



Back into Classrooms

Term 2 – Week 5
Tuesday 12th May 2020

We are delighted to share an announcement made this morning by the Victorian Premier, Daniel Andrews. The Premier has acknowledged that this has been a really challenging time for many families, but due to everyone's collective efforts, we are now able to start getting children back into their classrooms.

The Premier has outlined a staged return of students, with all Prep, Class 1 and 2 students, as well as VCE students (Classes 11 and 12) to return to on-site learning on **Tuesday 26th May**. We will also be looking forward to students in Ring a Rosy, Briar Rose and Mother Holle being able to return to school from the 26th May as well. There will be **a pupil free day at all schools on 25th May** to give staff, schools and families time to prepare for the change.

Students in Classes 3 to 10 will continue to learn remotely until **Tuesday 9th June**, to give the Government and the Chief Health Officer time to monitor and evaluate the effects that the return to school has on transmission within the community.

The existing arrangements will apply to students in Classes 3 to 10 up until 9th June, which are that everyone who is able to remain home must do so. The Education Minister and the Chief Health Officer have reiterated this as follows: *'If you can work from home, your children must learn from home.'* The Department of Education and Training indicate that children may attend school *'On days when they are not able to be supervised at home and no other arrangements can be made.'*

Throughout the remote schooling period, we have developed a system by which the school can be thoroughly cleaned and sanitised every evening, so we are confident in the hygiene measures in place to support a safe return to school for our students. We are aware that the greatest risk of students returning to schools is to the adults around them, so we will be putting measures in place during drop off and pick up to limit interaction and exposure between parents and children that are not their own. We will be in touch closer to the time with more information in this regard.

A big thank you to all of our parent community who have supported the school and our teachers through this challenging time. Your appreciation for the effort put in by our dedicated staff and your kind words of acknowledgement and gratitude have made all the hard work well worth it. We have missed our community this term and are very much looking forward to welcoming the children back to school soon.

John Stewart, Education Administrator

Calendar

TERM DATES 2020

Term 1	28/1 – 27/3
Term 2	14/4 – 19/6
Term 3	14/7 – 11/9
Term 4	5/10 – 11/12

CLASS 3 and 4

John

The termite-damaged floors in Class 3 and 4 have finally been replaced. We are particularly proud of the beautiful, functional and developmentally appropriate architecture of our school buildings and are committed to preserving them for the benefit of our future students. During this term while the children are unable to be at school we have taken the opportunity to also renovate these rooms.

Many thanks to our team of bus drivers Sonja, Jack, Klaus and Kym, led by the taskmaster, camps teacher Christian, for their tireless work in removing and replacing the old floor boards in the rooms, renovating the cabinetry and countertops, and repainting the rooms. We know that both the children and their teachers will be delighted by the result.

- *John Stewart, Education Administrator*



CONVEYANCE ALLOWANCE

Barry

The Victorian Department of Education and Training will continue to make all Conveyance Allowance payments to schools and parents - including public bus, private car and private bus.

Payments will continue to be made for all eligible students regardless of whether the student is physically attending school or learning from home.

FEE SUPPORT

Leanne

We regularly have opportunities for parents to pay off their fees by taking a cleaning shift or helping out in other ways around the school. Currently there is an opportunity for 2 people to help our gardener Claire with weeding on Fridays. If you are interested please contact Leanne lsarah@lyss.vic.edu.au Expressions of interest for cleaning can be sent to Monique at cleaning@lyss.vic.edu.au

GARDENING

Claire

This week has been a productive week in the garden. With Autumn really setting in, we have been enjoying the sunny afternoons hunting fungi and collecting leaves to make leaf mould compost. We've planted a crop of green manure lupins which have germinated already in just one week! We hope you're enjoying this beautiful time of year too.

Below, Taiga from class 3 has shared an image of the beautiful garden she has been nurturing. She is growing carrots and broad beans - yum!



CLASS THREE SLEEPOUT

Padma

On Friday last week, Class 3 pitched tents in their backyards, gathered and chopped fire wood, cooked over a camp fire and packed overnight bags. While we were all isolated in our own homes, we camped in our backyards in solidarity and had a marvellous time. The children made preparations throughout the week and I was incredibly proud of the independence and enthusiasm they showed on Friday. Many set up the tents themselves, prepared their own dinner and packed their own bags. Some enjoyed the adventure so much, they camped all weekend as well. This week, we have been sharing photos, videos and messages with each other about our backyard camp out. Here are some of the photos that were shared.



*Backyard camping
at home*

Class 3



CLASS 7 AND 8 CRAFT

Yvette

While spending so much time at home our Class 7 and 8 students have been busily working on their handwork projects.

Here are some photos of their beautiful work.



Viola Turchini



Hayden Baker



Ella Jenkin



Emma Wisniewska-Payne



Mani Jones

CLASS NINE SONGLINES

Louise

The Class 9s have been exploring some of the cultures of our First Nation people. Stories were composed which incorporated words from Woiwurrung, the local language spoken by the Wurundjeri people. Below are some responses to an exploration of Songlines and what the students understand them to be. Text was studied out of the book *Songlines: Tracking the Seven Sisters*. They also wrote about the consequences of our modern reliance on Google Maps.

<http://archanth.cass.anu.edu.au/centres/chms/songlines-western-desert>



Lily Brock

Songs were learned by the people as they moved across the land, the rhythm of the song matching the rhythm of the walking. Songs became dances, and dances became ceremonies.

Song lines or dreaming tracks do not stand out from the land, they are in the people, in all the people who sing them.

Song lines are paths across the land and sky, they hold unique knowledge of the aboriginal and Torres Strait Islander peoples.

Song lines are stories, in songs that tell of the law, tell of the names of country, tell where edible plants are growing, tell where the ancestors were, tell where the water holes are, where the grasslands are, and where the animals live.

They tell how and when to burn the country, tell when and where to hunt what, they tell where major land forms are and where the dreaming spirits live, and what is edible or not.

They tell of every bend in every river, of every escarpment and every sand dune, they tell where culturally significant areas are and where sacred sites are.

They tell the people where they are, and have done so for thousands of years.

Roads, unlike song lines, zig zag the land, cutting through the land, and making huge scratches through the song lines.

Relying on google maps means we can be totally unaware of our surroundings, we might as well be blind, as it tells you where and when to turn. Before going anywhere, we (our family) look through the very old Melways to get a proper understanding of where we will be going. If you are constantly thinking of where it might take you next, you forget to look out the window, so on the way back, you have to use google maps again, as you didn't observe where you were going on the way there.

Erica Ronalds

The Dreaming track, is a sacred way of navigation that connects aboriginal people to the land. I believe that their ancestors play a large role in the establishment of sacred sites as they travelled over the continent long ago. Animals were created in the Dreaming, and also played a part in creation of the lands. Songlines connect places and Creations, and the ceremonies associated with those places. The history about these places and the journeys are carried in song, and each Aboriginal person has an obligation to their birthplace.

The song, sang about where the edible plants were, where the countries and grassland, and sand dunes and where there was water. These were all a way of navigation, the aboriginal way, 'Dreaming Track'. The whitefella way, road, a big stone paths that leads to a certain place, not necessarily with a certain meaning or ritual but just a road that brings you to your destination.

Grace Cooper

Songlines are song and stories created by the first Australians to instruct each other on where things were, such as a water hole in the middle of the desert, or where to find the right food at the right time of year. In comparison the roads built by us (the white settlers) have no meaning, but as a way to travel over the earth. While the white man's roads can be dug up or washed away leaving no trace, the first Australian's songlines can live on as long as there lives someone to remember them.

I think that our reliance on google maps and other GPS type navigation systems has an effect on our connection to place. We stop watching where we are going and rely on the tiny dot on the screen or the voice that tells us which way to turn and how far we have to go.



Kungkarangkalpa – Seven Sisters 2015 by Tjungkara Ken, Yaritji Young, Maringka Tunkin, Freda Brady and Sandra Ken, Tjala Arts acrylic on canvas, 220 cm diameter. National Museum of Australia

Kiera Steventon

Songlines from my understanding are not just a way to keep aboriginal culture alive, but a way to pass down a pure and untainted aspect of the culture, it shows a connection to their surroundings and nature and also supports self-reliance. Whitefella way is made using manmade materials and by cutting a great road into the land in a forceful way with a lack of consideration, like sanding against the grain. It also induces the need and dependance on things like Google maps instead of just having it in your mind. Aboriginal way works with nature and teaches how to find things by yourself while using rhythm and staying in touch with the culture. It can also be a way to find special landmarks that are important or of significance to the culture, or maybe even something from their childhood that they were sung a song about, where you wouldn't find directions to on Google maps. When relying on things like Google maps, people don't only lose touch with the land, but we lose self-reliance and become dependent on the easiest way to be fed the information. When one is listening to and watching maps they stop focusing on the surroundings and become far less immersed in the beauty of the land when travelling.

CLASS 9 PHOTOGRAPHY

Dani

In class 9 Art, students experience the qualities of darkness and light, exploring the way that tone can create mood. One of the mediums through which this is explored is black and white photography. This art form not only allows students to experience light in a very literal sense, with light being the essential key to photography itself, but also in an artistic and experiential sense, looking closely at the effects of highlight, shadow and tone. Although students do not have access to the darkroom this term in order to undertake our usual analogue photography program, they have still been exploring the essential ideas through the medium of digital photography. Each week students are assigned an artist to research, and given a related theme to explore through their own photography.

The stunning image below is an artwork by Stephanie Scott in response to the theme of *pattern and texture*, inspired by the work of Ansel Adams. It is accompanied by her own written reflection on the artwork.



The light of the sun behind the mushrooms highlights the lines underneath the mushroom.

The dark contrast of the shadows in the trees and grass highlights the stems, which in turn highlights the tiny bugs on the stems of the mushrooms.

The texture of the moss and the leaf lying to the right of the mushroom add interest to the image without taking away from the central focus.

-Steph Scott

TREE PLANTING

Some photos of last Friday's tree planting - 100 plants provided by Melbourne Water. Our School planting will happen in spring this year.

