



**Snowtown Primary School
and School Based Preschool**

REMOTE LEARNING



Guidelines and Resources for Students and Parents



Government of South Australia
Department for Education

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MESSAGE FROM

THE PRINCIPAL

*‘For us that
means planning
and delivering
one*

*purposefully
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program.’*

As the Covid-19 situation unfolds we are continuing to adapt teaching and learning for all children.

Over the last few weeks of Term 1 we sought to provide face to face and remote learning experiences to ensure continuity of learning for all of our children.

Whilst this met the needs of students in the short term we now need to plan for the long term and transition to a flexible learning model in Term 2 and possibly beyond. For our site that means planning and delivering one purposefully designed learning program. Students who physically attend the site will be supervised to complete the same remote learning program as those accessing the remote learning program off site.

This volatile and uncertain world requires us to

- Transition through considerable change at a fast pace
- Be agile and continue to adapt to the needs of our school community and to support student learning and seize this as an opportunity to do new and creative things to support our powerful learners to achieve and make educational progress.

This resource helps to outline this shift in teaching and learning to deliver the skills, knowledge, and understandings we deem important to our learners to engage with in Term 2.

Trish Boschetti | Principal, Snowtown Primary School and School Based Preschool

Transitional Phases

There are three key stages to this transition

1. **Immediate response phase:** continuity of teaching and learning (Week 8—10, Term 1)
2. **Interim capacity building phase:** moving to online learning and teaching (week 11, Term 1 and continuous throughout Term 2)
3. **Sustainability phase:** flexible learning and teaching options are embedded in practice as required.

The aim of this resource is to:

PURPOSE

- Articulate clear processes and expectations to support staff in delivering flexible learning during Term 2
- Align with the Department for Education's requirement for schools and preschools to transition all learning online
- Clarify protocols and processes relating to levels of expected communication with parents/caregivers and their child
- Provide an equitable and consistent learning experience for all children regardless of their physical location when learning
- Provide guidance about what high quality teaching and learning looks like when it is purposefully and intentionally designed for an online learning environment
- Outline the curriculum entitlement for learners in Term 2

This resource helps to outline this shift in teaching and learning to deliver the skills, knowledge, and understandings we deem important for our learners to engage with in Term 2 so they can receive their learning entitlement.

REMOTE LEARNING

How will we deliver learning resources and instructions to learners?

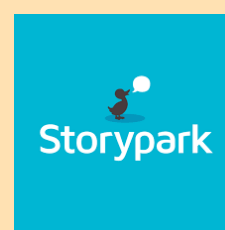
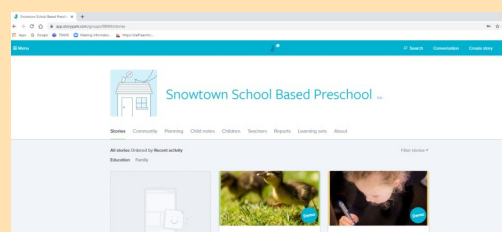
1. The Preschool will use **Story Park** and the school will use **Microsoft Teams** as digital learning platforms to connect, collaborate and facilitate learning in virtual spaces.
2. **WebEx** and **Zoom** will be used for live face to face learning and collaboration for all learners.
3. **Paper copies** of resources will be supplied to those who do not have the capacity to print resources. The resources will be left in the collection boxes attached to the school and preschool fence.
4. **SSOs** will be providing additional **daily support** to identified learners via phone, WebEx and Zoom.

OUR PLATFORMS AT A GLANCE:

STORYPARK

PRESCHOOL

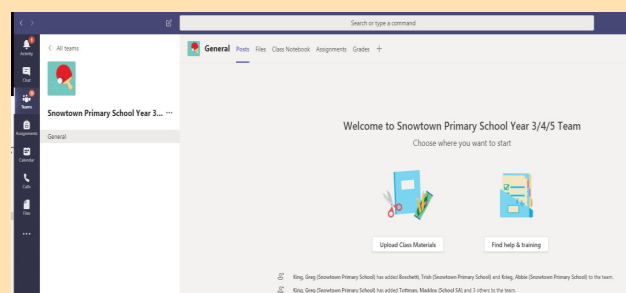
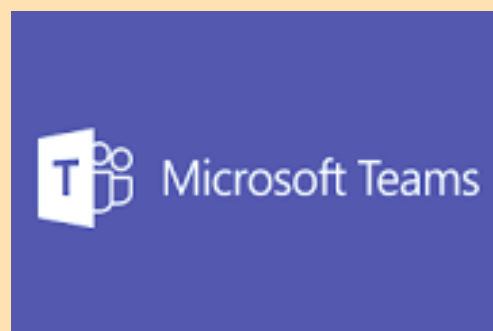
For the management and delivery of Preschool learning experiences and resources



MICROSOFT TEAMS

PRIMARY R-7

For the management and delivery of Primary lessons and learning resources.



LEARNING INFORMATION

How does my child find his or her lessons?

- For Preschool children login to Storypark
- For Reception to Year 7 children login to Microsoft Teams

How will educators be providing the learning in Microsoft Teams?

- By providing course content in the Content Library
- By uploading assignments and using Rubrics
- By providing clear instructions in different modes
- By using WebEx or Zoom to interact with learners
- By uploading due dates for draft (if required) and final work submissions
- By providing feedback comments through the Class Notebook

What is expected of my child?

- To keep up to date with the requirements and expectations of each learning area
- To submit draft work
- To receive and action feedback on draft work
- To submit the final copy of their work for marking by due dates
- To participate in Zoom and WebEx meetings

Although our new learning model allows for student learning to occur 24/7, staff will only be making themselves available online during regular school hours 8.30am—4.00pm and on their rostered days at school/preschool.



FACE TO FACE LEARNING

How will we provide Face-to-Face learning?

- We will use two online conferencing tools.
- We will use Zoom and WebEx as our conferencing tools.

What does my child need to access face-to-face learning?

Students will need access to one of the following Internet enabled devices:

- Home PC
- Laptop
- iPad or tablet
- Smart-phone such as an iPhone or Android

What if my child doesn't have a device or the internet at home?

Students will be provided with either a device to use or appropriate paper-based alternatives.

WebEx conferencing can be accessed as audio only via the phone.



FACE TO FACE EXPECTATIONS

What are the expectations for my child in face-to-face lessons?

- Join sessions on time
- Use appropriate names for log-in details
- Follow their teacher's expectations and instructions, as per a normal lesson
- Engage respectfully and use appropriate language with all participants. Any student who behaves inappropriately may be uninvited or have their audio or image turned off
- Be prepared for the 'online' face-to-face interactive session. Students should review the task or materials prior to the 'online' lesson, so they can use the time while online to ask questions, do collaborative work and connect with others in their class
- Students are not to record or take screenshots of the video conferencing at any time. The teacher will be responsible for recording sessions and making them available to students after the lesson.
- Actively participate and contribute in group discussions/collaborations
- Mute their microphone, unless speaking
- Wear a school/preschool uniform top (optional) for face-to-face sessions



REMOTE PROTOCOLS FOR STUDENTS

When you are engaging in online learning with your peers or teacher, we will expect:

- **Normal classroom behaviours** of listening and speaking
 - One person speaking at a time, directed by the teacher
 - Eyes and ears focused on the learning platform
 - Learning space free of distraction, such as toys or other devices
- **Be brave and engage**, speak with confident and clear voices so you can be heard
- Be **online and organised approximately 5 minutes before** the session time begins with all equipment necessary - subject book, writing tool, whiteboard, whiteboard marker
- **No food or drink** (except water of course!)
- Learn to use the **mute button** on your device - this reduces background noise for everyone else. Mute yourself unless the teacher calls upon you. Use headphones if possible.
- **Respect** the learning time of your siblings during their online sessions
- Minimise use of emojis during class chats and check-ins, remember this is a learning platform
- If unwell or unable to make the online learning time, please make sure your parent has made contact with the school to inform the teacher (via a text or phone call)



DAILY ROUTINES

What will a preschool day look like?

A time schedule will be communicated outlining key parts of the day.

Preschool At Home Schedule	
9.00	Inside Play
9.30	Morning Meeting via Zoom
9.40	Activity set during Morning Meeting
10.00	Healthy Snack
10.20	Play
12.00	Story Time via Zoom
12.30	Lunch Time
12.30	Relaxation/Quiet Time
12.50	Activity from pack
1.00	Play (preferably outside)
2.30	Individual Calls (Zoom or Facetime) <small>2.30 - Clark 2.40 - Ryder 2.50 - Barry</small>

What will a school day look like?

A time schedule will be communicated outlining key parts of the day.

Before 9.00am	MORNING RITUAL wake up, get dressed and have breakfast
	Check in and look at updates on Teams
9.00am	ENGLISH Reading Comprehension activity:
9.30am	Before you start fitness make sure you check in on Teams FITNESS -PREMIER'S BE ACTIVE CHALLENGE
10.00am	Fruit + shared story time
10.15am	ENGLISH Word Study activity: Oral language activity: Writing task activity:
11.10-11.30am	RECESS
11.30am-1.00pm	MATHS OR MR KING (TUESDAY AND THURSDAY MR KING) Recalling Facts Daily Activity from weekly overview
1.00pm	LUNCH
1.40-3pm	MR KING OR MATHS TASKS/ SPANISH/NATURE TASKS

WEEKLY OVERVIEW R TO 7

What will need to be completed each week?

- Each week you will receive an overview of tasks to be completed.
- This can be used as a checklist to ensure all learning is submitted.
- Once all tasks for the week are completed children can participate in The Powerful Learner Passion Project.

PREMIER'S BE ACTIVE CHALLENGE	ALTERNATIVE - obstacle course, - long run / walk - outside play	28 by Sam Wood Facebook Live workout	Cosmic Kids Yoga	P.E. with Joe
WORD STUDY	Write definitions for each of your word study words in your word dictionary. Type words into a new list in Spelling City.	Write your words into sentences in your English book. Work on Jolly Grammar spelling page (left hand side).	Complete your Jolly Grammar spelling page. Work on your Jolly Grammar, grammar page (right hand side)	Choose two activities from your spelling choice board to complete using your words. Do your spelling test on Spelling City
READING COMPREHENSION	Read Specky MaGee Chapter 3 Plot Map		Read Specky MaGee Chapter 4 Character Attributes Chart	
ORAL LANGUAGE	Barrier Game Tangrams		Barrier Game 100's Chart	
WRITING TASK	Tightening Tension Using five+1 senses		Narrative Story Graph Complete your narrative story plan based on this weeks topic	
MATHS	Recalling Facts Miss B	Recalling Facts STAR Problem Jitterbug Ball	Recalling Facts Maths Drawer Task 1 Collection of items	Recalling Facts Maths Drawer Task 2 What is the graph of?
SCIENCE HASS HEALTH & PE THE ARTS DIGITAL TECH SPANISH	Spanish Online lesson 10.30am Monday - link on posts in Teams	Mr King	Mr King	Nature Activity

REMOTE LEARNING GUIDELINES

To ensure the effective and consistent delivery of teaching and learning programs all students are expected to follow these guidelines:

Learning area

- Set up a suitable learning space in your home, if possible for face to face lessons and provide adequate desk space for activities.

Daily routine

- Check Microsoft Teams every morning before 9.30am for any daily notices or changes to existing programs, tasks and due dates.
- Undertake learning as per the standard lesson times on your timetable, or spend the equivalent amount of time as outlined in your timetable to complete tasks.

Support

- Access support from teachers and SSOs. This can be done through Teams, emails or calling the school.

Work completion

- Adhere to deadlines and submit work to Microsoft Teams following the teacher's instructions.

Video conferencing or live chats

- Students will have an opportunity to interact with their teacher and classmates via Zoom, WebEx and class posts. This will be an opportunity for discussion, collaboration and clarification.

Breaks

- It is recommended that students take short breaks between lessons and regular scheduled breaks (recess and lunch) that involve non-screen activities.
- During the longer breaks we encourage students to exercise, spend time with family and have a snack.

HOW CAN PARENTS HELP?

With most families now having their child working from home, it is important to take this opportunity to work together as a whole school community to ensure that they stay connected to their learning and education.

Suggestions for helping your child

Here are some simple steps that you can take to ensure your child continues with their learning from home.

- Please let your child know that you think education is important and that school/preschool work needs to be done each day. You can help your child by setting aside a special place to study, establishing a regular routine to continue work from all learning areas, and removing distractions such as the television and social media.
- If you are hesitant to help your child with their learning because you feel that you don't know the subject well enough, you can help by showing that you are interested, helping your child get organised, providing the necessary materials, asking your child about daily assignments, monitoring work to make sure that it is completed, and praising your child's efforts.
- Offer to read your child's work for them and give feedback even if you are not familiar with the content knowledge.
- Encourage life-long learning by showing how you are learning something new yourself.
- Remember that doing your child's work for them or allowing them to view their time at home as an extended holiday won't help them access their learning entitlement.
- Encourage and support your child's learning including providing a suitable environment at home for a video conference when required.
- Parents of R-4 are encouraged to sit with their child in face-to-face lessons, so they can understand and help their children with work
- Avoid answering questions on behalf of your child or using the face to face lessons as a teacher interview. If a parent has any issues we ask that they contact their child's teacher outside of face to face lessons.
- Make up snacks and lunch in the morning and pack it in a lunchbox so your child can access food at break times.

These hints have been adapted from www.colorincolorado.org/article/helping-your-child-homework

CHECKLIST TO SUPPORT LEARNING

Show that you think education is important

- Support your child to be ready to participate at the time scheduled on the timetable.
- Ensure your child has the papers, books, pencils and other things needed to do assignments.
- Set a good example by showing your child the skills they are learning are an important part of the things they will do as an adult.
- Stay in touch with your child's teacher.

Monitor Assignments

- Check you child's Microsoft Teams and go through the activities in the Content Library with them. Check how long they should take. Know when tasks are due.
- Talk with your child about their assignments/tasks and ensure they start and complete them.
- Read the teacher's comments on assignments that are returned and discuss these with your child.
- Monitor TV viewing, game playing or social media to ensure it is not cutting into learning time.

Provide guidance

- Help your child to get organised. They will need to be online or on the phone at scheduled times throughout the day.
- Encourage your child to develop good study habits and support their time management.

Talk with teachers to resolve problems

- If a problem comes up, ensure your child communicates with his/her teacher.
- Follow up with your child to make sure they understand the advice given through the communication.



WORKING FROM HOME CHECKLIST

- Ensure your workspace is set-up using ergonomic principles (see above)
- Use a suitable chair, adjust for height
- Locate your workspace so it receives natural light
- Use the speaker option on your phone instead of cradling it between your neck and shoulder
- Ensure you take a 5 minute break every 30 minutes and give your eyes and neck/shoulders a rest
- Take a dedicated lunch break
- Establish a consistent routine by trying to maintain a daily schedule.

Continuity of Wellbeing Services

We know that the COVID-19 outbreak has posed some of the greatest challenges we have faced in recent memory. Schools are not exempt from these challenges, which have resulted in significant changes to the way learning communities will operate now and possibly in the future.

Change, particularly when it is the result of an unprecedented event, can result in people experiencing a range of emotions and can trigger behaviours that may not have been witnessed before.

Now more than ever, our social and emotional skills become vital in ensuring we look after our own wellbeing and also do everything we can to protect the wellbeing of those in our school community.

In the event of a school closure, we are committed to providing ongoing continuity of wellbeing support to our learners in a variety of ways.

Wellbeing Services

Your child is able to access support from our Pastoral Care Worker, Sandra on Monday and Tuesday of each week. Please email sandra.vangness804@schools.sa.edu.au

Supporting your child's wellbeing

Children may be impacted by fear and anxiety. Maintaining a stable routine can be extremely grounding and remind students of what aspects of their lives are within their control. Your own routines and rituals will become really important at this time when

WELLBEING

some parts of your life are disrupted. Here are some tips on how to ensure your child is supported:

- Give your children extra attention and reassurance. Where possible, minimise their exposure to media and social media that may heighten anxiety.
- Include your child in plans and activities around the house.
- Maintain routines around sleep and mealtimes as much as possible.
- If you don't see an improvement in four weeks, or if you're concerned, seek professional help (earlier if needed).

Additional Online Resources

Headspace

[Headspace.org.au/eheadspace/](https://headspace.org.au/eheadspace/)

ReachOut.com

au.reachout.com/

Phone services (for immediate help)

- | | |
|---------------------------------|---------------|
| • Kids Helpline | 1800 55 1800 |
| • Life Line | 13 11 14 |
| • Beyond Blue | 1300 22 46 36 |
| • Headspace | 1800 650 890 |
| • 1800 Respect | 1800 61 44 34 |
| • National Coronavirus Helpline | 1800 020 080 |

ATTENDANCE

Attendance expectations

- Class rolls will be taken each morning
- Reception to Year 7 students need to respond to the morning message in Teams by 9.30am each day.
- Students who do not login to TEAMS by 9.30am each morning will be marked as absent.
- Parents will need to notify the school of the reason for their child's absence as either I—Illness, C—Certificate or F—Family.

In the event of an ongoing attendance concern

- Follow up will initially be undertaken by the classroom teacher
- In the event on an ongoing attendance concern follow up will be undertaken by the Principal.
- For prolonged non-attendance automatic referrals will be made to the Attendance Officer as per standard attendance protocols.



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