

Ballarat Primary School (Dana St) Learning Continuity Handbook for Families



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1. Introduction

During this very challenging time, with its constantly evolving nature, this learning plan has been developed to support the continuity of learning for students at Dana Street Primary School.

Our staff have worked capably and with great commitment in ensuring that our students were kept calm and engaged at school during the unfolding wider societal events in term 1. They will continue to strive to maintain learning continuity for your children, if, as seems likely, the school remains closed.

The change to remote learning can cause uncertainty and apprehension. The following learning plan aims to clarify roles and expectations for students and parents/carers during this time.

This handbook is designed to help parents/carers successfully navigate their way through the implementation of a learning continuity plan. We anticipate challenges along the way, particularly in the first couple of weeks. We all need to accept that this will be the case. For this reason we have endeavoured to keep activities and learning tasks familiar and as simple as possible for students during this time.

If and when you experience problems, please make contact using the methods below.

Methods of Communication

All communication to the teachers must be through Class Dojo, using the Messages function. While you can message at any time, please be aware that teachers will not be online 24/7. Their dedicated response time to students is from 9am-12pm. They will respond to parent messages during business hours.

Communication to the principal staff can be through the school email: ballarat.ps.dana@edumail.vic.gov.au . Emails are monitored throughout each day.

Principal class staff will be onsite each day. The school's phone number is 5332 1301.

Other communication methods:

Newsletter: A newsletter will continue to be published each Friday. This will be emailed to each family, posted in Class Dojo and as always, uploaded to our website.

Assembly: Once we are using all the technology confidently, a short assembly will be broadcast each Friday morning at 9:15am. This will be broadcast on *Webex Meetings*, but not in week 1! More information about this will follow. Let's get used to Class Dojo first.

Notifications: Emails will continue to be sent out to help keep families up to date as news arises.

2. Our Learning Continuity Plan

Our Learning Continuity Plan outlines the strategy that Dana Street Primary School will be using throughout the school closure, which at this stage we have been told is the entirety of term 2. The plan explains everything you need to know in order to support your child through the home learning experience. It includes:

- The roles of students, staff, parents and the school
- How learning will be delivered to your child
- Setting up a home learning environment
- How to access technical support
- Student and family support

3. Expectations of the school community

Expectations of the school

- Use email and Class Dojo, along with Webex (more information to come), as communication tools to deliver information updates, deliver learning tasks, maintain contact with students and families, and to conduct meetings and assemblies.
- Support families where access to a device or internet at home is limited.
- Provide advice on what online and offline learning tools will be available to your child as part of the remote learning plan.
- Provide a technical support process to assist families who are having difficulties with connecting to accessible learning platforms.

Expectations of teachers

- Create weekly learning plans that provide for daily learning and align with the Victorian Curriculum.
- Communicate learning plans with activities for students via Class Dojo.
- Conduct daily check-ins with students via a mixture of whole class/ individual messages.
- Provide regular feedback on student work.
- Develop video conferencing as an additional tool via Webex Meetings (more information to come).

Expectations of students (in conjunction with parents)

- Monitor Class Dojo each day to check for messages from teachers.
- Complete tasks with their best efforts.
- Do their best to meet timeline commitments.
- Communicate regularly with their teachers.
- Abide by the school's Digital Technologies Acceptable Use Agreement, which has been signed by each student.

Expectations of parents/ carers

- Support your child with their learning.
- Establish routines and expectations with your child.
- Do your best to provide a space for your child to work
- Provide a level of supervision appropriate to your child's stage of development.
- Monitor communications from teachers via Class Dojo, and the school via email.

Above all, we need to be realistic!

In an ideal week, the activities delivered by teachers will be fully completed by the students. However, we understand that we are far from being in ideal circumstances at the moment, and that conditions will vary from family to family; from day to day. We know that we will have days where families are less productive than others.

Also, bear in mind that many of our staff also have young children at home and will empathise with the issue of trying to juggle everything. They will, at times, also have reduced capacity to be online and engaging with your child as they are also needing to supervise their own children.

Staff will also be rostered at school to supervise a small number of students, and on these days their availability to be responsive online will be impacted.

We need to accept that we will all do our best, as we endeavour to manage entirely new and competing demands placed on all of us. We need to be kind to ourselves and each other. We all need to show grace; that teachers are doing their best in a new environment under pressure, that families are also doing their best with many extra demands, and that our children may be feeling stressed and anxious, trying to do their best under this pressure as well.

It might be helpful to think of this time as "home learning" rather than "home schooling." Your child may be having computer difficulties or be suffering from too much time on a device. Activities such as helping to cook a meal, observing insects in the backyard, researching and creating a vegetable garden, doing a jigsaw, or helping to wash the dishes all offer great opportunities for children to learn about the world they live in, and learn values like responsibility and tolerance. Every moment is a teachable moment if we choose. Relaxing is also very important for mental health.

Please, please contact the school via email or phone, or your child's classroom teacher via Class Dojo, if you are in need of support at this time!

4. Implementation of the Learning Continuity Plan over time

We are sure to experience some challenges as we move to remote learning. For this reason, teachers have initially planned engaging and familiar tasks for your child to complete while they become used to remote learning. Teachers will gradually increase the academic rigour as time goes on and everyone gains confidence with the various platforms and learning conditions/methods.

Technical issues are anticipated to be a major challenge, and this often takes time to iron out. We are asking everyone to practise our school values to a high level at this time. We will need to show tolerance, understanding, respect and care while the mode of learning begins its implementation stage. Over time, accountability and rigour will be increased. *Please bear this in mind.*

Our plan will unfold as follows:

Stage 1 Introducing and Implementing <i>First 2 weeks of term 2</i>	Stage 2 Consolidating and Extending <i>Weeks 3-4 of term 2</i>	Stage 3 Embedding and Excelling <i>Ongoing</i>
<ul style="list-style-type: none"> • Learning tasks will be simple, familiar and clear • Online learning will be limited, mostly to familiar platforms • Tasks will be short and manageable • Accessible Art, P.E. and Japanese activities will be provided • Regular contact/messaging with students • Developing processes for feedback on student work • Regular communications provided to parents • School will set up a tech support system 	<ul style="list-style-type: none"> • Developing video conferencing strategies on Webex • Increasing rigour of activities and tasks • Feedback and assessment included as part of the learning plan • Additional supporting resources/ sites introduced • Communication to parents/carers continues 	<ul style="list-style-type: none"> • Introduction of project tasks • Feedback and assessment continues to develop, including assessment and reporting as advised by the Department of Education • Communication to parents/carers continues

5. Delivery of learning to your child

Teachers

Teachers will work flexibly. They will:

- Deliver the learning for the week on Class Dojo, by Monday morning at 9am (Wednesday in week 1).
- Post a class story daily on Class Dojo.
- Be available online between 9am and 12pm daily to message with students.
- As time goes on, teachers will be organising conferences and a once-a-week class catch up with all students on Webex Meetings, again, within the 9am-12pm timeframe.

The learning delivered to students has been divided into Reading, Writing, Numeracy, and within that into five sections, but numbered instead of being specifically headed with the day of the week. This is in recognition of the great flexibility that families need.

Teachers will manage their daily time, which will include:

- Planning with their teaching teams—this will take a great deal of time throughout the week as we aim for consistency across the school.
- Attending to work submitted by their students.
- Continuing professional learning (particularly that which relates to our current situation). We are all learning!
- Having breaks at times that work for them and their family.

Students and families

Every child and family will be different and will go about setting routines in their own way. It is suggested by the Department of Education that on a daily basis, students from P-6 engage in:

- Literacy activities that take a total of about 45-60 minutes
- Numeracy activities of about 30-45 minutes
- Additional learning areas, play-based learning and physical activity of about 30-45 minutes. (90 minutes for grades 3-6)
- As time goes on, activities will be broadened to include science, design technologies, humanities, arts, health and languages.

Tips for effective learning

Plan your day

- Is your device charged?
- Is your learning space tidy?
- Do you have your learning materials ready?
- Is there a class story or message from your teacher yet?



Healthy mind, healthy body

- Make sure you have a drink bottle close by. Drink plenty of water.
- Manage your screen time. Make sure you have regular breaks and move your body in these breaks!
- Remember to use a growth mindset when looking at any problems you might have. Expect to make mistakes and face challenges. That's how we learn.
- Plan to have time on your favourite hobbies during each day.
- Incorporate at least 30 minutes of exercise into your routine.

Engage in learning

- Establish, with your parents, what learning you will be carrying out each day. For example: activity 3 from Reading, Writing and Numeracy, P.E., and then something from home (a jigsaw, Lego, watch the ABC Education channel, etc.)
- Decide on the order of activities. Use a timer if that is helpful.
- Plan breaks.
- Check your work against the success criteria. Message your teacher if you have questions.
- Your teacher will let you know how to share your work. Do not share photos/videos of yourself on Class Dojo.

Here is an example schedule:

9:00–9:45		10:00–10:45		11:00–11:45		12:00–1:00	
Reading activity	break	Writing activity	break	Numeracy activity	break	Specialist activity: Art/ P.E./ Japanese/ other activity suggested by teachers	Lunch, afternoon /family activities

Times can be extended for older children. The routine can vary according to family needs and will be different from family to family.

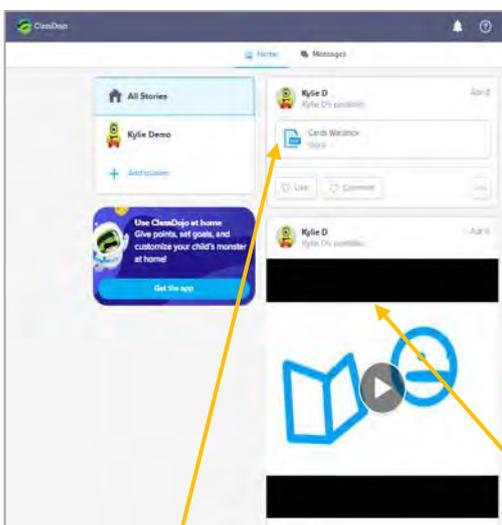
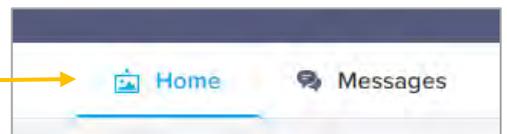
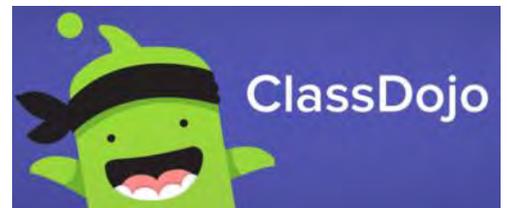
The teachers will be using two main online platforms to deliver learning activities to your child: Class Dojo and Webex.

Class Dojo

All of our students have some familiarity with Class Dojo. It has been used in classrooms, mostly as reinforcement for student learning and behaviours.

Parent Login

When parents log in, you will have access to *Home (Class Story)* and *Messages*.



In *Class Story*, parents will be able to receive newsletters, invitations to online assemblies and any other important information which is sent out. In this space, parents will also see tasks which have been set by the teacher.

Once students and parents are familiar with this platform, students will be asked to submit learning tasks. All submitted learning tasks will need to be approved by the teacher and then they become visible in *Class Story* for parents to view.

In *Messages*, parents can communicate with the teachers when needed.

Tasks which have been set

Submitted and approved tasks

Student Login

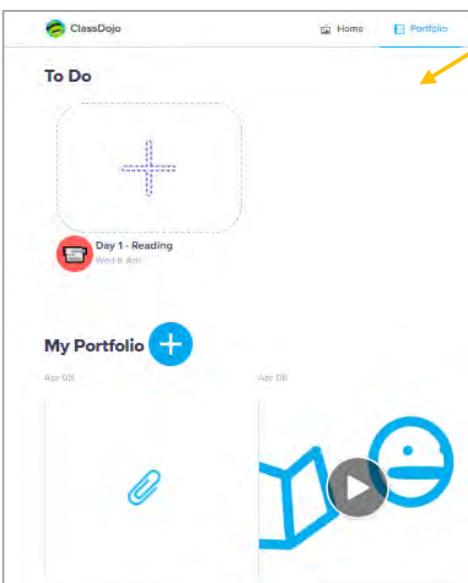
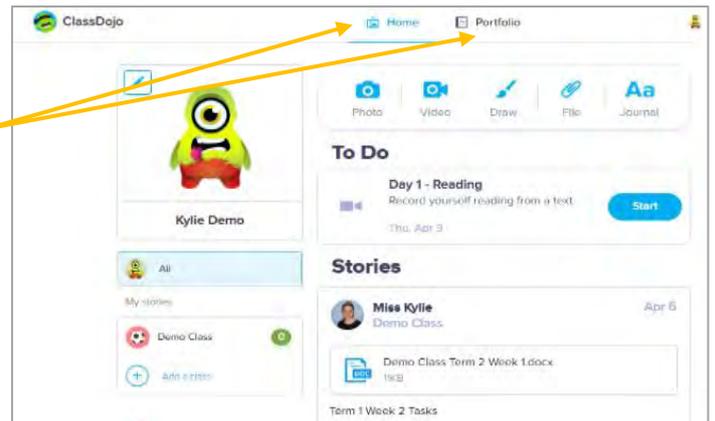
Students will need to login using their unique link (sent to you via Class Dojo messages) to view their learning and submit class tasks. Once the tab is open they will view this screen.



This is the Student QR Code.
This QR code can be copied and printed as an additional way to log in. You could also take a photo using a smart phone/iPad. Follow the prompts to log in.

This is the unique student code.
1. Copy this code
2. Open a new tab in your browser
3. Paste the code into the browser to be taken directly to the Student Account
4. Save this code in a Sticky Note (app) or Word document on student desktop.

Once logged in, students will have access to Home (Class Story) and Portfolios. Students will only be able to view the Class Story of their own class.

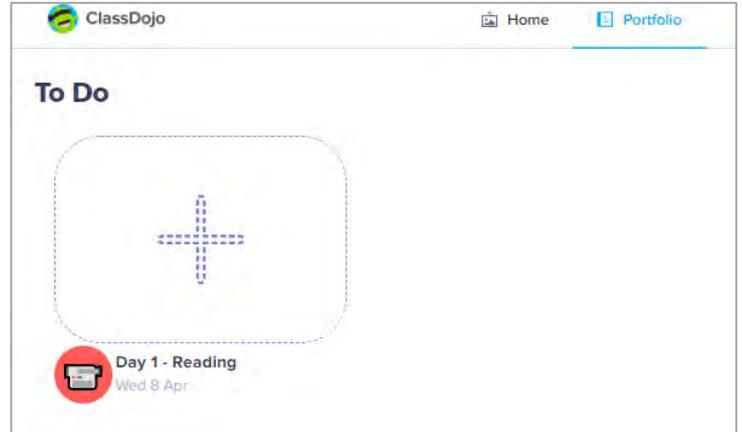
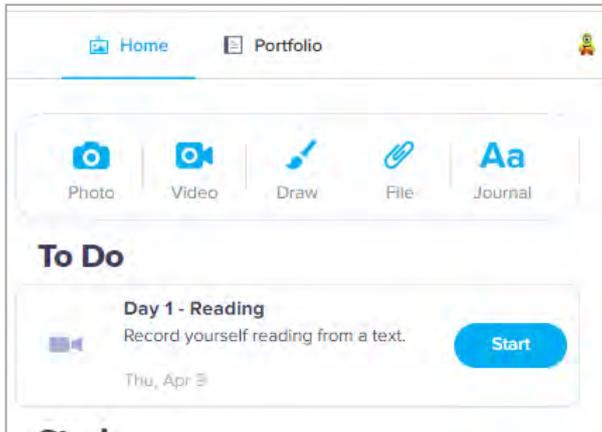


Portfolio is a private space in which students will be asked to submit their work. This space is only visible to that student, that student's parents, and the classroom teacher. No other students or parents can see work submitted by any other student in Portfolios.

Once tasks have been submitted by the student, they will need to be approved by the teacher.

As time goes on, teachers will set *To Do* tasks. These might include maths warm-up games, reflections on learning, daily tasks or journal entries. For these *To Do* tasks, students will need to submit their work via one of the 5 modes (photo, video/recording, draw, file, journal) selected by the teacher.

The *To Do* tasks are only visible by the student and the teacher, until they are submitted and approved. Parents are encouraged to regularly check their child or children's accounts for these.



** Please note: students/parents **must not take/post/attach photos or videos of children's faces.** This is a privacy issue that must be adhered to.

A Privacy Impact Assessment has been conducted on Class Dojo. We think it is a perfect platform for learning, but we will be using Webex for conferencing. If you wish, you can choose to opt out of Class Dojo. You will need to contact the school via email or phone to opt out. If you decide not to **use Class Dojo, your child's learning will be delivered via email.**

6. The tasks

Teachers will post the learning tasks for each week by Monday morning at 9am (Wednesday in the first week). Each child will access Reading, Writing and Numeracy tasks at their level of learning. Note: in week 1 the tasks have been designed to be very familiar and accessible. The tasks do not need to be printed out. Instructions are specific. Usually the child can write anything from the tasks in the exercise book provided at the end of term 1. Please ensure students date their work. Paper packs are available for families without home internet.

As everyone gets used to the platform, teachers will show students how to take photos of work (with parent permission) and upload it, how to use their portfolio to submit work, and will give students feedback.

The resources sent home on the last day of school comprise a *toolkit* for learning—pencil case, exercise book, cards, dice, etc. You may need more resources; in which case you can contact **your child's teacher to collect some of their spare** materials from school. Remember that many things can be used for maths counters. Likewise, we will be letting you know of lots of great sites to access books to read, additional activities, games, etc.

7. Accessing digital learning platforms

From late in week 2, we will be using Webex Meetings to run face to face sessions with our students. Webex is Department of Education approved software for this purpose. We will launch with a whole school 'assembly' on Friday of week 2 at 9:15am. In the following week, teachers will begin using Webex with their classes and students.

At some point in week 1, please download the Webex Meeting software from the Webex website:
<https://www.webex.com/downloads.html>

If Webex Meetings is installed on an accessible device for your child, this will provide for conferencing and assemblies in the days and weeks to come. If you have a couple of devices at home you can test it to see if the camera and microphone are working.

If you require technical support with Webex please use the following website:
<https://www.webex.com/remote-support.htm>



8. Being safe and respectful online

Acceptable use

- When students are working online at home, the DSPS Acceptable Use Policy remains active. Please familiarise yourself with this policy and support your child to remain safe and respectful when online.
- Should you require support or need to report misuse of devices, please contact your child's classroom teacher. They will be able to decide whether the situation can be managed or passed onto our Assistant Principal.
- *Should students breach the **guidelines, your child's teacher or a member of the Principal Class team will be in touch to negotiate appropriate consequences.***

Managing screen time

- For children under six years old, it is recommended that two 30 minutes sessions per day involve screens. Hourly breaks with exercise if possible are suggested.
- It is important to keep a balanced approach to home learning. Time spent using digital devices for learning should be broken up with physical exercise and offline learning tasks often.

E-safety

- The following website is an excellent resource for families: <https://www.esafety.gov.au/>
- While all classes have discussed safety online, the grade 5/6 students will shortly be assigned an e-safety course to do in terms of their Digital Licences.
- It is very important to remember that children need supervision while online. They need to know and understand safety measures such as: If you see something that worries you or you think is inappropriate, minimise the browser immediately and tell a parent.

9. Student wellbeing at home

Being confined to home for an extended period of time will have its difficulties. It is important that we all look out for each other and support the emotional and mental health of our children and ourselves. Wellbeing is key to learning outcomes, mental health and responsible life choices. We know that a safe, respectful and inclusive environment supports children to feel connected and engaged in their learning.

Tips to support your child emotionally during this time

- Talk with your whole family about what is happening, at an appropriate level. They certainly understand that things are very different. Not talking about it can make some children more anxious.
- Help your children think about how they have coped with difficult situations in the past and reassure them that they, and the family, will cope with this situation too.
- Exercise regularly with your child. Options are only limited by your imagination.
- Encourage your child to keep in contact with extended family and friends via telephone or other methods.
- We encourage you to start and finish each day with a simple check-in. These check-ins can be a regular part of each day. In the morning, **talk about today's learning**—the learning intentions and how to be successful (the success criteria).
- During and after the learning, check-in questions could include
 - What did you learn today?
 - What was challenging? You could come up with a strategy to deal with the same problem if it comes up again.
 - Consider three things that went well today. Why were they good?
 - Are you okay? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

Wellbeing support resources

During this time, we know that there are going to be students and families who will find this transition difficult. This is completely understandable, and we are here to support you. If something arises that is of concern for you and your family, please follow the process below.

For student wellbeing issues:

1. Contact your child's classroom teacher explaining the concern. This can be done via Class Dojo
2. Your classroom teacher will then respond
3. If you feel that your concern needs further attention, please contact the school via phone 5332 1301 or email ballarat.ps.dana@edumail.vic.gov.au

Further wellbeing support resources

Service	Call
Emergency (Police / Fire / Ambulance)	000
Lifeline (Crisis Support)	13 11 14
Beyond Blue (Counselling and Support)	1300 22 4636
Kids Helpline (Support for children and young people aged 5-25)	1800 55 1800
Child and Family Services (Connecting families to resources and support)	5337 3333
The Orange Door (Support for Family Violence)	https://orangedoor.vic.gov.au
Safe Steps (Support for women and children who are victims of family violence)	1800 015 188
MensLine Australia (Counselling service for men with family and/or relationship issues)	1300 78 99 78
Child Protection (For children and young people whose safety is at risk)	13 12 78

Raising Children Network

Australia's leading parent support and advice network for all ages of child development.

Visit <https://raisingchildren.net.au/>

Student Wellbeing Hub

Providing parents, students and educators with resources to support the wellbeing development of children in their care.

Visit <https://studentwellbeinghub.edu.au/>

e-Safety

Resources and strategies to support parents in keeping their children safe online.

Visit <https://www.esafety.gov.au/parents>