher to student:

- annotating work
- providing verbal feedback via voice message one student at a time.
- writing comments on Showbie about work
- class discussions and check ins
- One to one discussions on Showbie.



Some ways in which feedback may occur from student to teacher:

- students recording themselves reading a book and uploading it to Showbie
- students creating a voice message reading or explaining a maths program
- using an affiliated app (such as Explain Everything) and uploading this as a drawing and explanation to Showbie to explain learning
- Making an imovie to demonstrate learning.
- Receiving feedback from their teacher, making the changes and re-uploading work.

Program for Students with a Disability and feedback

student aides have been added to individual groups with the class teacher and student, giving them the ability to discuss work and well-being.

### **Books Available Online**

We encourage you to borrow audiobooks or eBooks from the local Library. All you need is your library card to register or log on. Visit:

[Insert email address of the local library](#)

### **Health and Wellbeing Support**

Parents can email [insert school email address](#) if you have any questions or need any support.

We will stay connected by newsletter, website and Facebook and we encourage you to share your experiences, ideas and photos.

The following websites may also be helpful:

DET website <https://www.education.vic.gov.au/about/department/Pages/coronavirus.aspx> DHHS website <https://www.dhhs.vic.gov.au/coronavirus>

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