



## Welcome to Remote Learning at Wodonga Primary School

# TERM III - Parent Guide 2.0

As we once again prepare for an extended period of remote learning, this document has been reviewed to support families in using the school's program for learning while students are learning remotely. We acknowledge the challenges you are faced with as you recommence supervising and monitoring learning at home, and are empathetic about how a second round of remote learning students, staff and families will face new and different challenges.

Once again we are aiming for consistency across the year levels and the online platforms have been developed in a strategic way to ensure confusion and frustrations do not become roadblocks to being successful in learning remotely.

### Re-establishing Remote Learning at home:

1. Set up an area again in your home for the learning to occur. This will be important as your children will be stationed there for the purpose of learning and will need to keep returning to the area repeatedly across the course of the day for six weeks. If possible, please try to locate the learning area away from the site of distractions such as TVs and high traffic areas in the home.
2. Plan the learning day as you would a school day, however working from home would be slightly different due to the vast difference between school and home. Below is the outline of the framework for learning at home for the first week of school next term, followed by a regular week of learning at each year level. Movement breaks and regular check in by the parent or caregiver is encouraged. Additionally, the times are flexible if you want to commence learning earlier or later etc. Parent discretion advised.
3. **KEEP POSITIVE** - this is an unforeseen and foreign situation you and your family are facing new challenges and experiences. The language you use is essential in reassuring this is going to be successful.

### Establishing routines and expectations:

- The school will provide your child/ren their daily learning tasks which they access on their Google Classrooms page.
- From the first day you will need to establish routines and expectations. You should use the student's timetable on the next page to set regular hours for school work.
- Keep normal bedtime routines for younger children and expect the same from your older primary and high school-aged children too.
- It is important that you set these expectations as soon as remote learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

## Term 3: Weeks 5 and onwards

FOUNDATION to Year 6 - Remote Learning Timetable					
Approx. Time	Monday	Tuesday	Wellness Wednesday	Thursday	Friday
9:30am	Meets	Meets	Whole School Assembly	Meets	Meets
30 mins	Reading	Reading	Physical Education & Music & Wellbeing Day	Reading	Reading
30 mins	Writing	Writing		Writing	Writing
30 mins	Maths	Maths		Maths	Maths
Optional Time	Specialist Choice	Specialist Choice		Specialist Choice	Specialist Choice
<b>*Movement and Rest Breaks at the Parent's discretion.</b> <b>*Additional Meets may be offered to support small group subject instruction</b>					

### Assigned lesson which will receive feedback from the teacher.

<b>Foundation:</b> Writing: Monday and Friday Reading: Tuesday Maths: Thursday	<b>Year One:</b> Writing: Friday Reading: Thursday Maths: Tuesday	<b>Year Two:</b> Writing: Friday Reading: Thursday Maths: Tuesday	<b>Year Three:</b> Writing: Friday Reading: Tuesday Maths: Thursday
<b>Year Four:</b> Writing: Friday Reading: Monday Maths: Thursday	<b>Year Five:</b> Writing: Tuesday Reading: Monday Maths: Thursday	<b>Year Six:</b> Writing: Friday Reading: Tuesday Maths: Thursday	

Work is expected to be attempted/completed for each core subject area daily. The assigned lessons are opportunities for students to submit work and for the teacher to respond to the submitted work.

**NEW** Google Meets: 9.30am class meetings Monday, Tuesday, Thursday and Friday



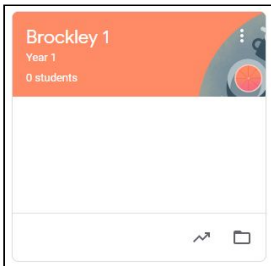
Google meets is a feature of the Google Classroom that enables a safe site for videoing conferencing between the classroom teacher and the class. Feedback from parents and students from Term 2's remote learning experience tells us that having teaching support via video conferencing is necessary for students to feel connected to their teacher and peers. It will also assist the students by having the teacher be able to clarify and assist students daily.

Our teaching staff will be using Google Meets with the class as a whole or small groups. The protocol of the teacher having the camera and microphone off until there is more than one student on the video call will be implemented. Parents are encouraged to be in the vicinity of the video meeting and are asked not to contribute to the discussion on line.

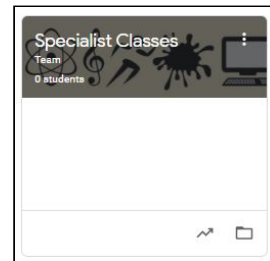


Google classroom is the platform in which all learning content will be delivered to students while remote learning. Your child's log-on and password were re-sent home on 3rd August.

## Home room Google Classroom

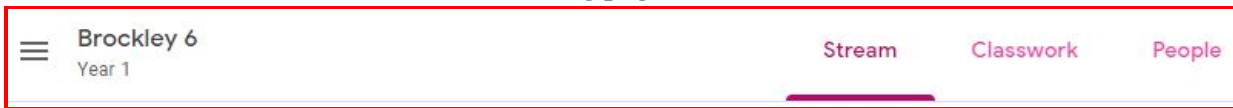


## Specialist Google Classroom



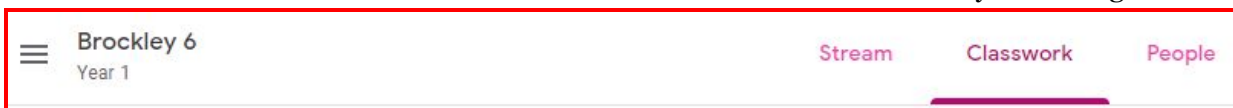
Please note that you will need to use the Google Chrome browser, **NOT** Internet Explorer.

1. Every weekday morning your child will log onto their Google Classroom to receive a message from their classroom teacher on the landing page which is called the **“Stream”**.

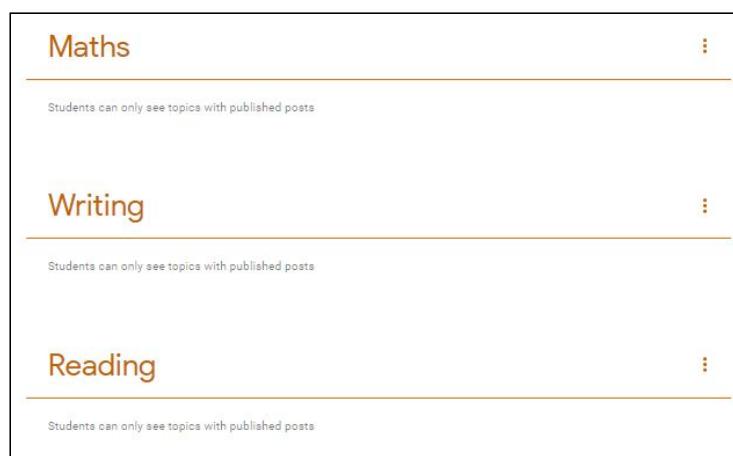


Students are requested to type in **“Good-morning”** in response to their teacher's morning message on the Stream page at 9am. Teacher keep a record of attendance which is a requirement.

2. Your child will then need to click on **“Classwork”** to access that day's learning.



3. The Classwork is categorized in the curriculum areas which are in the order of the learning for that day.



Due to the collaborative nature of our teaching and learning program, your student will experience or might see footage of a variety of teaching staff in the year level and specialists subjects delivering tasks and video recordings. It is important that students continue to feel connected to all their subject teachers during remote learning.

Additionally, teachers will plan adjusted time fractions of learning expectations for remote learning compared with their regular classroom planning. This is based on the Teaching and Learning Guidelines that the Department Of Education has provided schools.

**Appendix A.** is a step-by-step guide to becoming familiar with Google Classroom.

<https://drive.google.com/open?id=1sEv7iFwFXsqAnj9O7P3S3ZDd7yGVZvsS>

**Appendix B.** is a list of additional student friendly learning websites the school recommends for extension learning or early finishers. Parents can use it at their discretion.

## Cyber Safety and Digital Citizenship



We recommend that you take the time to explore digital citizenship and online safety with your child. It is important that during this period of remote learning that we maintain safe and responsible use of information and communication technologies. This includes appropriate use of digital platforms, privacy and information protection, respectful communication and how to deal with online issues. Students will be running through the Acceptable Use Agreement as one of the first lessons online.

**Appendix D.** At the bottom of this guide you will find the **Acceptable Use Agreement**.

## Parent responsibilities during remote learning

Provide support for your children by:

- establishing routines and expectations
- defining a space for your child to work in
- monitoring communications from teachers
- beginning and ending each day with a check-in
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online
- keeping your children social, but set rules around their social media interactions.

## Student responsibilities during remote learning

These responsibilities should be adjusted according to the age of your child:

- establishing and/or following a daily routine for learning
- identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully
- regularly monitoring digital platforms and communication (Google Classrooms) for announcements and feedback from teachers
- completing tasks with integrity and academic honesty, doing your best work
- doing their best to meet timelines, commitments, and due dates
- communicating proactively with their teachers if they cannot meet deadlines or require additional support
- complying with the department's acceptable use agreement

## Communicating with your child

We encourage you to start and finish each day with a simple check-in. These check-ins need to be a regular part of each day and start straight away. Not all students thrive in a remote learning environment; some struggle with too much independence or lack of structure and the check-ins help keep them on track.

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 require?
- what support do you need?

In the afternoon, ask:

- what did you learn today?
- acknowledge one thing that was difficult. Either let it go or 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?

These specific questions matter because they allow your child to process the instructions they have received from their teachers and help them organise themselves and set priorities.

## Communicating with teachers

Teachers may be communicating with your child during this period using the "Stream" page on Google Classroom. Teachers may also be emailing parents via Compass and families can email their child's teacher via Compass as well.

## Communicating with the school

### Communication @WPS

At Wodonga Primary School we always aim and encourage active communication with our families. Due to the increased need for communication during this time and many questions we have found there is a high demand and a variety of forums being accessed.

We have outlined the below communication strategy to ensure that all students, families and staff are clear of the communication modes at our school and which is most effective

Forum	Purpose
Google Classroom -	*Daily Teacher message on the Stream page. *Student learning
Compass	*Updates and mass communication *Emailing between teacher and parents *School Newsletter published on Mondays
Facebook:	*Updates and mass communication *School Newsletter link
Compass Text message feature:	*Used to communicate essential information when necessary to ensure 100% of the community is receiving important information.
Website:	*Parent access to policies regarding the Bullying Prevention Policy and the Digital Technologies Policy.

Make sure that you are clear on how the school and your child's teachers will be communicating with you and check that channel regularly.

## Specialist

The Specialist team will be continuing to provide engaging lessons/activities during remote learning.

- Lessons will, once again, be provided to your children via Google Classroom.
- Students will choose which one Specialist activity they will complete each day and will be able to choose from a range of fun activities depending on each students' learning arrangements.
- PE and Music activities will be completed weekly as part of Wellbeing Wednesday.
- Students will not be required to submit finished work or feedback to specialist teachers. If they wish, they may provide feedback through the Google Classroom comment section.
- Student wellbeing is the priority of our school. Participating in Specialist activities positively impacts student wellbeing.
- The Specialist activities are an opportunity to provide students with a break from Literacy and Numeracy activities. These activities will focus on creative and hands on activities as well as online tasks to encourage students to explore other aspects of their learning.

Entering Stage 3 lock down for the second time in 6 months poses great challenges for our community. The wellbeing of students is of great concern to our school, therefore we have dedicated a day to emotional support to our students. Wellness Wednesday is a strategy to support our students, and our families.

The Wellbeing lessons for students on Wednesdays will be located on a Google Site and linked in the child's Google Classroom. The activities are designed to give students a choice of a variety of activities. This means that families can choose activities to best suit their level of support, or families and siblings can complete them together. The wellbeing site will be able to be used all week round and will hopefully provide some great options for students and families.

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking 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 forever.
- 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).

If students or families are needing additional support during this time, the wellbeing team is contactable for support via email.

### Wellbeing Team email contacts:

Ryan Gordon (Engagement Support):

[Ryan.Gordon@education.vic.gov.au](mailto:Ryan.Gordon@education.vic.gov.au)

Fiona Stanley (Psychologist):

[Fiona.Stanley@education.vic.gov.au](mailto:Fiona.Stanley@education.vic.gov.au)

Elaine Payne (Wellbeing / ES Support):

[Elaine.Payne@education.vic.gov.au](mailto:Elaine.Payne@education.vic.gov.au)

Community supports are available to families and students. Please refer to the "Guide to Support Services and Resources" which is posted on Facebook / the schools website.

## Remote Learning Workbooks -

During our first Remote Learning we offered the option of 'Offline' hardcopy workbooks. We have made a significant adjustment to the provision of this style of learning. The online learning platform now allows for daily video conferencing with a student's teacher and class, as well as changes to the layout of subjects areas and weekly timetable.

Devices for borrowing are available to ALL families so their child can access the online Google Classroom platform and essential online learning lessons.

In exceptional circumstances, where you believe your child cannot undertake the online learning, families can register on the "Offline Register" (A Google Form register - direct on our school website landing page) and a staff member will contact you to discuss alternative options.

Again, Offline work packs will be a last resort option as we are offering devices for students to loan and use at home as the online learning is the best possible option for ensuring your child can receive the highest quality learning.

---

Thank you all for your support during these exceptional times. We understand that there will be varying degrees of success of remote learning by families. Households have different circumstances that will make the implementation of the remote learning program successful or not. Please understand if the learning from home is creating too much stress and angst, please simplify what you are doing so that you and your children's wellbeing is not compromised. Please email your classroom teacher or a Principal if you need to clarify or require additional support during this time.

Please take care everyone and stay safe while isolating. Our sincere thoughts are with you all,

*Damian, James, Christine and Jye*



**Remote Learning Digital Tools**

**Foundation Additional Digital Learning Tools**

Tool	Link	Description	Curriculum Area	Log on info (if applicable)	Assignable activities (Y/N)
Starfall	<a href="https://www.starfall.com/h/abcs/">https://www.starfall.com/h/abcs/</a>	Letter and sound knowledge	Literacy	No	No
Starfall	<a href="https://www.starfall.com/h/ltr-classic/">https://www.starfall.com/h/ltr-classic/</a>	CVC/Rhyming Words	Literacy	No	No
ABCYA	<a href="https://www.abcya.com/">https://www.abcya.com/</a>	Math Practice Zone Games	Maths	No	No

**Year 1 Additional Digital Learning Tools**

Tool	Link	Description	Curriculum Area	Log on info (if applicable)	Assignable activities (Y/N)
ABCYA	<a href="https://www.abcya.com/">https://www.abcya.com/</a>	Math Practice Zone Games	Maths	No	No
Sound Waves	<a href="https://www.youtube.com/watch?v=rfKjoIK_YaM">https://www.youtube.com/watch?v=rfKjoIK_YaM</a>	Letter and sound practice	Reading	No	No
EPIC	<a href="https://www.getepic.com/sign-in">https://www.getepic.com/sign-in</a>	Listen to read aloud books	Reading	Login under students and educators- Enter Class Code btm9334	Can be but probably won't
Starfall	<a href="https://www.starfall.com/h/ltr-classic/">https://www.starfall.com/h/ltr-classic/</a>	Learn to read	Reading	No	No
Story Line Online	<a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>	Listen to read aloud books	Reading	No	No

**Year 2 Additional Digital Learning Tools**

Tool	Link	Description	Curriculum Area	Log on info (if applicable)	Assignable activities (Y/N)
Sound Waves	<a href="https://www.youtube.com/watch?v=rfKjoIK_YaM">https://www.youtube.com/watch?v=rfKjoIK_YaM</a>	Letter and sound practice	Reading	No	No
EPIC	<a href="https://www.getepic.com/sign-in">https://www.getepic.com/sign-in</a>	Listen to read aloud books	Reading	Login under students and educators- Enter Class Code qmh5007	No, will not do this.
Code.org	<a href="https://code.org/">https://code.org/</a>	Learn to code	Reading	No	No, will not set this up.
Story Line Online	<a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>	Listen to read aloud books	Reading	No	No
Khan Academy	<a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>	Online Maths tutorials & tasks	Maths	It's free. Go onto the link and choose the 'course'	Y
ABCYA	<a href="https://www.abcya.com/">https://www.abcya.com/</a>	Letter and sound practice	Literacy	No	No

Prodigy Maths	<a href="https://sso.prodigygame.com/login#">https://sso.prodigygame.com/login#</a>	Online Maths Learning Platform	Maths	Students can use Google Suite log in details	Y
---------------	---	--------------------------------	-------	--	---

### Year 3 Additional Digital Learning Tools

Tool	Link	Description	Curriculum Area	Log on info (if applicable)	Assignable activities (Y/N)
EPIC	<a href="https://www.getepic.com/sign-in">https://www.getepic.com/sign-in</a>	Listen to read aloud books	Reading	Login under students and educators- Enter Class Code qmh5007	No, will not do this.
Code.org	<a href="https://code.org/">https://code.org/</a>	Learn to code	Reading	No	No, will not set this up.
Story Line Online	<a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>	Listen to read aloud books	Reading	No	No
Khan Academy	<a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>	Online Maths tutorials & tasks	Maths	It's free. Go onto the link and choose the 'course'	Y
Podcasts	Depends on device				
Kids News	<a href="https://www.kidsnews.com.au/">https://www.kidsnews.com.au/</a>	Online newspaper for children. Articles (on current events) with associated comprehension tasks and writing tasks.	Literacy	It is free. Just go to the link and pick an article. Sorted by green, orange and red level. Red being higher level texts.	N
Prodigy Maths	<a href="https://sso.prodigygame.com/login#">https://sso.prodigygame.com/login#</a>	Online Maths Learning Platform	Maths	Students can use GSuite and/or Prodigy Maths username & password to log in.	Y
Canva	www.canva.com	Online Graphics design platform	Reading	Teachers to 'invite' students through Google Classroom. A free account can also be created.	N

### Year 4 Additional Digital Learning Tools

Tool	Link	Description	Curriculum Area	Log on info (if applicable)	Assignable activities (Y/N)
Prodigy Maths	<a href="https://sso.prodigygame.com/login#">https://sso.prodigygame.com/login#</a>	Online Maths Learning Platform	Maths	Students can use GSuite and/or Prodigy	Y

				Maths username & password to log in.	
Kids News	<a href="https://www.kidsnews.com.au/">https://www.kidsnews.com.au/</a>	Online newspaper for children. Articles (on current events) with associated comprehension tasks and writing tasks.	Literacy	It is free. Just go to the link and pick an article. Sorted by green, orange and red level. Red being higher level texts.	
Khan Academy	<a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>	Online Maths tutorials & tasks	Maths	It's free. Go onto the link and choose the 'course' you'd like to complete.	Y
ABCya	<a href="https://www.abcya.com/">https://www.abcya.com/</a>	Online Maths and Literacy	Maths and Literacy	It's free. Go onto the link and choose the level and curriculum areas.	N
Code.org	<a href="https://code.org/">https://code.org/</a>	Online coding	Code.org is dedicated to expanding access to computer science in schools.	It's free. Go onto the link.	

### Year 5 Additional Digital Learning Tools

Tool	Link	Description	Curriculum Area	Log on info (if applicable)	Assignable activities (Y/N)
Prodigy Maths	<a href="https://sso.prodigygame.com/login#">https://sso.prodigygame.com/login#</a>	Online Maths Learning Platform	Maths	Students can use GSuite and/or Prodigy Maths username & password to log in.	Y

### Year 6 Additional Digital Learning Tools

Tool	Link	Description	Curriculum Area	Log on info (if applicable)	Assignable activities (Y/N)
Kids News	<a href="https://www.kidsnews.com.au/">https://www.kidsnews.com.au/</a>	Online newspaper for children. Articles (on current events) with associated comprehension tasks and writing tasks.	Literacy	It is free. Just go to the link and pick an article. Sorted by green, orange and red level. Red being higher level texts.	
Short & Curly	<a href="https://www.abc.net.au/radio/programs/shortandcurly/">https://www.abc.net.au/radio/programs/shortandcurly/</a>	Free online ethics based podcast. Students pick a podcast and take	Literacy.	It's free. Go onto the link	

		Cornell notes. They then state their opinion on the topic and support it with evidence.		and pick a podcast that interests you.	
Khan Academy	<a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>	Online Maths tutorials & tasks	Maths	It's free. Go onto the link and choose the 'course' you'd like to complete.	
Prodigy	<a href="https://www.prodigygame.com/">https://www.prodigygame.com/</a>	Curriculum aligned Maths activities	Maths	It's a free online Maths tool. You will need to create a username and password	
Code.org	<a href="https://code.org/">https://code.org/</a>	Online coding	Code.org is dedicated to expanding access to computer science in schools.	It's free. Go onto the link.	

### Specialist Additional Digital Learning Tools

Tool	Link	Description	Curriculum Area	Log on info (if applicable)	Assignable activities (Y/N)
Code.org	code.org	Code.org is dedicated to expanding access to computer science in schools.	STEM		

### Wellbeing Additional Digital Learning Tools

Tool	Link	Description	Curriculum Area	Log on info (if applicable)	Assignable activities (Y/N)
Count, Breathe, Relax with Sesame Street	<a href="https://www.facebook.com/growththerapy/videos/1309494059435507/">https://www.facebook.com/growththerapy/videos/1309494059435507/</a>	Practice calming through counting and breathing. For young children	Wellbeing		N
Stop, Breathe, Think Kids	<a href="https://kidsapp.stopbreathethink.com/parent">https://kidsapp.stopbreathethink.com/parent</a>	Meditation for kids - links to an App	Wellbeing		N

# Acceptable Use Agreement



Wodonga Primary School actions the Wodonga Federation of Schools '*Digital Technologies*' and '*Bullying Prevention Policies*' to guide decisions and ensure the safe use of Digital technologies within our school. Our school profile statement and educational rationale outlining the programs, technologies and approaches the school is using to support student learning with digital technologies can be found within the above mentioned policies, located on our website.

The Acceptable Use Agreement outlines the expected behavior of students and seeks an informed agreement.

## Safe, responsible and behaviour

### **When I (the student) use digital technologies and the internet I communicate respectfully by:**

- always thinking and checking that what I write or post is polite and respectful
- being kind to my friends and classmates and thinking about how the things I do or say online might make them feel
- not sending mean or bullying messages or forwarding them to other people.
- creating and presenting my own work, and if I copy something from online, letting my audience know by sharing the website link to acknowledge the creator.

**When I use digital technologies and the internet I protect personal information** by being aware that my full name, photo, birthday, address and phone number is personal information and is not to be shared online. This means I:

- protect my passwords and don't share them with anyone except my parents
- only ever join spaces with my parents or teacher's guidance and permission
- never answer questions online that ask for my personal information

**When I use digital technologies and the internet I respect myself and others by thinking about what I share online.** This means I:

- stop to think about what I post or share online
- use spaces or sites that are appropriate, and if I am not sure I ask a trusted adult for help
- protect my friends' personal information
- speak to a trusted adult if I see something that makes me feel upset or if I need help
- won't deliberately search for something rude, violent or inappropriate

**When I use digital technologies I respect the equipment.** This means I:

- am careful with the equipment I use
- won't make changes to the configurations (this includes changing backgrounds, shifting icons or accessing another student's digital files).
- will use netbooks / Ipads at tables, benches or appropriate places instructed by the teacher
- will have clean hands and workspace
- won't use food or drink while using equipment
- make sure I place my equipment away in a safe and secure location or where I have been

instructed to by my teacher.

**Acknowledgment This Acceptable Use Agreement** applies to all digital technologies and the internet including (although not limited to):

- Ø school owned ICT devices (e.g. laptops, iPads, printers, scanners)
- Ø internet, intranet
- Ø cloud services (e.g. Google drives)
- Ø online digital portfolios
- Ø video and photo sharing websites (e.g. YouTube)
- Ø blogs or micro-blogs
- Ø forums, discussion boards and groups
- Ø wikis (e.g. Wikipedia)
- Ø vod and podcasts
- Ø video conferences and web conferences.

### Student acceptance

By reading this document I agree will use this knowledge at school and everywhere I use digital technologies and the internet.

### Parent acceptance

By reading this document, I acknowledge and understand that my child needs to comply with the terms of acceptable use and expected standards of behavior set out within this agreement.

By reading this document, I acknowledge and understand that there are actions and consequences established within the schools 'Digital Technologies', and 'Bullying Prevention Policies' if my child does not behave appropriately.