



# Highvale Primary School

## **2020** Term 3 **Remote Learning Handbook for Parents**



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# Principal's Message

Dear parents, carers and students

## Handbook Update for Term 3

Some important changes have been added or updated in the parent handbook for Term 3. The handbook is provided to support you and your child in the event that our school site is closed due to COVID-19. We aim to continue to provide continuity of learning for each child and assist parents to structure a daily routine.

Above all, we aim to maintain contact with our students throughout a period of school closure. Our goal is to support students, parents and carers to continue the learning program dependent upon the individual circumstances of each family, student and staff member. As well, we aim to support the wellbeing of our students and community within the capacity of our professional expertise as educators.

During remote learning, the information provided below regarding the provision of learning describes a best-case scenario. We do not know the individual or collective challenges we may face. We do not want to put added pressure on our families and students. We simply ask that everybody does the best they can do and seeks the support they need.

Our communication avenues and protocols are outlined in this booklet. This includes the change from Flexibuzz to **School Stream**.

Please take some time to familiarise yourself with the information in this handbook and discuss it with your child.

We will continue to update the handbook as the need arises and look forward to seeing everyone back at school as soon as possible.

Thank you and take care,

*Steve Richardson*

Principal

## Wellbeing

During the remote learning period, student wellbeing remains central to all of our work. As communicated through School Stream, we aim to remain agile in the development of our wellbeing framework as circumstances during this pandemic continue to evolve.

Throughout Term 3, our work will continue to promote and support the wellbeing of each child with the understanding that each family's circumstances are unique. Our focus on positive learning habits and 'learner resilience' are particularly relevant given the current situation we are all in together.

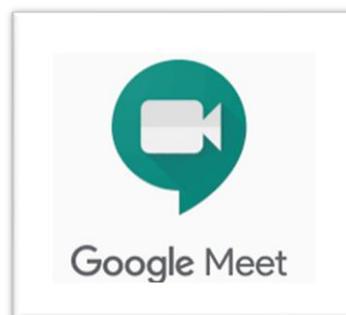
Through the development of these attributes, we aim for each of our students to engage in their learning, bounce back after challenging situations and continue their learning progress whilst learning remotely.

Importantly, each family should carefully consider their own circumstances and moderate the amount of work their child completes depending upon their own situation. If there is too much work, or you, or your child are struggling, please let your child's teacher know. The most important thing at the moment is everyone's wellbeing. Teachers will be happy to discuss the volume of work to be completed if it needs to be reduced.

At this time, it is important to be mindful of the amount of time your child spends in front of a screen. Not just a computer for their work, but also a television, telephone, iPad or other device. Studying in front of a screen for long periods of time, especially for primary school students needs to be balanced with regular physical activity, rest and other out of school interests.

Some of the key wellbeing initiatives for Term 3 include the following:

### Daily Class Google Meets



Each class will have a Google Meet at 9.15am each morning for approximately 15 minutes but may be longer. During this time there will be a daily energiser activity for fun, socialisation and sharing and teachers will provide some feedback to students about some of the highlights from the previous day. During the week, students will have the opportunity to share, ask questions and provide feedback. Teachers and students may also discuss one or two points about an upcoming task, attend to general wellbeing through activities or discussions focused on gratitude and resilience. **As well, each class will continue to schedule a longer Google Meet during each week.**

We recognise that some students may not be able to join the class Google Meet every day. We encourage everyone to attend at least three each week. As in Term 2, it is advisable for a parent to be in the same room during any live video session.

### **How will it work?**

Each morning, your child's class teacher will continue to use Seesaw post the Attendance page by 8.45am. They will also post the 'Google Meet and nickname' by 8.45am.

Students will still be required to post their attendance on the Attendance page and will use the 'Google Meet and nickname' information each day to join their class meeting.

Once the daily class Google Meet concludes, students will use Seesaw for their daily learning tasks as normal. These will continue to be delivered using text, voice overs and pre-recorded video. Live video may be used on some occasions.

### **PBL Wellbeing Wednesday 2.00pm-3.30pm**



**PBL Wellbeing Wednesday** takes place each Wednesday between 2.00-3.30pm each Wednesday afternoon. Participation is encouraged but optional.

The aim of PBL Wellbeing Wednesday is focussed on the following three outcomes:

1. Provide an optional opportunity for students to participate in a PBL activity designed by your child's teacher and their colleagues. The aim will be to make these activities enjoyable with an emphasis on our school wide focus of 'learner resilience'. Other 'needs based' wellbeing items that arise may also be included. A simple example of a needs based activity might include safety. For example, hygiene and washing our hands properly etcetera. We will also look to incorporate student voice in these activities, obtained through our weekly class Google Meets.
2. Provide an opportunity for parents for some regular 'downtime'. Hopefully providing a short time to focus on your own wellbeing during the demands of remote learning. Teachers will do their best to design activities that can largely be completed independently by students.
3. Provide a regular opportunity for class teachers to follow up individual student wellbeing concerns and focus on their own wellbeing, whilst students are engaged in their independent wellbeing activity.

### **Friday Check In**

Each Friday, teachers will continue their weekly check in with students regarding the week and how everyone is feeling. During this time teachers also aim to capture feedback from students to inform adjustments in planning for the following week.

## **Tips for Transitioning to Remote Learning**

The transition to home learning is a big change for your child. The resources and guidelines below can help you to make home learning a positive experience.

### **1. Establish a schedule.**

During a big transition, students need consistency. Keep normal meal and bed times, and start learning when school typically starts each day.

### **2. Create a designated learning space.**

Organise learning materials and designate a common area for learning. Ideally, the space has a strong wireless connection and can be blocked from noise at times. It should be located where your child can be seen by an adult and family members can participate in your child's learning if required.

### **3. Begin and end each day with a check in.**

Designate time to check in with your child. This will help your child feel more secure and will support them to process the situation.

→ Questions to ask: What are you learning today? What materials do you need? What did you enjoy learning today? What was challenging?

### **4. Schedule physical activity and social interaction.**

Physical and social activity are essential to your child's wellbeing. Scheduling time for movement, social interaction, and play helps your child have a positive experience at home.

→ Ideas: Create a family dance, act out a scene from a book, interview a family member, play your favourite game, cook or bake your family's favourite recipe

### **5. Support your child's emotional needs.**

In stressful times, children need supportive and stable relationships with trusted adults. Stay close with your child and provide age-appropriate information.

→ [Kid-friendly comic about COVID-19](#)

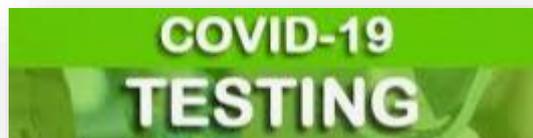
### **6. Monitor communications from your child's teacher and school.**

Make sure you know how and when you will receive communications.

### **7. You may like to access the resources provided by the DET**

<https://www.education.vic.gov.au/parents/learning/Pages/home-learning.aspx>

## **Illness**



**If you, your child, or a family member develops symptoms of a fever, chills or sweats, cough, sore throat, shortness of breath, runny nose, loss of smell or taste, you should get tested at a coronavirus (COVID-19) testing facility and stay home.**

This is vitally important to keeping our school community safe.

If you would like health information from the Department of Health and Human Services, you can visit [dhhs.vic.gov.au/coronavirus](https://dhhs.vic.gov.au/coronavirus)

## Attendance and Absences

### Applications for Student Attendance Onsite

All parents are reminded that there is a weekly application requirement for attendance onsite which must be approved by the principal. Application forms are due in every Thursday afternoon for the week following. Please call the office if you require assistance.

### Morning Sign In & Temperature Testing Procedure

Parents and students must adhere to the following process each morning please:

- Students who have been approved to attend must be escorted by their parent to the undercover area adjacent to the staff car park between 8.45-8.55am.
- Parents must sign their child in, wait until their child has been temperature checked whilst practising the required social distancing practices.
- Once signed in, students must proceed to the canteen room adjoining the undercover area where their temperature will be checked. This is a government requirement.
- Students will not be permitted to attend onsite without a temperature check. Staff who are performing temperature screening will be wearing face masks and gloves.
- Students must remove any heavy clothing such as coats, beanies, gloves etcetera prior to testing.
- Once checked and approved, students must wait quietly in the undercover area until instructed by staff to proceed to the learning area with the staff member. They will wash their hands every morning before entering the buildings.

Please note – If a student's temperature check is 37.5 degrees or above the child's parent will be required to take them home. It would be advisable to be checked by a doctor. Students will not be permitted to remain on school site if their temperature is 37.5 or above or if there are physical symptoms of a cold / illness.

### Student Attendance - Roll Call

If remote learning for students is implemented due to a school closure, students will be expected to complete the required tasks daily (subject to individual circumstances).

### Daily Student Sign in & Roll Call

**By 8.45am** – Each class teacher will post an Attendance page on Seesaw to each student's journal.

**By 10.00am** - Each student is to leave a comment with their name to show they are learning at home that day. For example, '**Good morning Mrs Williamson. Steve is here**'.

This will be the process every school day morning to mark the roll for attendance.

### Reporting Student Absences

If your child is not able to participate in their remote learning because of illness (himself or herself or a family member) or another reason, please follow the procedure below to report their absence by 8.45am:

#### **Option 1:**

- a. Record your child's absence using the School Stream app.
- b. See Appendix 1 **Student Absences using School Stream**

#### **Option 2:**

- a. Email the school office at [highvale.ps@education.vic.gov.au](mailto:highvale.ps@education.vic.gov.au) . In the Subject field please type 'Student absence' followed by your child's name. For example: '**Student Absence - Andrew Daniels**'. Please type the reason for the absence in the message body.

#### **Option 3:**

- a. If you do not have Internet access please call the school phone number to report your child's absence 9887 8000

## **Staff Leave & Student Work**

In the event that a staff member requires leave the following process will be adopted.

A message will be sent through Seesaw to the students in the absent teacher's class by a teacher from the same Learning Community. The teacher will say hello and introduce themselves. The teacher will provide the following script of learning tasks to be completed until their teacher is back.

### **Student Work – Further information will be added as required.**

- a. Complete any unfinished Seesaw set tasks from previous days.
- b. Continue with Mathletics and Reading Eggs/press
- c. Choice Writing
- d. Specialist Activities
- e. Concept tasks
- f. Refer to Home Learning folder under the parent menu on the school website for additional learning activities.

## **Digital Safety**

### **DET Requirement re: Child Safe Standards**

#### **DET Child Safe Standards.**

By opting into the Highvale Primary School Remote Learning program, you are granting permission for your child to participate in flexible and remote learning programs.



#### **Create a designated Child Safe learning space.**

Organise learning materials and designate a common area for learning. Ideally, the space has a strong wireless connection and can be blocked from noise at times. To comply with Child Safe Standards, it should be located where your child can be seen by an adult and family members can participate in your child's learning if required.

### **DET & Highvale Primary School Policies**

The HPS Digital Technologies Policy and Acceptable Use Agreements for both Prep – Year 2 and Year 3-6 act as the guide for use of digital technologies and expected behaviours. All other DET and Highvale Primary School policies remain current. Please see the Documents & Policies section within the **Parents menu** on our **school website**.

The following links provided by the e Safety Commissioner are useful:

- COVID-19: keeping schools and learning safe online  
<https://www.esafety.gov.au/about-us/blog/covid-19-keeping-schools-and-learning-safe-online>
- COVID-19: an online survival kit parents and carers  
<https://www.esafety.gov.au/about-us/blog/covid-19-keeping-schools-and-learning-safe-online>

### **Things to consider when participating in an interactive session:**

Wear appropriate clothing during an interactive lesson. No singlets, pyjamas or clothing that would be considered inappropriate or unprofessional when attending casual dress day on site.

Select an appropriate background during the lesson. Consider privacy do not provide information about your home or location.

### **Digital Recordings and Staff Privacy**



Where appropriate, teachers will use pre-recorded video, for example to read a book or explain a concept or skill. Video will be shared through Seesaw. Please note that these videos remain the property of Highvale Primary School and are not permitted to be shared in any format.

### **Digital Recordings and Student Privacy**



**Students are not permitted to transmit video or other digital images of themselves or other people using Seesaw.**

With parental permission, students may use digital recordings of their work (video, still pictures and voice), for example a photograph of their writing or voice recording of their reading using Seesaw. Whilst useful for teachers to provide feedback, the decision to utilise digital recordings is by parent choice and is not asked for or expected by the school.

For privacy reasons, students must obtain their parent or carer's permission prior to sharing digital data using Seesaw. Parents must provide active supervision of the student.

Please note that student digital recordings of student work will not be shared in any format by Highvale Primary School staff.

# Student Learning

## Remote Learning Protocols

### **Students and Parents are responsible for:**

- attending school through remote learning.
- reporting absences.
- continuing their learning and respecting the learning environment provided by teachers.
- considering appropriate clothing, background location, and respectful communication.
- referring to Seesaw for all student work (subject to Internet availability).
- utilising the backup resources where possible if the Internet is not accessible.
- communicating with teachers to support learning.

## Seesaw Class App



Seesaw Class will be the key platform our teachers use to provide remote learning for students. Seesaw Class will help us work together to provide students with continuity of learning whilst our school's physical site is closed.

Teachers will use Seesaw Class to share learning activities, resources and capture your child's learning. Seesaw will also provide a central platform for teacher and student communication during regular school hours **8:45am to 3:45pm**.

## Learning Areas & Schedules

At Highvale Primary School, teachers will plan lessons for Learning Areas to reflect the requirements of the Victorian Curriculum, being mindful of the minimum guidelines and unique circumstances of remote teaching and learning.

**The following is taken from the Department of Education 'School Operations Guide'.**

### **1. Home and on-site learning programs**

- a. The learning program delivered on-site will be the same as the learning program delivered to students undertaking remote learning.
- b. The following are the daily **minimum** guidelines schools are expected to meet for students.
  - For students in Prep to Grade 2, schools will provide learning programs that include the following:
    - literacy activities that take a total of about 45-60 minutes
    - numeracy activities of about 30-45 minutes
    - additional learning areas and physical activity of about 30-45 minutes.
  - For students in Grades 3 to 6, schools will provide learning programs allocated as follows:
    - Literacy: 45-60 minutes
    - Numeracy: 30-45 minutes
    - Physical activities: 30 minutes
    - Additional curriculum areas: 90 minutes

Teachers will continue to plan student work reflecting the allocations below. Parents should moderate the amount of work their child completes dependent upon on individual circumstances. If there is too much work or you, or your child are struggling, please let your child's teacher know. Teachers will be happy to discuss the volume of work to be completed if it needs to be reduced.

### Allocations

- English (Word Study, Reading, Writing) Each week day
- Mathematics (Mathematical Strands e.g. Number) Each week day
- Concept Curriculum (Health, Science, Humanities) Three lessons per week
- Specialist (Physical Education) 30 minutes per day.
- Specialists (STEAM, Languages, Performing Arts) 30-60 minutes each per week.

The **Weekly Schedule**, including the **lesson** for each day in each **Learning Area** will be sent to your Child's Seesaw Class account and your Family account. Each daily lesson will include the:

- Learning Intention** What the student is expected to learn
- Success Criteria** What the student is specifically able to do to show their learning has been successful

Parents will receive the **Weekly Schedule** for the week coming on the previous Friday. This will assist you and your child to prepare for the each day.

### English Learning Area - Reading **sample**

READING Suggested Daily Time: 9:30 - 10:15am			
DAY + FOCUS	LI + SC	QUALITY LEARNING TASK	WHERE IS THE TASK?
MONDAY - 13/04		Easter Monday	
TUESDAY - 14/04		Curriculum Day	
WEDNESDAY - 15/04 Comprehension: Questioning	LI: I am learning to ask questions before reading. SC: I can look at the front cover of a text and ask questions before reading.	Students look at the front cover of a text and ask questions about it.	 '15/04 - Questioning Before Reading'
THURSDAY - 16/04 Punctuation: Proper Nouns	LI: I am learning to use proper nouns. SC: I can find the proper noun in a sentence and edit it with a capital letter.	Students underline proper nouns and rewrite the sentence with correct punctuation.	 '16/04 - Proper Nouns'
FRIDAY - 17/04 Grammar: Adjectives	LI: I am learning to use adjectives to describe a setting. SC: I can describe a setting using multiple adjectives.	Students describe a setting using relevant and interesting adjectives.	 '17/04 - Adjectives'

### Additional Work

This term, teachers have added a 'Going Further' (additional work) option to the Weekly Planner for Mathematics. This section is completely optional. Where parents choose to have their child complete this work it is the parents responsibility to work through with their child. This is not an expectation of the school.

### Going Further **sample**

MATHS Suggested Daily Time 11.30am-12.30pm			
DAY	LI+SC	QUALITY LEARNING TASK	WHERE IS THE TASK?
MONDAY - 27/07	LI: I will develop my understanding of fractions and decimals. SC: I can apply the most efficient strategy to find the correct answer.	See your assigned Seesaw task for explicit learning and instructions.  Then complete 15 minutes of your assigned Mathletics tasks and Quests.	Seesaw  Mathletics  <b>Going Further, if you have you have time:</b> - Mathletics - Quests (choose one on fractions. You do not need to complete all Quests). - Greater Than or Less Than (Brainteaser!)] <a href="https://nrich.maths.org/10587">https://nrich.maths.org/10587</a>

## **Backup for Wi-Fi or Internet Difficulties and Home Activities**

Some terrific resources are provided through the links below. These can be used to engage your child in exciting learning tasks if you experience issues with Seesaw, wish to supplement the class program, or for your child's personal interest.

**Parents are encouraged to view these resources and download those appropriate for your child. These resources can be used as substitute learning tasks on days you may experience technical issues.**

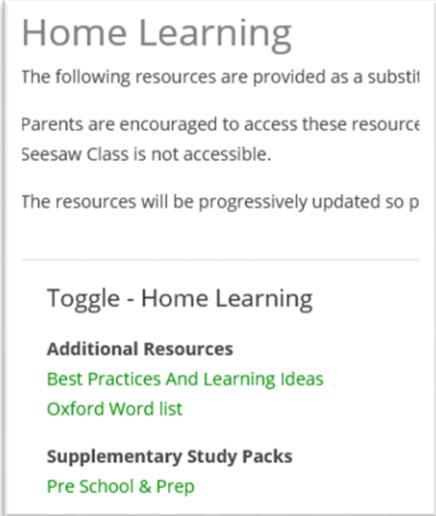
*Learning from Home website.*

<https://www.education.vic.gov.au/parents/learning/Pages/home-learning.aspx>

*You may also find the WA website useful.*

<https://www.education.wa.edu.au/learning-at-home/learning-resources-by-year-level>

As well, a section called '**Home Learning**' sits within the **Parents menu** on our **school website**. It contains additional resources to support students if technology or internet issues occur and Seesaw Class is not accessible. The **Home Learning** link is available here <https://highvaleps.vic.edu.au/parent-information/#home> and will continue to be added to over time.



The screenshot shows a webpage titled "Home Learning". The text on the page reads: "The following resources are provided as a substitute for Seesaw Class when Seesaw Class is not accessible. Parents are encouraged to access these resources when Seesaw Class is not accessible. The resources will be progressively updated so parents can access the most current resources." Below this text is a section titled "Toggle - Home Learning" which lists two categories of resources: "Additional Resources" and "Supplementary Study Packs". Under "Additional Resources", there are two links: "Best Practices And Learning Ideas" and "Oxford Word list". Under "Supplementary Study Packs", there is one link: "Pre School & Prep".

# Communication Protocols & Remote Learning

Importantly, our PBL expectations and approach will continue. Our school values will continue to frame the expected behaviours and underpin all interactions between teachers and students and parents and teachers / staff.



In the event that the school site is closed but staff are able to continue to work on site, normal communication practices between parents and staff will continue. This includes the requirement for parents to report an absence (student is not able to attend to expected remote learning) using one of the three options listed on page 7.

If Highvale Primary staff are not able to work from school and need to work remotely, the school number will divert to our Business Manager's mobile phone. For **Urgent & Important enquiries and messages**, please call the school number 9887 8000. For all other messages and enquires please email the school at [highvale.ps@education.vic.gov.au](mailto:highvale.ps@education.vic.gov.au)

The table below provides the protocols for communication should the school be closed and we transition to a remote learning model.

Focus	Who	Communication Tool	Protocols
<b>Student &amp; Teacher communications</b>			
<b>Student Learning</b> Questions, explanations and feedback	<u>Student &amp; Teacher</u>	Seesaw Class	8.45am - 3.45pm Monday – Friday.
<b>Adult communications</b>			
<b>Student Learning and low level wellbeing needs</b>	<u>Parent and Teacher</u>	Teacher's email	Teachers will reply to emails within 2 business days.
<b>Student Wellbeing (low level)</b>	<u>Parent and Teacher</u>	Teacher's email	Teachers will reply to emails within 2 business days.
<b>Student Wellbeing (medium to high)</b>	<u>Parent and Assistant Principal (Mr Crozier)</u>	Mr Crozier's email School phone if HPS staff on site.	Mr Crozier will reply to emails within 2 business days.
<b>Student Attendance</b>	<u>Parent to Administration</u>	School Stream School email School phone (Miss Rebecca Foot)	By 8.45am if student will not be participating in remote learning on a normal school day.
<b>Administration Enquiries</b>	<u>Parent and Administration Staff</u> Miss Foot & Mrs Gill	<b>Low level</b> - School email <b>Medium to High</b> - Call 9887 8000	School Admin will reply to emails within 2 business days.
<b>Emails to the Principal</b>	<u>Messages and Queries to Mr Richardson</u>	School email <b>Subject:</b> Attention Mr Richardson. <a href="mailto:highvale.ps@education.vic.gov.au">highvale.ps@education.vic.gov.au</a>	Mr Richardson will reply to emails within 3 business days.

## **Email Etiquette**

The School and staff provide their email address as a means for improving avenues for communication.

Emails must extend the same courtesy as a face-to-face meeting. Please be mindful, that teachers will be occupied during much of the day. Teachers check their email before the start of the day and often at the end, dependent upon meetings and other commitments, which will continue.

A response will usually be forthcoming within two days.

## **Staff email addresses:**

### **Highvale Primary School Administration**

Steve Richardson (Principal) **Subject:** Attention Principal [highvale.ps@education.vic.gov.au](mailto:highvale.ps@education.vic.gov.au)

Rebecca Foot (Business Manager) & Andrea Gill (Administration) [highvale.ps@education.vic.gov.au](mailto:highvale.ps@education.vic.gov.au)

Joshua Crozier (Assistant Principal) [joshua.crozier@education.vic.gov.au](mailto:joshua.crozier@education.vic.gov.au)

### **Prep Learning Community**

Tim Arendshorst: [timothy.arendshorst.@education.vic.gov.au](mailto:timothy.arendshorst.@education.vic.gov.au)

Ashton McDermott: [ashton.mcdermott@education.vic.gov.au](mailto:ashton.mcdermott@education.vic.gov.au)

### **Year 1&2 Learning Community**

Jessica Kelaart (1/2K): [jessica.kelaart@education.vic.gov.au](mailto:jessica.kelaart@education.vic.gov.au)

Caisha Williamson (1/2W): [caisha.williamson@education.vic.gov.au](mailto:caisha.williamson@education.vic.gov.au)

Tamara Scully (1/2S): [tamara.scully@education.vic.gov.au](mailto:tamara.scully@education.vic.gov.au)

Teagan Wood (1/2WD): [teagan.wood@education.vic.gov.au](mailto:teagan.wood@education.vic.gov.au)

### **Year 3&4 Learning Community**

Marty Gill (3/4GT): [angad.marty.gill@education.vic.gov.au](mailto:angad.marty.gill@education.vic.gov.au)

Jodi Tate (3/4GT): [jodi.tate@education.vic.gov.au](mailto:jodi.tate@education.vic.gov.au)

Rachel Drew (3/4D): [rachel.drew@education.vic.gov.au](mailto:rachel.drew@education.vic.gov.au)

Michelle Cheong (3/4C): [michellewengyee.cheong@education.vic.gov.au](mailto:michellewengyee.cheong@education.vic.gov.au)

Nick Dempsey (3/4DY): [nicholas.dempsey@education.vic.gov.au](mailto:nicholas.dempsey@education.vic.gov.au)

### **Year 5&6 Learning Community**

Kim Bennett: [kimberley.bennett@education.vic.gov.au](mailto:kimberley.bennett@education.vic.gov.au)

Brooke Simpson: [brooke.scott2@education.vic.gov.au](mailto:brooke.scott2@education.vic.gov.au)

Vivian Phan: [vivian.phan@education.vic.gov.au](mailto:vivian.phan@education.vic.gov.au)

Hannah Browning-Briese: [hannah.browning-briese@education.vic.gov.au](mailto:hannah.browning-briese@education.vic.gov.au)

### **Response To Individual Needs (RTI)**

Jane Shaw [jane.shaw@education.vic.gov.au](mailto:jane.shaw@education.vic.gov.au) Reading Recovery

Megan Fegan [megan.fegan.@education.vic.gov.au](mailto:megan.fegan.@education.vic.gov.au) Intervention & Extension

Fiona Pringle [fiona.pringle@education.vic.gov.au](mailto:fiona.pringle@education.vic.gov.au) TBC

### **STEAM**

Pereena Sinclair [pereena.sinclair@education.vic.gov.au](mailto:pereena.sinclair@education.vic.gov.au) Y5&6 B & S, Y1&2 S & WL

Fiona Pringle [fiona.pringle@education.vic.gov.au](mailto:fiona.pringle@education.vic.gov.au) Prep & Y3&4

Michelle Hayward [michelle.hayward@education.vic.gov.au](mailto:michelle.hayward@education.vic.gov.au) Y5&6 P & BB, Y1&2 K & WD

### **Physical Education**

Kath Gibbs (McDonald) [kathryn.gibbs@education.vic.gov.au](mailto:kathryn.gibbs@education.vic.gov.au) Prep, Year 3&4, Year 5&6

Michelle Hayward [michelle.hayward@education.vic.gov.au](mailto:michelle.hayward@education.vic.gov.au) Year 1&2

### **Languages - German**

Helena Salles [helena.salles@education.vic.gov.au](mailto:helena.salles@education.vic.gov.au)

Madeleine Sim [madeleine.sim@education.vic.gov.au](mailto:madeleine.sim@education.vic.gov.au)

### **Languages - Mandarin**

Robin Miao [jifen.miao@education.vic.gov.au](mailto:jifen.miao@education.vic.gov.au)

Hannah Guo [han.guo@education.vic.gov.au](mailto:han.guo@education.vic.gov.au)