



REMOTE & FLEXIBLE

LEARNING

PARENT GUIDE

FROM 30/08

NOTICE
ALL VISITORS
MUST REGISTER
AT OFFICE

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Keilor Views Pr

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ON-SITE ATTENDANCE

We must adhere to strict essential worker protocols, our school will provide on-site supervision for students in the below categories:

Category A

Children where both parents and or carers are considered authorised workers who cannot work from home, work for an authorised provider and where no other supervision arrangements can be made:

- Where there are two parents/carers, both must be authorised workers, working outside the home in order for their children to be eligible for on-site provision.
- For single parents/ carers, the authorised worker must be working outside the home in order for their children to be eligible for on-site provision.

Parents and carers who are authorised workers will need to produce to the school an authorised worker permit from their employers to access on-site supervision for their child/ren in Category A.

Category B

On-site supervision continues to be available for the below students:

-Children experiencing vulnerability, including:

- in out-of-home care
- deemed vulnerable by a government agency, funded family or family violence service, and assessed as requiring education and care outside the family home
- identified by a school or early childhood service as vulnerable, (including via referral from a government agency, or funded family or family violence service, homeless or youth justice service or mental health or other health service)
- Where a parent/carer indicates that a student with a disability is vulnerable because they cannot learn from home, and/or informs the school the student is vulnerable due to family stress, the school must provide on-site supervision for that student. This may apply to students enrolled in specialist schools and students with a disability enrolled in mainstream schools.

An authorised worker permit is not required for accessing on-site supervision under Category B.

For those requesting on-site learning under Category A, a copy of your authorised worker permit or permits must be submitted to the school as soon as practicable after it is issued. A permit is not required under Category B.

OUT OF SCHOOL HOURS CARE (OSH CLUB)

Out of School Hours Care (OSH Club) operates to support the community during these difficult times. OSH Club will be running before and after school care for students enrolled at Keilor Views requiring on-site supervision.

If you require any information about your child's attendance with OSHC on top of on-site supervision and access before or after school care, please contact OSH Club on - 0428 468 489 or email - keilorviews@oshclub.com.au



REMOTE LEARNING

ABOUT LEARNING FROM HOME

Before you start to think about helping your child to learn from home, remember that no one expects you to be a subject matter expert or teacher. The most important thing you can do is to continue to provide comfort, support and encouragement for your child.

You can help your child to learn from home by working with the school and supporting your child to be online as they undertake the teaching and learning each day.

We use our communication platform XUNO to communicate and connect with our wider community.

While students will still use concrete materials for some activities as directed by their teachers, **access to an electronic device is integral for learning remotely**. All students will require a secure connection to the internet to interact with the lesson content each day.

LOANING A DEVICE

For students who do not have access to digital technologies at home, the school will loan all school owned iPads for families needing a device to accommodate remote learning.

We will always send a google form out to the parent community to register if their child/ren require a device. We will always endeavour to have it available for pick up ASAP, in which you will receive a SMS message when it is available for pick up.

HOME AND ON-SITE LEARNING PROGRAMS

The learning program delivered on-site will be the same as the learning program delivered to students undertaking remote learning.

The following are the daily guidelines schools are expected to meet for students in Prep to Year 6.

For students in **Prep to Grade 2**, schools 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 **Grades 3 to 6**, schools will provide learning programs allocated as follows:

- Literacy: 45-60 minutes
- Numeracy: 30-45 minutes
- Physical activities: 30 minutes
- Additional curriculum areas: 45-90 minutes

DAILY CHECK-IN VIA MICROSOFT TEAMS

Staff will begin each and every morning at 9:00am with a Microsoft Teams Check-in and Attendance Roll where students need to log in and will have a chance to interact with their teacher and peers to begin the day.

The Daily Check-in will include:

-Roll call

-Morning message

-Students will remain online for their first live lesson (see full schedule in table below)

DAILY SCHEDULE/LIVE LESSONS

****please note times are an estimate and may be flexible by teacher discretion****

Times	Teachers	Students
9:00am-9:10am	<ul style="list-style-type: none"> •Morning roll call 	<ul style="list-style-type: none"> •Present for attendance
9:10am - 9:25am (10-15mins)	<ul style="list-style-type: none"> •Reading Mini Lesson Live (Explicit, Modelled, Shared, Extend) 	<ul style="list-style-type: none"> •Students remain on for a live lesson
9.25am	<ul style="list-style-type: none"> •Teacher explains activity/task •Live Meet remains open for students to ask questions. <p><i>Teacher will let students know what time to return online for share time (determined by the teacher)</i></p>	<ul style="list-style-type: none"> • Students complete independent reading task • Students can access teacher for questions on live Meet
9.45am (or negotiated time)	<ul style="list-style-type: none"> • Start live meet •Reading share time 	<ul style="list-style-type: none"> • Log back on • Reading share time. • Students upload task to Showbie
9:55am - 10:00am	<ul style="list-style-type: none"> • Explain the Writing or Maths task for the day •Teacher logs off 	<ul style="list-style-type: none"> • Students live for teacher instructions for Writing/Maths task •Students log off and complete independent task.
<i>Between 10:15 - 11:00am</i>	<ul style="list-style-type: none"> • <i>Small Group</i> 	<ul style="list-style-type: none"> • <i>Students log on for Small Group according to teacher schedule</i>
11.00am-11.30am	Teachers break	Students break
11:30am	<ul style="list-style-type: none"> •Commence Live Lesson (Writing or Maths) (Explicit, Modelled, Shared, Extend) • Live Meet remains open for questions <p><i>*Teacher to let students know what time to return online for share time (This time can vary and be determined by the teacher)</i></p>	<ul style="list-style-type: none"> •Students come back on for a live lesson. • Complete task associated to lesson. • Students can access teacher for questions on live Meet
12:15 (Or negotiated time)	<ul style="list-style-type: none"> • Share time • Discuss Theme lesson and any Specialist for the day before logging off 	<ul style="list-style-type: none"> • Share their learning • Upload to Showbie • Students complete Theme and any specialist for the rest of the day. • Upload to Showbie
12:15 - 12:45pm	<ul style="list-style-type: none"> • <i>Potential Small Group</i> 	<ul style="list-style-type: none"> • <i>Students log on for Small Group according to teacher schedule</i>

PARENT SUPPORT

The school day begins online at 9:00am for all students, meaning they are required to be logged onto the class meet for their attendance to be marked, as their first live lesson will commence from here. Your support in ensuring your child/ren are logged on is greatly appreciated.

The same is required for the second live lesson which commences at 11:30am. Again, we ask for your support in ensuring your child/ren are logged on, on time.

If your child will not be online for a live lesson (9:00am or 11:30am), please notify your child's classroom teacher via XUNO prior to the live lesson, so they are aware of your child not attending.

UPLOADING LESSON PLANS

Teachers will still continue to upload their daily lesson plans to XUNO each morning. This will then be explained in each live session outlined in the table above. Students will complete the set tasks after the live mini lesson by the teacher and remain connected to their teacher for any support, questions or assistance. Any student not online for the set live lessons, is still expected to complete their learning, following the daily lesson uploaded to XUNO by their classroom teacher.

SMALL GROUP EXPERIENCES/ONE-ON-ONE CONFERENCES:

Utilising Microsoft Teams, teachers will schedule, plan and coordinate one-on-one conferences, Check-in/Small Groups experiences on a rotational basis with students.

All students will be seen at least once per week (either in Small Group or Conference) by their classroom teacher.

Teachers will send prior notification to students and parents in the weekly schedule of Small Group Experiences/One-on-One conferences your child will be involved in.

SCHEDULE

Teachers will send prior notification to students and parents for their upcoming schedule, including Small Group experiences, 1:1 Conferences and relevant Showbie Tasks that students are required to upload. This will also be explained and reminders set by the teacher throughout the day. This enables parents to support their child's preparation each day and know what is required of their child in advance.

SCREEN FREE WEDNESDAY/CATCH UP DAY

Every Wednesday will be 'Screen Free Wednesday/Catch Up Day'. Acting on student and parent feedback, the purpose of this day is to break away from the screen and technology, especially now that we have increased the connection and and screen time through live sessions with teachers from Monday, 30th August.

This day also enables students who need time to consolidate their learning and provide students with an opportunity to complete any of the previous days' lessons, which will still be accessible and available on XUNO.

On the day of Screen Free Wednesday/Catch Up Day, teachers will set a rubric with open ended activities and tasks, which will be uploaded to XUNO for students to complete over the course of the day.

SPECIALIST LESSONS

Classroom teachers will allocate a specialist lesson each day for each of the four specialist subjects to finish the day after their learning is complete with the classroom teacher. Our specialist teachers are accessible for questions on XUNO.

See the table below for the teacher who plans each specialist area for each year level if contact needs to be made:

Teacher	Subject
John Watts	PE
Rose Carmody	THE ARTS
Helen Karras	LOTE
Lucy Crombie	STEM

ACCESS TO TEACHING AND LEARNING RESOURCES FOR STUDENTS AT HOME

All student login details for the various platforms/applications are on a Student Login Card sent and created by the teacher. If you need any assistance with logins, message your child's classroom teacher to assist.

REMOTE LEARNING ACCOUNTABILITY

Teachers plan and prepare live lessons and tasks relevant to curriculum standards and assessment to ensure academic progress of your child. Students will now be marked for their attendance and being online at 9:00am session and also at 11:30am session, as attendance remains a requirement from the Department of Education.

Teachers will send a XUNO message in relation to your child not attending a live meet and non-submission of work on Showbie each week. This also includes not attending their small group experiences or one on one conferences.

If repeated messages are sent, the teacher will call home for a conversation reiterating expectations for remote learning.







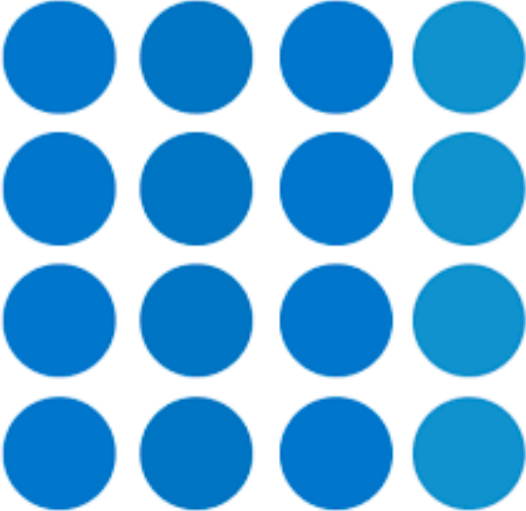


We are all very understanding of the different family circumstances, so continue to communicate your individual circumstances in relation to your child with your child's classroom teacher, as we will endeavour to support you as best we can.

REQUIRED PLATFORMS/APPLICATIONS

The required platforms/applications are free, and most have an app you can download from the App Store/Android Store.

All school-loaned iPads will already have the required apps downloaded on them.

For those families that have their own device, see the list of platforms/apps needed:

	 showbie	 MICROSOFT TEAMS
		
 ESSENTIAL ASSESSMENT (ACCESS VIA WEB BROWSER BELOW) https://www.essentialassessment.com.au/		

PARENT FAQ

WHAT CAN I DO?

- Log on to XUNO regularly to stay up to date with the all the latest updates.
- Ensure that your child has an iPad, laptop or other tablet device **connected to the internet** to access and complete their school work.
- Set up a regular space in your home where your child can complete the work assigned by their teacher.

HOW DO I COMMUNICATE WITH THE SCHOOL?

Staff are available live each day for **student** support including questions or wonderings they have based on the daily tasks and their learning.

Teachers will respond to parent related questions in due course and may not instantly reply if questions are not related directly to student learning. Teachers will be accessible via the instant message function in XUNO and should always be your **first point of enquiry**.

Please keep these set times above for questions relating to student learning and tasks.

You can also call the school office between school hours on 9367 7466 or message the school email address keilor.views.ps@education.vic.go.au

HOW I CAN SUPPORT MY CHILD/REN?

You can support your child/ren by:

- having a routine and setting expectations
- making sure your child has a space to work in
- providing a level of supervision suitable 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.

HOW DO I SET UP A LEARNING ENVIRONMENT?

Every home is different but it's important to provide a quiet and comfortable space in which to learn.

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 your child can feel isolated and 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 as you would normally when your child is online, dependent on age.

WHAT ROUTINES AND EXPECTATIONS ARE THERE?

Start and end each day with a check-in to help your child:

- clarify and understand the instructions they get from their teachers
- help them organise themselves and set priorities for learning at home

A healthy daily routine is great for mental and physical health, as well as concentration and learning. Encourage regular exercise breaks. This might mean going for a walk, using exercise videos and apps, dancing, floor exercises or using home exercise equipment. Encourage healthy eating habits and make sure they drink enough water.

WHAT QUESTIONS SHOULD I ASK MY 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.

Morning check ins	Afternoon check-ins
• What are you learning today?	• What did you learn today?
• What are your learning targets or goals?	• What was challenging?
• How will you be spending your time?	• Consider three things that went well today. Why were they good?
• What resources do you need?	• Do you need to ask your teacher for something?
• What support do you need?	• Do you need help with something to make tomorrow more successful?

These questions allow your child to:

- process the instructions they get from their teachers
- help them organise themselves and set priorities

TUTORIAL VIDEOS

See the [Keilor View's YouTube Channel](#) for tutorial videos if you require assistance with XUNO, Showbie or Microsoft Teams.

WELLBEING AND SUPPORT

MENTAL HEALTH AND WELLBEING CHECK-IN

Just as you set aside time for physical exercise, it is important to make time each day to check-in on your child's mental health and wellbeing.

As your child adjusts to their new routine and not being able to see their friends in person, it is important to be understanding of their feelings of frustration, anxiousness and even anger – every child will react differently.

To support your child, use these mental health and wellbeing check ins to:

- Provide an opportunity to talk about how they feel and listen to what they say
- Identify one or two things they could do to address what they are concerned or angry about
- Ask how they are going, whether they are finding it easy or hard to learn remotely, and if there is anything they'd like your help with.

ONLINE SAFETY

Help your children safely navigate their digital world and educate them to avoid harmful online experiences. Explore websites, games, apps and social media together and set some rules.

Your support and guidance can give your child/ren the confidence to make sound decisions online — and ask for help when they need it.

Three key strategies:

1. Be engaged, open and supportive

- Get involved. Share online time with your child/ren as part of family life. Play games together. Talk about favourite apps, games or websites.
- Keep lines of communication open. Ask about their online experiences, who they are talking to and whether they are having any issues.
- Reassure your child/ren they can always come to you, no matter what. Let them know you will not cut off internet access if they report feeling uncomfortable or unsafe when

online — this is a real concern that may stop your child/ren from communicating with you openly

- If you notice a change in behaviour or mood, talk to your child/ren about it. If you are concerned, consider seeking professional help — contact the school, your GP or a psychologist.

2. Set some rules

- Set age-appropriate rules for devices and online access, with consequences for breaking them.
- Ensure your child/ren's input — this will help them understand risks. As they get older you can review your rules together.
- Consider creating a **family tech agreement** (sometimes called a family media plan or family online safety agreement). A family tech agreement is a set of rules about how devices, like smartphones, tablets, computers, TVs and gaming consoles are used in your home. It is written down and agreed to by all family members and kept in a place where everyone can see it, such as on the fridge.
- Your family tech agreement could cover the type of websites that can be visited, time spent online and acceptable online behaviour.
- The consequences for breaking the rules should be clear. Negotiate these with your child when you create your agreement so they mean something to them — [Raising Children Network](#) has some useful tips and advice.
- Consider making some 'rules for parents' too — and stick to them! Model behaviour that you would like to see.

3. Use the available technology

- Get to know the devices you and your child use and set them up for privacy and online safety. Take advantage of parental controls to monitor and control screen time and access to content in ways appropriate to your child's age and experience.
- Choose apps and games carefully, taking age ratings and consumer advice into account. Check the App Store or Google Play, and for games, the Australian Classification Board's online database. The **Australian Council on Children and the Media** and **Common Sense Media (US)** both offer information about apps, games and websites searchable by age.