



Eastwood

PRIMARY SCHOOL
& DEAF FACILITY

DEAF FACILITY PRIMARY SCHOOL

REMOTE LEARNING HANDBOOK FOR PARENTS AND STUDENTS

Enthusiasm precedes success



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Where are we
going, Pooh?

Home, Piglet.
We're going home.
Because that's the best
thing to do right now.



Section A: Purpose

Remote teaching and learning programs will differ from school to school, just as on-site programs vary between schools. At **Eastwood Primary School**, we will provide learning materials that are consistent with the learning standards published by the Victorian Curriculum and Assessment Authority (VCAA). This handbook is designed to support students and families during the period of remote learning.

The remote delivery of teaching and learning will be a new experience for many students, teachers and families/carers. It is not expected that things will go perfectly smoothly as we all begin this new way of working. Sharing lessons learnt will be an important contribution everyone can make.

During the school closure, students and parents will be sent instructions from their teacher outlining learning program for each subject starting Term 2. Teachers and Teachers of the Deaf will be providing lesson content, learning tasks and resources via Google Classroom and SEESAW within the normal school day. Education Support staff will continue to support students and staff as appropriate within their role. The Wellbeing Team, Learning Specialists and Year Level Leaders are also available should you need support.

This resource also outlines the roles and responsibilities of all members of the community during this time.

An Overview

Learning from home- setting ourselves up for success

Learning from home is not intended to be the same as learning at school. Students are not expected to be at the computer for five hours each day, rather learning should be broken up into manageable chunks through the day with time away from the screen built in. These tips will make the transition to remote learning a little easier to manage.

Students must:

Maintain a routine. Students should get up at the same time, eat breakfast and dress appropriately for learning.

Set up the homework station properly. Avoid bedrooms as a workspace.

Remove distractions - think about strategies to work around this. (e.g. no television, music on etc).

Plan the schedule for the day – set goals to complete tasks, factor in concentrated work and also some down time.

Students should keep in contact with other community members, (students, staff members and others) through Google Classroom, Seesaw, Webex.

Students should avoid sitting at a desk all day. Move around, go outside to get some sunlight and fresh air, have a walk in the park (but keep your distance from others – at least two meters). Physical activity is essential for maintaining good health in both mind and body.

Eat well and drink plenty of water.

Section B: How will my child access the work?

Years F-2

Students in Foundation to Year 2 will be provided with an online link to the program SEESAW from their classroom teacher to be able to access some of the activities and to upload their responses.

They will also receive a weekly planner that will include activities that do not need an electronic device. They will be able to access their weekly activities and find information or resources to help them complete their work. A User Guide will be provided to families with instructions on how to access the work by close of business on Tuesday 14 April.

Years 3-6

Students in Years 3 to 4 will access their work via Google Classroom. Students in Years 3 and 4 have had an introduction to this tool but everyone will be sent instructions on how to access their accounts by C.O.B. Tuesday 14 April.

The students in Years 5 & 6 are familiar with these accounts and regularly use them at school. They will be able to access their weekly activities and find information or resources to help them complete their work, including video explanations.

SPECIALIST LESSONS

Your child participates in the Specialist program weekly. This will continue during learning from home on the following days and will be the only day that the classroom teacher will not be in contact with your child:

Monday – Senior

Tuesday – Foundation

Wednesday – Middle

Thursday – Junior Two

Friday – Junior One

The specialist teachers will upload a lesson to either Google Classroom or Seesaw each week.

The lesson does not have to be completed on your child's usual specialist day, it just needs to be submitted within the week. The specialist teachers are there to support your child, so please contact them via email if you need assistance.

	Visual Art	Performing Art	P.E.	Auslan	Digital Tech	Environment
F	Nadine King	Emma Matheson	Andrew Beaton	Laura Weatherall	Megan Pepprell	
1	Nadine King	Mary Atmatsidis	Fiona McNeal	Heather Mills	Megan Pepprell	

2	Nadine King	Mary Atmatsidis	Fiona McNeal	Heather Mills	Megan Pepprell	
3	Nadine King	Emma Matheson	Fiona McNeal	Laura Weatherall	Megan Pepprell	Meg Moore
4	Nadine King	Emma Matheson	Fiona McNeal	Laura Weatherall	Megan Pepprell	Meg Moore
5	Nadine King	Emma Matheson	Fiona McNeal	Laura Weatherall		Meg Moore
6	Nadine King	Emma Matheson	Fiona McNeal	Laura Weatherall		Meg Moore

Section C: How will my child communicate with his/her teacher?

Webex

The teacher will email a link to a nominated parent email at their allocated time. The link and number code will also be accessible in Google Classroom. An adult with access to the email account (or students who can access Google Classroom) will click on the link to join the meeting. You will be asked to download Webex. This is a free communication tool.

To maintain contact with the students throughout remote learning, your child will have the opportunity to video conference with their teacher. The teacher will conference with the students at home, at various times throughout the week. Specific times will be allocated to each student, we will endeavour to ensure siblings are not on at the same time. During this time your teachers will be checking in on the work completed and providing feedback and feedforward based on the needs of the students. Webex is an online tool that can be accessed on a phone, iPad and computer.

IMPORTANT! Please note, this ‘meeting’ is for the teacher to make contact with their students and not a Parent/Teacher interview. Please email the teacher to schedule a meeting if you require one.

The classroom teacher will allocate times when they will be available for contact via email during the day. Teachers will not be available outside this time allocation as they will be teaching. ***They are also not contactable outside school hours.***

Section D: How much work does my child need to complete / what schedule should I follow?

Your child will be provided with the following each day, beginning Week 1 (Wednesday 15 April) of Term 2:

For students in Foundation to Year 2, teachers 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, play-based learning and physical activity of about 30-45 minutes.

For students in Years 3 to 6 teachers will provide learning programs allocated as follows:

Literacy: 45-60 minutes

Numeracy: 30-45 minutes

Physical activities: 30 minutes

Additional curriculum areas: 90 minutes

More detailed information and suggested schedules will be sent to you by the classroom teacher on Tuesday 14 April.

ICT help can be obtained from Megan Pepprell, our ICT Coordinator, by contacting her on 0492831291

Section E: Frequently Asked Questions

How will the teacher assess my child's work?

Feedback to students will be addressed during their allocated conference time.



What if myself or my child becomes sick?



If you become sick whilst schools are undertaking remote learning, please email your child's teacher directly. Children are to rest and recover during this time and will be unable to complete the work provided. They will not be formally asked to complete the work at a later date, this is a decision to be made by the parents and guardians.

What happens if my child's teacher becomes sick?

If your child's class teacher becomes sick, they will email you directly and pause the conferencing sessions until they are well enough to hold the online meetings. The students will continue to complete the activities provided during this time, only the video conferencing sessions will cease. The class will be reallocated to a temporary teacher for the day/s.

What do I do with the work completed?

Instructions on how to present completed work will be provided by the classroom teacher on **Tuesday 14 April**. The teacher will check in with each student about this work during the conference time.

How much help do I need to provide my child?



This will depend on the needs of your child. We aim to provide work that requires minimal adult assistance, however support will be required depending on their age and ability level. When supporting your child, provide assistance to help them understand and complete the work, however **do not complete the activity for them**. We ask that you provide no assistance for the formal assessment learning tasks – if in the event you did have to assist, please let your teacher know when submitting the work in, so this can be taken into consideration.

What if I cannot access the work? / What if the system overloads?

If the system crashes, as many people in Australia will be online at the same time, then you may be unable to access the work. We understand that this may occur, please just email your classroom teacher and let them know you were unable to complete the work.

You can also get help from Megan Pepprell, our ICT Coordinator, by contacting her on 0492831291

What if my child refuses to do the work for me?

This is a very good question, as children often behave differently at home when compared to school with peers and teachers. Following the daily routine will assist in providing structure for your child. Ensuring your child takes part in the video conferences will also assist them to feel engaged and accountable. You must do what is best for your wellbeing and the wellbeing of your family. Don't forget, incentives and rewards go a long way.



What if I am also required to work from home and don't have time to help my child throughout the day?

The wellbeing of your family is your priority. If you find yourself in a situation where the support you can provide is limited, please contact your child's teacher directly via email and let them know so that they are aware.

What happens if I do not have access to a computer or other digital device at home?

Please inform your child's teacher if you do not have access to a digital device at home. *Please note that the school has limited devices available for loan on a priority basis.*

Section F: Privacy policy and appropriate use of internet and devices

The key points as outlined in the Eastwood Primary School's ICT **ACCEPTABLE USE AGREEMENT** still apply.

Please ensure that students:

- Comply with all legal requirements governing the use of technologies and the accessing of information - such requirements include, but may not be limited to, privacy and intellectual property rights laws, and identity theft and copyright - work should be their own.
- Keep passwords private and confidential and protect online image.
- Maintain a safe and supportive learning environment for all and ensure that there is no harassment or bullying of others.
- Do not use someone else's password to access email, profiles or other online forums under their identity.
- Do not download, display, save, or transmit any material that others may find offensive. This includes violent, racist, and sexist material.
- Alert the classroom teacher and Wellbeing Team of any inappropriate contact or comments made by any student in the course of the school work.

The following links provided by the e Safety Commissioner are useful <https://www.esafety.gov.au/about-us/blog/covid-19-keeping-schools-and-learning-safe-online> <https://www.esafety.gov.au/about-us/blog/covid-19-online-safety-kit-parents-and-carers>

Other considerations when learning via interactive sessions

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

Maintain respectful communication online at all times. This means no offensive or unprofessional comments either by microphone, chat function or drawing tool.

Section G: Protocols for remote learning

Responsibilities

Teaching Staff are responsible for:

- Planning lessons for all classes, making resources and teaching materials available on the Google Classroom and SEESAW.
- Using Webex to schedule interactive contact with students every day during school hours
- ***Social media platforms such as Facebook, WebChat, Instagram, etc. will not be used.***
- Continuing to follow assessment and feedback procedures as appropriate.
- Marking the roll on Webex for the interactive session.
- Providing opportunities for students to demonstrate their understanding through a variety of Learning/Assessment Tasks.
- Assessing submitted work and providing feedback via Google Classroom or SEESAW.
- Responding to student enquiries to explain the work and clarify understanding.
- Responding to student or parent emails within a reasonable time frame. *Part Time staff members will respond in line with their work schedules.*

Students are responsible for:

- Continuing their learning and respecting the learning environment provided by teachers.
- Participating in scheduled time for structured and focused learning each day (online and offline).
- Referring to Google Classroom or SEESAW for lesson materials and resources.
- Actively participating in the assigned tasks by engaging in discussion with peers and teacher and completing the assigned work.
- Communicating with teachers, asking questions and seeking feedback to support learning.

**Students can communicate with their teacher during set times in school hours (9.00 am to 3.30 pm Monday to Friday) Part Time staff members will respond in line with their work schedules.*

Parents and Carers are responsible for:

- Providing reliable broadband access and a suitable space for learning, free from distractions. Please contact the teacher if this is not possible.
- Supporting students to establish a learning routine and appropriate home learning station.
- Becoming familiar with the expectation of each learning activity. Students will receive all materials via Google Classroom, SEESAW or by email or post.
- Encouraging students to actively participate in class discussion, ask questions and seek feedback via Google Classroom, SEESAW or Webex.
- Monitoring the completion and submission of set work during this period.
- Communicating with the classroom teacher regarding any student learning issues.

- Communicating with the classroom teacher and the Wellbeing Team regarding any concerns about student learning, wellbeing or health issues.
- Immediately informing the principal if a student or family member is diagnosed with COVID -19.

Helpful links for Learning from Home

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

Teachers will also provide detailed guidance for other online resources relating to their subject.

Section H: Student Wellbeing

Maintaining support for student health and wellbeing will be a key priority in any transition to flexible and remote learning at Eastwood Primary School. This is because students will not necessarily have the usual type of support that they are familiar with at school. In addition, many students will be experiencing a degree of social isolation which can increase levels of stress and anxiety. This will impact on all students in different ways, so our focus on student health and wellbeing will be critical to ensure students stay engaged in learning.

During the past few weeks, we have all seen and heard news which is unprecedented and unsettling, perhaps leaving us feeling stressed, anxious and worried. We have compiled this guide using information and recommendations from The Australian Psychological Society and The National Association of School Psychologists.

Looking After Ourselves

Sometimes stress, anxiety, fear and worry look different to what we would expect. They present differently in different people. Children and sometimes adults, don't always have the words to describe their feelings and thoughts.

What does Stress and Anxiety look like?

You may notice changes in:

Thinking	Body	Emotions
Having trouble remembering things and/or concentrating	Stomach aches or running tummy	Feeling anxious or overly fearful
Feeling confused	Headaches or other pains	Feeling depressed/despondent/helpless
Not being able to think clearly	Loss of appetite or eating more than usual	Feeling guilty
Having difficulty making decisions	Being 'jumpy' or nervous and easily startled	Feeling angry
	Feeling less or more tired than usual	Not caring about anything

	Having trouble relaxing or sleeping	Feeling overwhelmed
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Normal stress responses, or time to seek professional help?

What is normal and what is not?

Generally, the guideline we use is to ask yourself: ‘are these feelings and experiences affecting the person’s ability to do normal activities such as work, play, being around other people?’ In other words, if you feel that any of the above feelings, thoughts or bodily sensations are at the point where they are affecting your functioning or your child’s functioning and wellbeing – it is time to seek help.

Some Helpful Tips

- Learn the facts: Limit persistent media exposure and instead, seek out factual information from reliable sources such as the Australian Government’s health alert or the World Health Organization.
Fear versus Fact: Use logic, in other words, focus on what is really true instead of what you are afraid might happen.
- Practise good basic hygiene.
- Look after yourself - looking after your own mental and physical health and wellbeing will enable you to keep a positive frame of mind and model that to your family and children (e.g. talking to friends and family, continue doing what you enjoy, mind and body health, maintain regular routines and schedules).
- Talking to children about what they hear and see regarding COVID19.
- Children pick up on anxiety of others through what they observe and what they hear around them. It is important for children to know that they can talk to you about their worries and fears. Ensure any explanations/discussions are age appropriate.
- Maintain structure: Keep routines (including daily exercise and fresh air).
- Be active/creative:
- Bake or cook something together, draw, paint, do mosaics, put music on and dance, or anything else you can think of to get children involved and creative.
- Listen to music or read a book you have chosen and relax.
- Connect with family and friends over the phone.
- Share funny stories/jokes, share well-being, share HOPE and be kind to yourself!

Some helpful resources/websites:

<https://www.smilingmind.com.au/> <https://gozen.com/coronavirus-anxiety/>

Section I: EPS Wellbeing Resource

At Eastwood, the Wellbeing team have been busy putting together a Wellbeing resource for all students.

For students in Years 3-6, a Wellbeing Google classroom has been created that students can access via code: **4vo24zs**.

On this site, there are weekly Wellbeing activities that students may choose to complete to support their wellbeing during this period of remote learning. On the site, there are: **Weekly School Connection Challenges** (to try to maintain a sense of being connected to our school community), **Weekly Positive Education activities** (to try to keep things positive), **Mindfulness activities** (for when students need some calming down time) and some extra **Wellbeing Craft Activities** (for some personal reflection time and fun.)

For the Foundation – Year 2 students, the Wellbeing resources are located via their Seesaw app and can be accessed by using the QR code scanner within Seesaw.



The Wellbeing leaders will also be making Webex video/phone calls to check in on certain students as they usually would during school time and can be contacted by email should you require their support.

Rukshana Verzijl - Principal: verzijl.rukshana.r@edumail.vic.gov.au

Mel Douglas – Student Wellbeing: douglas.melinda.m@edumail.vic.gov.au

Glennis Esson – School Chaplain: esson.glenness.e@edumail.vic.gov.au

Tracy Allen – Deaf Facility Coordinator: allen.tracy.a@edumail.vic.gov.au

Section J: School Contacts

Eastwood Primary School

Email: eastwood.ps@edumail.vic.gov.au Website: www.eastwood.vic.edu.au

Management Team

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Mel Douglas - Student Wellbeing Leader douglas.melinda.m@edumail.vic.gov.au

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Nichole Skews - Numeracy Leader skews.nichole.a@edumail.vic.gov.au

Amy Roworth - Literacy Leader roworth.amy.k@edumail.vic.gov.au

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Year Level Coordinators

Foundation – Iain McDonald (Organisation) McDonald.Iain.H@edumail.vic.gov.au

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