



WARRENHEIP PRIMARY SCHOOL

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Parent Remote Learning Handbook

This Remote Learning Plan has been developed to support the continuity of learning for all students at Warrenheip Primary School.

All staff have been brilliant in managing all that has happened in term 1 and in getting ready for our students departing school earlier than expected. They have embraced learning about effective practices to support students with remote learning which we will be implementing in term 2.

The change to a learning model can bring with it uncertainty and apprehension, however the plan outlined on the following pages hopes to clarify roles and expectations for students and parents during this time.

This booklet is designed to help all parents successfully navigate their way through the implementation of a Remote Learning Plan. There will be challenges along the way, particularly in the first couple of weeks. We need to accept that will be the case and remember to keep things simple and things as familiar as possible for students during this time.

If and when you strike problems, please contact your child's teacher via the school email address, the numbers in this plan, or the Principal on 0409 821 623.

Table of Contents:

1. Communication
2. Expectations of the school community
3. How will learning be delivered to your child?
4. Preparing for a Remote Learning Plan
5. Resources to support the Remote Learning Plan
6. Being safe and respectful online
7. Supporting student wellbeing at home

1. Communication

How can I communicate with my child's teacher during remote learning?

Teachers will communicate with the parents of their class via group email, which will come from warrenheip.ps@edumail.vic.gov.au. You can hit reply to send messages back.

Please make sure that you can receive emails from the school. Hotmail users will find that our emails go to your 'junk' folder and you will need to flag the school email address as a trusted sender.

Class teachers will communicate learning activities to students via 'Purple Mash'. Students should expect to log in to Purple Mash every morning to see what they are required to work on that day.

Class teachers will also check in regularly by phone. We recommend that parents download 'Whatsapp' from the App store or Play store so that teachers can video chat with students.

Contacts for Whatsapp or for phone calls:

- **Mrs Collins** (Grade 5 / 6): **0475 055 381**
- **Mrs Tromp** (Grade 3 / 4): **0475 054 984**
- **Mrs Le Marshall** (Grade P – 2): **0475 052 957**
- **Mr Lane** (Wellbeing / Admin): **0409 821 623**

These numbers are dedicated work numbers and will only be monitored during working hours. These are NOT staff personal phone numbers!

2. Expectations of the school community

Expectations of the School

Warrenheip PS will:

- Use email, phone and Purple Mash as communication tools to deliver information updates, provide feedback and conduct student / class meetings.
- Support families where access to a device/computer 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 with families who are having difficulties connecting their device or accessing online learning platforms.

Expectations for Students, Parents and Staff

Teacher	Student	Parent
<p>The Teacher will:</p> <ul style="list-style-type: none">• create daily learning plans that align with the Victorian Curriculum.• communicate learning plans with activities for students via Purple Mash or parent email• Check in with their students on a regular basis.• provide regular feedback on work that is submitted.	<p>The Student will:</p> <ul style="list-style-type: none">• check Purple Mash / email each day to check for notifications and feedback from teachers.• do their best work.• do their best to complete work on time.• communicate regularly with their teachers.• collaborate and support classmates with their learning.• abide by their school's ICT Acceptable Use guidelines.	<p>The Parent/Guardian will:</p> <ul style="list-style-type: none">• support their child with their learning.• establish routines and expectations with their child.• provide a space for their child to work in.• provide a level of supervision appropriate to their child's stage of development.• monitor communications from teachers.• check in with their child often to help them manage and pace their work.• monitor how much time their child is spending online.

3. How will learning be delivered to your child?

This will be very flexible. Students will have their locked in tasks, such as:

- A morning class briefing/catch up on certain days if planned by the classroom teacher.
- Other organised conferences with the teacher.

But it will be up to them to manage the rest of their day, which will include:

- 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.

Students need to:

- Attend to the tasks that have been set.
- Send completed pieces of work in to their teacher.
- Send questions through to their teacher via email / sms / Whatsapp etc.
- Have breaks at times that work for them.

Every child and family will be different and will go about this in their own way. Hopefully most of the kids will find all of this a novelty and will enjoy completing tasks, sending work into their teacher and receiving feedback.

So as to allow for planning and setting of new work, teachers will be expected to be available to students on the following days / times:

- Monday – Thursday, 9am to 12pm (Classroom teachers)
- Monday – Friday, 9am to 3.30pm (Principal)

The school will be using Purple Mash and other on-line systems to deliver learning opportunities to your home. It is vital that all parents work with students to help them understand the process of connecting to these platforms.

4. Preparing for a Remote Learning Plan

Parents will play a critical role in supporting their child with remote learning. Below are some ways in which you can help prepare.

- establish routines and expectations with your child.
- provide a space for your child to work in.
- provide a level of supervision appropriate to your child's stage of development.
- monitor communication from teachers.
- check in with your child often to help them manage and pace their work.
- monitor how much time your child is spending online.

Learning Behaviours:

Students should:

- Listen carefully to others, especially during a video conference.
- Talk to parents, teachers and siblings about the learning tasks.
- Manage learning behaviours to help concentrate and persist in learning.
- Regularly ask questions to check learning.
- Learn from mistakes.

Habits and Routines:

It will be important to organise a regular routine as children thrive on structure. Every family will have a slightly different approach to routines in their household, however below are some tips to help:

- Be ready for learning at 8.50am every morning.
- Stick to regular eating times throughout the day.
- Negotiate a timetable with your child and make it visible.
- Include time to get outside and be physical.
- Limit screen time (Conferences not included)

5. Resources to support the Remote Learning Plan:



Digital Backpack:

As part of our regular learning program, your child will have access to the following online learning resources. These will be used extensively during the Remote Learning Plan. As the RLP continues, your child will be introduced to some more online learning tools they can add to their Digital Backpack. These will be introduced through the daily learning tasks.

Login details will be communicated separately by the class teacher.

If you are having trouble accessing any of these programs:

- First contact your child's teacher.
- If problems persist please contact the principal.

Online Learning Tool	Description	What information will it keep about me?
Purple Mash / Mini mash	Teaching and Learning software platform which allow teachers to assign work to students and provide feedback on completed work.	Your first name and any work that you complete on the system or messages to / from your teacher
Mathletics	Mathletics allows teachers to group students and assign tasks for individuals to complete.	Your first name and any work that you complete on the system
Wushka	An online system of home readers for all ages of Primary school children. Contains books and activities.	Your first and last name and any work that you complete on the system
Prodigy	Prodigy allows teachers to group students and assign areas of study.	Your first name and any work that you complete on the system
Spelling City	Allows the teacher to input word lists and it generates spelling activities	Your first name and any work that you complete on the system
Readiwrite Spelling	Levelled to each student's ability – works much like Mathletics.	Your first name and any work that you complete on the system
Typing Club	An online typing program, adapts to the child's ability level and supports them to work through and improve.	Your first name and any work that you complete on the system
Mathspace	An online Maths textbook platform.	Your first and last name and any work that you complete on the system

Offline Activities	Description	Purpose
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Gardening	Get the spade out and dig over a garden, attack those weeds or plant some seeds. Gardening can be a social and rewarding task.	Development of gross motor skills. Developing cooperative skills. Developing sustainability practices.
Book Charity	Sort through your books and find some to donate to charity. Write a note of kindness and place it in the books	Building a sense of community. Developing knowledge of social justice. Being sustainable – reduce, reuse, recycle.
Board / Card Game	Dust off the board games and introduce your kids to your favourites. They could introduce to some of theirs as well. Play Uno or Old Maid.	Encourage fair game play, strategy and persistence. A great way to model acceptable gaming behaviours and have conversations about winning and losing.
Cubby Building	Remember the fun we had as kids developing our imaginative worlds under the kitchen table or in the garden? Anything can be anything in the world of cubby building.	Whether it is inside or outside, imaginative game play is a wonderful way to be creative and practice collaboration and team work skills.
Puzzles	A puzzle is a game, problem, or toy that tests a person's ingenuity or knowledge. Puzzles come in all shapes and sizes. Why not introduce your kids to some that you played as a child.	Improved problem solving skills, memory, visual-spatial and reasoning skills. Development of fine motor skills Building oral language and communication skills.

More activities are available on the 'Newsletters' page of the school website.

6. Being safe and respectful online

Managing screen time:

When students are working online at home, the WPS 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 the principal.

Should students breach these guidelines, your child's teacher or the Principal will be in touch to negotiate appropriate consequences.

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.

Video conferencing and social interactions using video do not count towards screen time.

Some screen time activities such as online socialising and gaming can be very immersive. Please make sure that non-school activities are limited in length.

For technical support please contact the principal.

7: Supporting student wellbeing at home

Being confined to home for an extended period of time can have its difficulties. From the isolation that distances people from their social connections, through to the risks of social media and financial difficulty.

As we go through periods of isolation and confinement, it is important that we all look out for each other and support the holistic wellbeing of our children and ourselves. Wellbeing is linked to enhanced learning outcomes, academic achievement, mental health and responsible life choices. We know that a safe, respectful and inclusive environment enables students to feel connected and engaged in their learning and this lays the foundation for them to reach their potential in learning and in life.

This section of the parent pack will hopefully assist you in supporting your child's wellbeing during the Remote Learning Program. We understand that there are going to be students and families who will find this transition hard. This is completely understandable and we're 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.
2. If you feel that your concern needs further attention, please contact the principal.

Tips for looking after your children during isolation:

- Talk to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise



equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.

- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).

Speaking to your child regarding COVID-19:

It's easy to feel overwhelmed by everything you're hearing about coronavirus disease 2019 (COVID-19) right now. It's also understandable if your children are feeling anxious, too. Children might find it difficult to understand what they are seeing online or on TV – or hearing from other people – so they can be particularly vulnerable to feelings of anxiety, stress and sadness. But having an open, supportive discussion with your children can help them understand, cope and even make a positive contribution for others.



1. Ask open questions and listen

Start by inviting your child to talk about the issue. Find out how much they already know and follow their lead. If they are particularly young and haven't already heard about the outbreak, you may not need to raise the issue – just take the chance to remind them about good hygiene practices without introducing new fears.

Make sure you are in a safe environment and allow your child to talk freely. Drawing, stories and other activities may help to open up a discussion.

Most importantly, don't minimize or avoid their concerns. Be sure to acknowledge their feelings and assure them that it's natural to feel scared about these things. Demonstrate that you're listening by giving them your full attention, and make sure they understand that they can talk to you and their teachers whenever they like.

2. Be honest: explain the truth in a child-friendly way

Children have a right to truthful information about what's going on in the world, but adults also have a responsibility to keep them safe from distress. Use age-appropriate language, watch their reactions, and be sensitive to their level of anxiety.

If you can't answer their questions, don't guess. Use it as an opportunity to explore the answers together. Websites of international organizations like [UNICEF](#) and the [World Health Organization](#) are great sources of information. Explain that some information online isn't accurate, and that it's best to trust the experts.

3. Show them how to protect themselves and their friends

One of the best ways to keep children safe from coronavirus and other diseases is to simply encourage regular handwashing. It doesn't need to be a scary conversation. [Sing along with The Wiggles](#) or [follow this dance](#) to make learning fun.

You can also show children how to [cover a cough or a sneeze with their elbow](#), explain that it's best not to get too close to people who have those symptoms, and ask them to tell you if they start to feel like they have a fever, cough or are having difficulty breathing.

4. Offer reassurance

When we're seeing lots of troubling images on TV or online, it can sometimes feel like the crisis is all around us. Children may not distinguish between images on screen and their own personal reality, and they may believe they're in imminent danger. You can help your

children cope with the stress by making opportunities for them to play and relax, when possible. Keep regular routines and schedules as much as possible, especially before they go to sleep, or help create new ones in a new environment.

If you are experiencing an outbreak in your area, remind your children that they are not likely to catch the disease that most people who do have coronavirus don't get very sick, and that lots of adults are working hard to keep your family safe.

If your child does feel unwell, explain that they have to stay at home/at the hospital because it is safer for them and their friends. Reassure them that you know it is hard (maybe scary or even boring) at times, but that following the rules will help keep everyone safe.

5. Check if they are experiencing or spreading stigma

The outbreak of coronavirus has brought with it numerous reports of racial discrimination around the world, so it's important to check that your children are neither experiencing nor contributing to bullying.

Explain that coronavirus has nothing to do with what someone looks like, where they are from or what language they speak. If they have been called names or bullied at school, they should feel comfortable telling an adult whom they trust.

Remind your children that everyone deserves to be safe at school. Bullying is always wrong and we should each do our part to spread kindness and support each other.

6. Look for the helpers

It's important for children to know that people are helping each other with acts of kindness and generosity.

Share stories of health workers, scientists and [young people](#), among others, who are working to stop the outbreak and keep the community safe. It can be a big comfort to know that compassionate people are taking action.

7. Take care of yourself

You'll be able to help your kids better if you're coping, too. Children will pick up on your own response to the news, so it helps them to know you're calm and in control.

If you're feeling anxious or upset, take time for yourself and reach out to other family, friends and trusted people in your community. Make some time to do things that help you relax and recuperate.

8. Close conversations with care

It's important to know that we're not leaving children in a state of distress. As your conversation wraps up, try to gauge their level of anxiety by watching their body language, considering whether they're using their usual tone of voice and watching their breathing.

Remind your children that they can have other difficult conversations with you at any time.

Remind them that you care, you're listening and that you're available whenever they're feeling worried.

Source: <https://www.unicef.org/coronavirus/how-talk-your-child-about-coronavirus-covid-19>

Additionally, you can visit:

https://kidshealth.org/en/parents/coronavirus-how-talk-child.html?utm_source=Email&utm_medium=email&utm_campaign=The%20impact%20of%20bushfires%202020

- Showing an interest in the child's outside of school activities and hobbies.

Promoting prosocial behaviour

- Foster pro-social behaviour by engaging your child in helping activities such jobs around the home.
- Model respectful behaviour and language towards members of your family.
- Use classroom activities and lessons to explore and discuss empathy, personal strengths, fairness, kindness, and social responsibility.
- Teaching and reinforcing positive social skills such as self-awareness, social awareness, responsibility and decision making.
 - Example of self-awareness – show you understand. For example, “I can understand why you would feel angry. Let’s think this through.”
 - Example of social awareness – encourage perspective taking, “Bob didn’t realise that was important. I don’t think he did it on purpose – do you?”

Emotional Wellbeing Strategies

Teach social and emotional skills and enhance self-regulation.

Social and emotional learning (SEL) involves students having opportunities to learn and practice social skills. Examples of SEL programs used in Australian schools in the past have including KidsMatter and MindMatters. Further resources can be found at <https://beyou.edu.au/>. Parents may:

- Integrate social and emotional learning at home, where appropriate.
- Do mindfulness activities when appropriate.
- Model effective social and emotional skills and respect for others in your own behaviour and relationships.
- Set practical tasks and cooperative activities in your family home that promote problem-solving, social skills, negotiation and communication.



Supports Contact List:

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)	Visit 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

Support Resources:

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/>



eSafetyParents

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

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

