



Swifts Creek

P-12 SCHOOL

Courage, Joy, Kindness

NEWSLETTER

May 6th 2020 - Week 4 Term 2

Principal's Message

This week we have received some additional devices to support access to the internet. We have configured them and are in the process of distributing them to those on our list. If connectivity is still an issue in your place can you please let us know so we can get the support from DET to assist if it is technically possible.

Last week the VCAA (Victorian Curriculum and Assessment Authority) published the changes they have made to each VCE Study Design which will impact on all Year 12 subjects. These changes will require us to move some key dates to align with the new VCAA timelines. For some subjects there have been changes to the nature of some tasks as well as to time-lines. Unfortunately we have to go with these changes. As much as this disappoints both students and staff these are the realities that we have to operate with.

This week we were able to distribute some resource packs from Save The Children for our Flagstaff students. There are packs coming for Tambo students but they are just waiting on some additional items. The intention with this is to provide some additional items into each student's life so they can find some joy in what is a very complex time. Please enjoy them and if you do make something magnificent please do not be shy about taking a picture which we might be able to share with those people who organised the packs to say thanks.

In this newsletter we again have some samples of students' activities while learning from home. We know that all students love school and if circumstances were different they would like to be here. However at the moment we need to keep learning from home as this is what our Government is needing us to do to keep all of us well, especially the most vulnerable. If you do have to come into school please do your best to follow the social distancing guidelines to ensure that as a community we each do our bit to look after our community.

Doctor Kath is currently not working at school due to the DET decision to have all doctors involved in the program working from home. If you would like to speak with her it is possible. All that is required is to contact her and book an appointment through Gippsland Lakes Complete Health. The phone number for this is 5155 8300. When you call for an appointment please be very clear that you are a client of Dr Kath's as a student at this school, and you should be well looked after.

Later this term we will be putting out a very short survey for all students to check in on their progress with learning from home. One purpose of this is to help students to recognise their successes in this different learning environment, and allow them to identify where they benefit from some changed behaviours. Another purpose is that it will give us information which might help us tweak any of our practices if necessary. Teachers will then complete similar survey questions about each student so they can provide feedback to students and parents about student learning, and to ensure that we are enabling students to be successful on their return to school so they are able to continue on their pathway of choice. This will allow for each student to get some feedback about how they are going with their learning and to keep parents in the pivotal role as a person of significance as we continue working together.

Robert Boucher

Screen time: how much is too much?



Figuring out how much screen time or technology is best for kids at different ages and stages is difficult at the best of times. With the current Covid19 situation, our usual routines are partially, or completely, changed and different expectations are in place around school, work and day to day activities. This makes the decisions around how much screen time or technology is okay even more challenging to make and enforce.

Current research suggests that children regularly accessing more than 2 hours per day of screen time or technology are more likely to experience social, physical and psychological deficits so balancing screen time and technology with other activities and tasks is really important.

Limiting to 2 hours however can be hard to enforce when much of our schooling is now occurring online and many of our kids' usual activities are restricted or limited to online alternatives. Being mindful of the four different types of screen time or technology may help us manage this better.

1. Passive consumption: watching TV, reading, and listening to music
2. Interactive consumption: playing games and browsing the Internet
3. Communication: video-chatting and using social media
4. Content creation: using devices to make digital art or music

There is a lot of difference among these activities groups, with some presenting more positive value to our kids learning and ongoing development than others. Balancing online screen time with a range of different activities (both physically and mentally) is vital for kids' overall healthy development.

The following points may assist us in maintaining this balance:

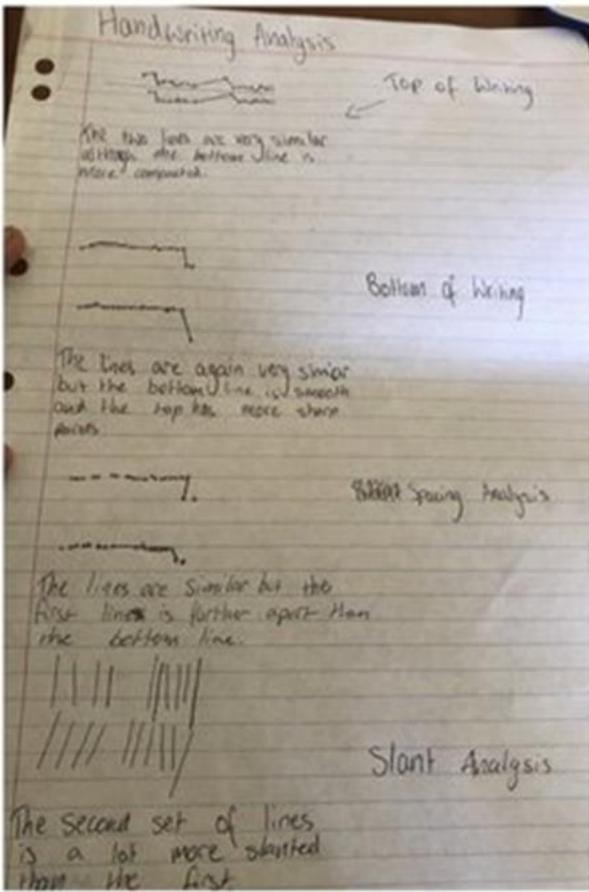
- Discourage screen time before bed - research shows the blue light from screens impact on our sleep hormone, melatonin.
- Be clear about where screen time can occur and think about keeping bedrooms or at least beds as technology free zones. Mealtimes can also be a good technology free time. However, the rules need to apply to everyone, including parents.
- Break up screen time with other activities, especially physically active options, as this helps reconnect particular areas of our brains.
- Be mindful of quality of screen time content being accessed by your child and seek to increase interactive options that require input rather than sedentary or passive options.
- Talk to your child about what they are watching or accessing online and engage in some online activities with them if possible, to remain involved and offer input around screen time limits in a meaningful way.
- Set positive examples around other options to technology and screens within your household.

Extra resources –

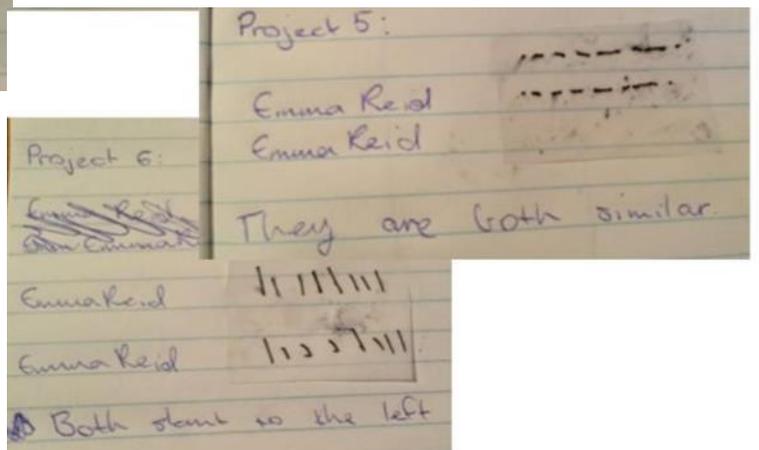
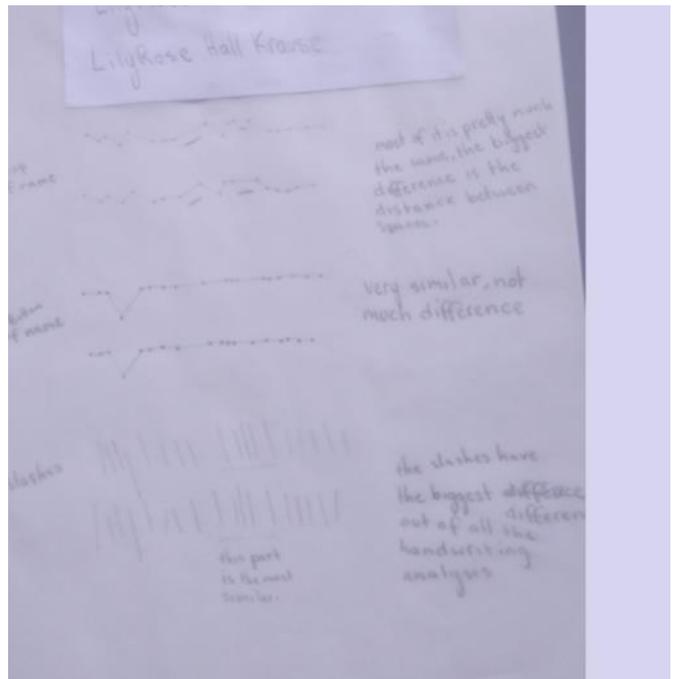
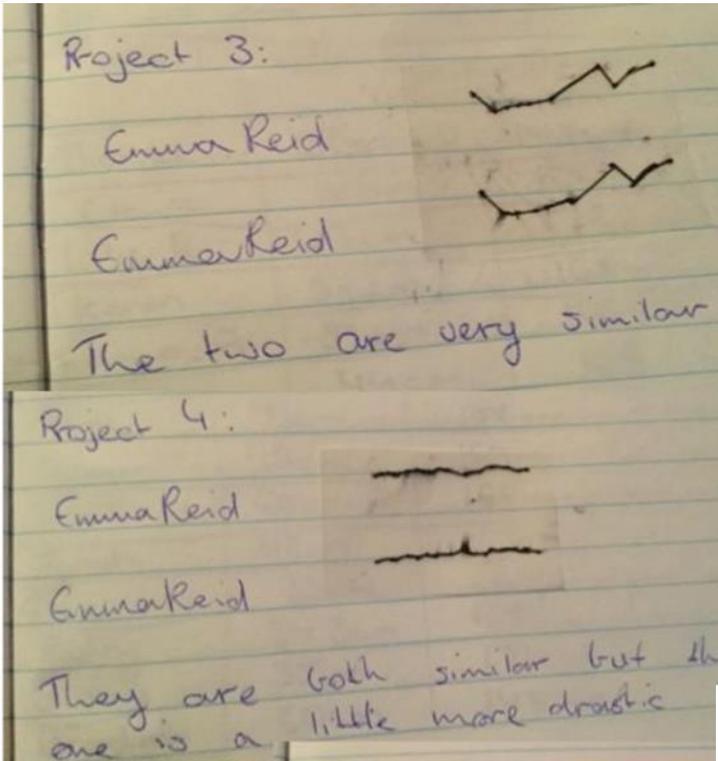
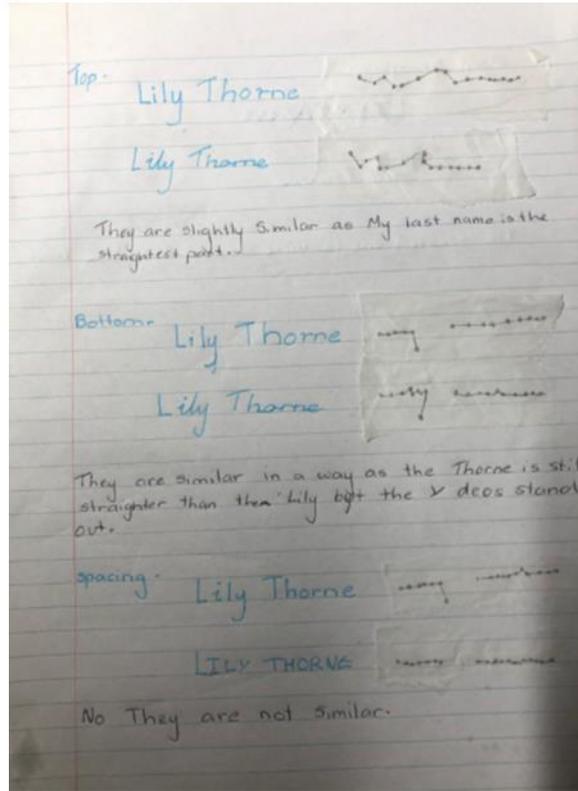
<https://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/screen-time/art-20047952>

<https://www.common sense media.org/screen-time/how-much-screen-time-is-ok-for-my-kids>

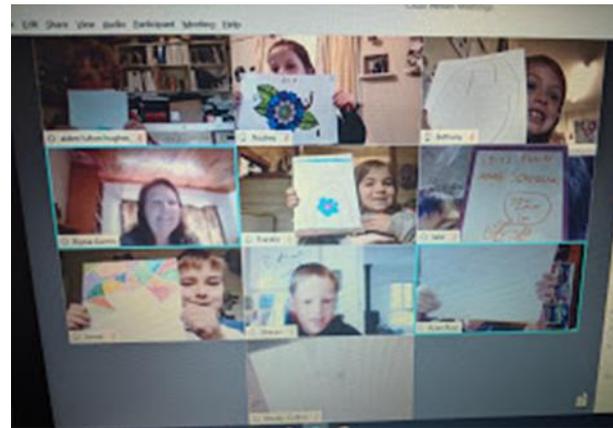
FORENSIC SCIENCE— HANDWRITING ANALYSIS



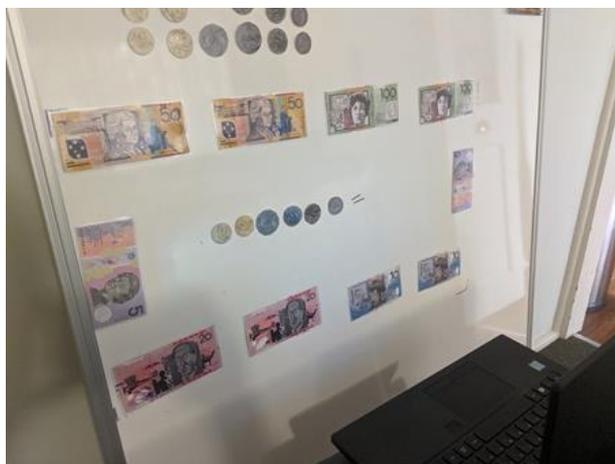
<-My handwriting analysis.



Learning from Home in Grade 2/3/4



Morning Meeting: Sharing time and reading the class novel



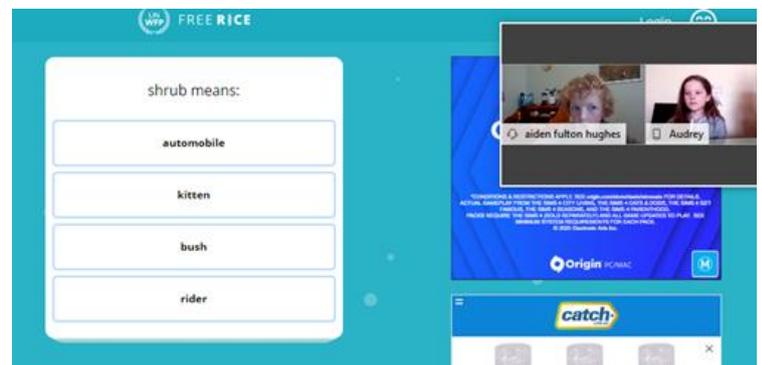
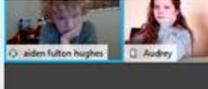
Numeracy: Online activities and a new type of classroom.

Tara's Terrarium

By: Sue Peterson

Tara was looking forward to the science fair this Monday. Science was her favorite subject and someday Tara wanted to follow in her mother and grandmother's footsteps to be a scientist for her future career.

Tara had planned out her experiment about plants and followed the scientific rubric that her teacher, Mrs. Winston, had outlined. Last night Tara realized that her experiment would not work. The plants that were in the dark basement and were not watered seemed to be growing better than the plants that were in the sun and watered daily. Tara



Reading: Reading with friends and fun new games.

Year 7 Science – Mystery Animals

The Year 7s are learning about animal and plant classification in Science this term. They have written descriptions to describe a mystery animal to see if someone else can work out what their animal is. Can you work out which animals the Year 7 students are describing from their descriptions below?

Mystery Animal by Chantelle Adams

This animal is a short legged muscular quadrupedal (Meaning: using all four feet for walking and running) marsupial that is native Australia. They are about 1m in length with small, stubby tails and weigh between 20 and 35kg. They can be found in forest, mountains and heathland. They have a pouch that faces backwards so no dirt gets in when burrowing. This animal is closely related to the koala. There are multiple types of this animal. This animal has fur that can be light brown to black. It has a big head with a thick snout and thick whiskers and sharp claws to dig underground. They have small eyes, so they have weak eyesight but have excellent sense of smell and hearing, they and feel tiny ground vibrations. They have a well-padded rear end measuring around 2cm and when attacked they turn their rear end to the attacker. They are a night animal.

What is the mystery animal? _____

Mystery Animal by Kejie Collins

My animal is a reptile that some people fear. It has no legs and it is long and skinny.

What is the mystery animal? _____

Mystery Animal by Ellie Gill

This animal is grey and brown. It is fluffy and has sharp teeth. Its scientific name is Canis Lupus. They eat meat. They live in snow and they are the biggest species off their kind.

What is the mystery animal? _____

Mystery Animal by Abbie Jeff

It has a long neck and feathers. It has green and white and brown on it. Males have a white necklace, average height. Lives in the mountains and likes dams and lakes. Has three names for this animal. Pair for life.

What is the mystery animal? _____

Mystery Animal by Ashlin Grogg

It has paws, it's a meat eater, it runs fast, has longish fur usually brown or gray fur. Is related to a house pet. It is good at swimming. It can see best at dusk and dawn. Is great at seeing in the dark. Has sharp teeth. They roam large distances perhaps 12 miles a day. They hunt large animals and when they are successful, they DO NOT eat in moderation. They are very loyal creatures. They are afraid of humans. Their scientific name is Canis Lupus.

What is the mystery animal? _____

Year 7 Science – Mystery Animals

Mystery Animal by Zane Kilpatrick-Smith

These animals have long tails. In many species, the tail is actually longer than the animals body. As a whole, these animals generally live in temperate regions. Different species inhabit different ranges, and they live throughout Eurasia, parts of North America, the Middle East, India, Australia and the Southeast Asian islands, although they don't all look the same.

What is the mystery animal? _____

Mystery Animal by Kaden Lavery

Smallish mammal that digs holes and is a pest if you want good fences and can live anywhere round here their poo is in the shape of cubes.

What is the mystery animal? _____

Mystery Animal by Colten Pendergast

Animalia
Chordata
Mammalia
Carnivora
Felidae
Panthera
Panthera leo

What is the mystery animal? _____

Mystery Animal by Emily Pendergast

This animal has lots of fur. They hunt other animals for food, this animal can be found mostly in Africa, they are also at the zoo. The female hunts the most while the male stay and look after the babies. They have big paws with sharp claws

What is the mystery animal? _____

Mystery Animal by Haylee Pooley

My mystery animal has big and fluffy ears, small eyes, big and black nose, sharp teeth, its big, fat and fluffy and it has big and sharp claws.

What is the mystery animal? _____

Mystery Animal by Henry Smith

The animal is Black and white, has feathers, swoops people a lot, it flies well and is small compared to a human.

What is the mystery animal? _____

Year 7 Science – Mystery Animals

Mystery Animal by Adam Smith

It is big and scary.

It can be a dark or a brown

It is feared by other animals.

It has a 5 inch foot.

It has long snoot

It has a stumpy tail.

Its ears stand up straight .

What is the mystery animal? _____

Mystery Animal by Wayde Airs

My animal has fur, claws and big teeth.

Its rivals are wolves.

Before they mate, they wrestle to show affection.

They are omnivores.

Its climbs tree's.

It is a mammal.

When there is two of them, they fight but don't kill each other, this is to show that one is stronger.

What is the mystery animal? _____

Mystery Animal by Joanna Crellin

This animal is short and chubby. It is a warm-blooded mammal. This animal is also a marsupial, or a pouched animal. This animal is very furry and is usually a greyish-brown colour and it also likes to dig burrows. It has really strong feet and sharp claws which helps it to dig. Every type of this animal is nocturnal, so it spends its nights looking for food or digging, some cold days they do like to come out and sunbathe to get warm though. This animal is also really good at swimming, even though they have sharp claws they don't climb. The main thing this animal eats is grass. Their teeth are very strong, and this animal is said to have teeth like and eat like a rodent.

What is the mystery animal? _____

Mystery Animal by Lilly Leggett

It is a big, fluffy, four-legged animal. They live in Africa. They are mostly active at night. They can be in groups of up to 30 of them depending on how much food and water there is. The male usually weighs 180 kg (400lb) and the female weighs around 130 kg (290lb).

What is the mystery animal? _____

Mystery Animal by Bonnie Orchard

The diet of the animal. They eat grass, fruit, insects, roots and bulbs of plants along with carrion and, when hungry enough, they will hunt small animals. live near the coast feed on fish, particularly salmon. ... A baby of this animal is quite dangerous!

The animal can be found in many habitats, from the fringes of deserts to high mountain forests and ice fields. In Europe, the animal is mostly found in mountain woodlands, in Siberia it occurs primarily in forests while in North America they prefer tundra, alpine meadows and coastlines.

This animal can be distinguished from by their distinct shoulder hump, dish-shaped face, and long claws. They can vary in colour.

What is the mystery animal? _____