



Dear Parents and Guardians,

Welcome back to school for Term 2, albeit in very different circumstances. I am very proud of our staff who worked professionally within their teams to plan, prepare and support each other to be ready for remote learning to start on time yesterday. They are available through-out the day from 9.30 am to 1.00 pm to help your child, either through the online platform of Class Dojo or Showbie, or by email, text message etc. Whilst working remotely it is NOT an expectation that the children will spend the usual 6 hour school day learning the whole time. Guidance from the department recommends children in Years P-2 should do between 45 – 60 minutes on literacy work such as reading, writing and speaking and listening; between 30 – 45 min on Numeracy (maths) and 30 – 45 min play-based learning including physical activity and specialists subjects. For children in Years 3 – 6 the guidelines include between 45 – 60 minutes on literacy work such as reading, writing and speaking and listening; between 30 – 45 min on Numeracy (maths) and 30 min for additional curriculum areas such as specialist subjects, inquiry, science, art, humanities up to 90 min per day.

Learning from home information for parents – advice from the Department of Education:

About learning from home

To provide learning continuity for your child, it's important they have as much routine and certainty as possible. Schools play a large role in your child's routine. To support learning at home, you're not required to be a subject matter expert or educator. Your role is to partner with your child's school to support your child's home learning.

We are committed to do the following as often as possible:

- communicate with you and your child on teacher responsibilities and what students and parents need to do
- communicate with you and provide learning activities for your child to do at home
- use our normal communication tools such as the website, newsletters, emails, Facebook, Class Dojo and/or Showbie

We are currently investigating how we can support our families without technology devices and/or internet, with the intent of loaning school devices to families where possible. We will begin ensuring all families have at least one device the children can share and will start with families who have their own access to the internet as there is a state-wide shortage of portable internet devices. Our staff attempted to make contact with all families on Tuesday to establish who needs what. If your circumstances change since providing the teacher with this information please update them as soon as possible, including changes to address and phone numbers so that we can ensure we can keep in regular contact during this period.

How to support your child

You can provide support for your child by:

- establishing routines and expectations
- providing a space for your child to work in
- providing a level of supervision appropriate to your child's stage of development
- monitoring communications from teachers
- checking in with your child often to help them manage and pace their work
- monitoring how much time your child is spending online.

Student responsibilities during remote learning

You should adjust these responsibilities according to the age and stage of your child.

Student responsibilities include:

- monitoring digital platforms and communication often to check for announcements and feedback from teachers
- completing tasks with integrity and academic honesty and doing their best work
- doing their best to meet timelines, commitments and due dates
- communicating proactively with their teachers
- collaborating and supporting their classmates in their learning
- abiding by their school's behaviour guidelines.

Setting up a learning environment

We recognise that every home is different. Where possible, it's important to provide a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for an extended period of time. For some families, having all children around one table may work best.

Where possible, extended learning should take place in a space your family shares. For example, a lounge room or dining room. These spaces are preferable over a bedroom, where:

- it can be isolating for your child
- supervision can be more challenging.

It should be a place:

- that can be quiet at times
- that has a strong internet signal, if possible
- where you or another adult is present and monitoring your children's learning.

Establishing routines and expectations

- Start and end each day with a check-in.
- Encourage regular exercise breaks. Options could include exercise DVDs, apps, dancing, floor exercises, yoga, walking around the garden or using home exercise equipment. For example, a stationary bicycle, basketball hoop, or other sporting equipment.
- Encourage healthy eating habits and drinking enough water.
- Keep normal bedtime routines for younger children. Expect the same from your older primary and high school aged children too.

It's important that you set these kinds of expectations as soon as learning from home begins, rather than several days later if you notice a child is struggling without a routine.

Communicating with your child

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, ask:

- What are you learning today?
- What are your learning targets or goals?
- How will you be spending your time?
- What resources do you need? What support do you need?
- In the afternoon, ask:
- 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 ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

Regular check-ins throughout the day may also be appropriate. This depends on your child's needs.

These questions allow your child to:

- process the instructions they get from their teachers
- help them organise themselves and set priorities.
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Managing screen time and online safety

It's important you 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.

For children under six years old, it's recommended that a couple of 30 minutes sessions per day involve screens. For students over six, hourly exercise breaks are suggested.

It's also important that during this period of remote learning we maintain safe and responsible use of information and communication technologies. This includes:

- the appropriate use of digital platforms, privacy and information protection
- respectful online communication.

Please keep communicating with us as we iron out any issues we experience along the way. Thank-you for supporting your child/children as they learn from home.

High Levels of Learning for All

Michelle Costa
Principal