

Ballarat Primary School (Dana St)  
Remote Learning Handbook for Families  
Term 3 2020



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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 this year. They will continue to strive to maintain learning continuity for your children during the period of remote learning.

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, however there is help and support from our staff for all students and their families.

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.

Teachers will use Classroom Dojo to deliver learning and communicate with parents and students. Staff will also use Webex meetings for video conferencing.

Communication to the principal staff can be through the school email: [ballarat.ps.dana@education.vic.gov.au](mailto:ballarat.ps.dana@education.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 and as always, uploaded to our website.

Assembly: A short assembly will be broadcast each Friday morning at 9:15am. This will be broadcast on *Webex Events*. The event will be posted in Class Dojo on Thursdays.

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

Our Learning Continuity Plan outlines the strategy that Dana Street Primary School will be using throughout the school closure, which at this stage is likely to extend for most of the term, or at least until the end of week 9 (September 11<sup>th</sup>). 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, 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.
- Use video conferencing as an additional tool via Webex Meetings

#### 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 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 navigate remote learning. The learning packs are differentiated to cater for different levels of learning. Teachers have included the learning intention (what we are learning) and success criteria (how to be successful). These are an enormous help to our students.

Technical issues are experienced by many and sometimes issues can take 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 is implemented. There are very few problems we can't solve by working together.

Our plan has the following features:

<i>Differences in delivery of learning:</i>	<i>Similarities to term 2 remote learning</i>
<ul style="list-style-type: none"><li>• Accessible Art, P.E. and Japanese activities will be provided within the daily learning pack that classroom teachers post.</li><li>• Teacher videos will be embedded links in the learning pack, so there will usually be only one post per day that includes everything the child needs.</li></ul>	<ul style="list-style-type: none"><li>• Daily Webex meetings in the morning – these are used as a roll call, wellbeing chat <b>and to set students up for the day's</b> learning.</li><li>• Regular contact/ messaging and focus groups for students throughout the week.</li><li>• Teacher availability to students from 9-12pm daily</li><li>• Teachers replying to parent messages through business hour</li><li>• Feedback and assessment included as part of the learning plan</li><li>• Additional supporting resources/ sites introduced</li><li>• Communication to parents/carers continues at school through classroom teacher as first contact</li><li>• Tech support system available</li></ul>

## 5. Delivery of learning to your child

### Teachers

Teachers will work flexibly. They will:

- Deliver the learning daily on Class Dojo. Monday's learning will be posted by 4pm on Friday. Learning from Tuesday- Friday will be posted by 4pm the day before.
- Provide the same learning in a weekly pack, available at the school on Mondays from 8:30am.
- Be available online between 9am and 12pm daily to message with students.
- Conduct Webex meetings every morning for their whole class, and focus groups and 1:1 sessions throughout the week.

The learning delivered to students has been divided into Reading, Writing and Maths. P.E. will be delivered on Monday, Art on Tuesday and Japanese on Wednesday. Thursday and Friday's packs will contain other extra learning as options.

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)

### 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: 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.
- Upload portfolio pieces as requested by your teacher. Do not share photos/videos of yourself on Class Dojo.

Here is an example schedule:

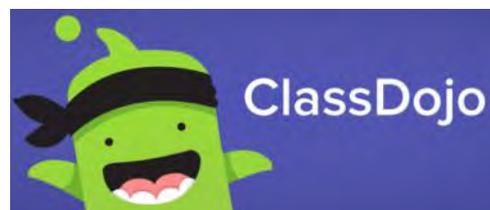
9:00–9:45		10:00–10:45		11:00–11:45		12:00–1:00	
Reading activity	break	Writing activity	break	Numeracy activity	break	Specialist activity: Art/ P.E./ Japanese/ other activity suggested by teachers	Lunch, afternoon /family activities

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.

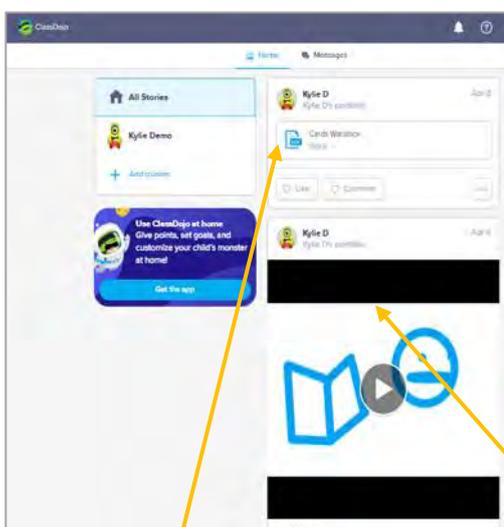
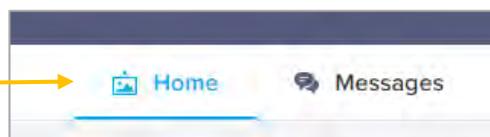
### Class Dojo

All of our students are able to use Class Dojo. It is used in classrooms, mostly as reinforcement for student learning and behaviours. It was also used during remote learning in term 2.



### Parent Login

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



In *Class Story*, parents will be able to receive 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.

Students will be asked to submit learning tasks to their portfolio. 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

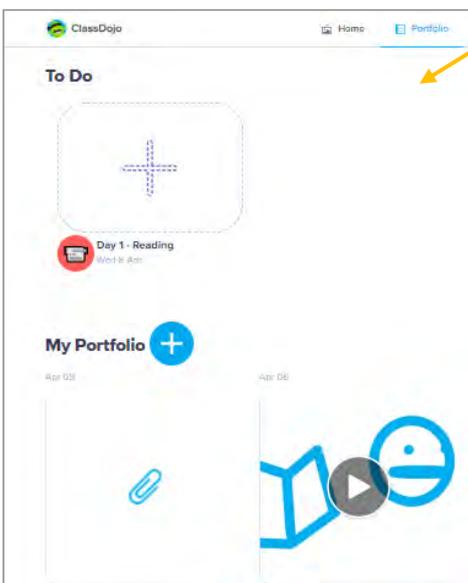
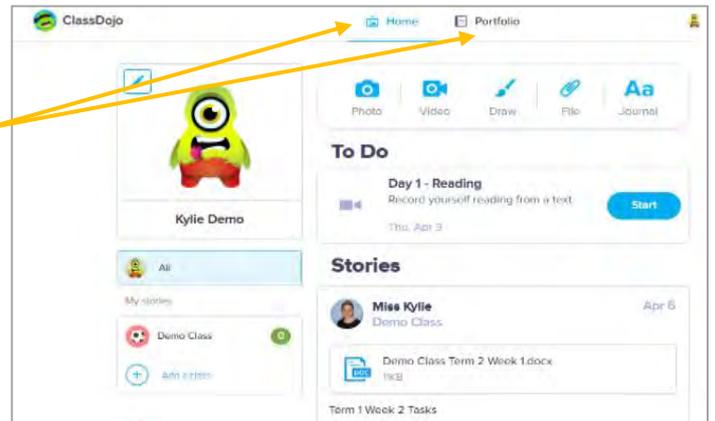
Students will need to login using their unique link (sent to you via Class Dojo messages) to view their learning and submit class tasks. Once the tab is open they will view this screen.



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.

\*\* 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

Each child will access Reading, Writing and Numeracy tasks at their level of learning. The tasks do not usually need to be printed out. Instructions are specific. Usually the child can write anything from the tasks in the exercise book provided at school. Please ensure students date their work. Paper packs are available for families without home internet. These can be picked up weekly from school from 8:30 am on Mondays.

Classroom teachers will include Wellbeing activities as either a task embedded in Literacy lessons, an optional extra or as part of a Webex session e.g. circle time. Optional extras will include activities such as touch typing and Inquiry (integrated lessons) for older students.

Specialist lessons will this time be included in the daily pack. This means that the 'newsfeed' on class story is more streamlined. Class story will also benefit from links to videos being embedded in the daily learning pack.

For requested portfolio tasks, students will again take photos of their work and upload to Class Dojo. Teachers will remind them how to do this if needed. Onsite teachers will also support students to do this.

The resources sent home on Monday 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.

Learning posted on Class Dojo	4pm on Friday for the following Monday 4pm the previous day for Tuesday – Friday			
P.E. lessons	Monday – learning included in pack posted on Friday			
Art Lessons	Tuesday- learning included in pack posted on previous day			
Japanese lessons	Wednesday- learning included in pack posted on previous day			
Portfolio tasks	One each day- signified by icon: Students to upload to portfolio.			
Class Webex Meetings	9:00am daily	9:15 am daily	9:30 daily	9:30 daily
	PrepK Prep/1S Prep/1B	1/2K	1/2D 2/3S 3/4A 3/4K	5/6E 5/6K 5/6S
Teacher Focus groups via Webex	Teachers will arrange these and inform students/ parents.			
Friday Assembly	Friday at 11:30am (note change). This change is to accommodate the morning class Webex meeting			





## 7. Accessing digital learning platforms

We will again be using Webex Meetings to run face to face sessions with our students. Webex is Department of Education approved software for this purpose. Webex Meetings is already installed on student devices.

If you have not, please download the Webex Meeting software from the Webex website:

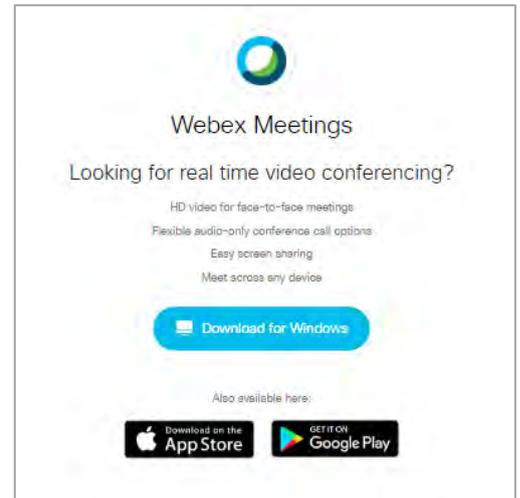
<https://www.webex.com/downloads.html>

Webex meetings will provide for daily meetings, focus groups and assemblies. 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>

We have become quite expert so you can also contact us!



## 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 we have also participated in an e-safety course 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](mailto: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)	<a href="https://orangedoor.vic.gov.au">https://orangedoor.vic.gov.au</a>
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>