



Term 2 Planning for Home Learning

Dear Parent/Carer,

This letter is to provide information about our plans for curriculum continuity through home learning for Term Two. Firstly, I must point out that no-one knows how long children will be asked to remain at home and no-one knows if the state will go into lock-down and what this might mean for schools providing home learning. Secondly, this letter will lay out what the teachers, parents/carers and the children will be responsible for in the delivery of home learning. It is very important that we all know our roles in this unprecedented time.

We all need to work together to achieve the best learning outcomes that we can – we need to understand and support each other if this is to happen. I want to assure you that the school will be doing the best we can to support parents/carers and children during this time. For nearly everyone, a home learning approach is a new experience – for our teachers, developing work packages and on-line teaching and learning programmes is not something with which they have any real experience. We are finding our way through this together – you, the children and us. We need to create a unique partnership to make this work.

The key roles for each of the three partners will be:

- **Teachers** – develop learning programmes, provide guidance to parents/carers on how the children need to do the work, identify the work that needs to be returned (and how), provide feedback to the children, maintain some level of personal contact with the children.
- **Parents/Carers** – follow the guidelines provided by the teacher, communicate issues to the teacher, help your child without telling them the answer, mark identified work and talk to your child about it, manage the timetable (however that works for your family situation), ensure that work is completed by the specified times, make sure that only the work requested to be returned is returned.
- **Children** – listen to their parents, do the best they can with the work set for them, complete work within the timelines set for them, stay in touch with their teacher.

Our current planning will see a mixture of work delivered electronically and in paper-based work packages. The electronic component will be delivered through either Seesaw (K – 4) or Connect (5 and 6). The paper-based material will be picked up from school by parents/carers (details are listed later in this letter). Teachers may, at times, also use the Department of Education's WebEx platform to interface remotely, via a computer or mobile device, with their class. Help sheets on how to access this from home have been developed by the school and will be sent to you.

If you have children in different year levels you will see that delivery will vary in the aspects outlined above in order that the content is appropriate for the year level. The use of learning intentions and success criteria (as well as WALT and WILF) will help parents/carers in supporting and guiding the children in completing the various lesson tasks.

It is accepted that we are in stressful times – times where anxieties may increase in children. Doing schoolwork remotely is intended to maintain some continuity in their learning. Whilst it is important that they keep up with their peers as much as possible, parents/carers will be in the best position to determine if they need to step back from their learning and have some family time. This does not mean that they do not have to do the work that is set, it means there is flexibility in when it is done.

Our school office will be open throughout the term, but we ask that parents/carers try and avoid coming to school. We can be reached by telephone and email Bunbry.PS@education.wa.edu.au should you need help or advice.

If your child is ill during this time, please notify the school so that we can maintain attendance records. Just like if they were attending school and were unwell, they would not be expected to complete the day's work. This will be a judgement call on your part or you can ask their teacher if they need to complete any specific activity that they have missed due to being unwell.

The following questions and answers should help with further clarifying how we hope our home learning model will work for our children:

How will the work be organised?

Flexible timetables/schedules and/or grids will be provided by teachers. These will provide a guide and some structure to your day (if you need it). Teachers will indicate to students which tasks are to be returned and how they would like students to return them.

How will we get the pen and paper work packages?

This is presenting a challenge to maintain social distancing and hand-delivering the work packages. What we are intending to do is set some times, room by room, for parents/carers and children to use the Kiss and Drop on Reading Street to pick up their children's work pack on **Wednesday April 29**. I am sorry, but Monday is a public holiday and we will need Tuesday to sort out all the work packages. These will be provided in family groups so that only one trip is required. Each child's teacher will be there to say hello and give out the work package. This will start on the Wednesday (day 2 of Term 2). **New work packages will be available every two weeks.**

How much time does each learning area require?

Teachers in each phase of learning will provide some guidance on the approximate time to dedicate to Literacy and Numeracy skills as well as the other learning areas. There will be an element of trial and error with the amount of work being provided and this will be fine-tuned based upon parent/carer feedback. Differentiating the curriculum will also require some adjustments as children move through home learning 'packages'.

What resources will be provided to support the children?

Teachers are currently using various mediums to provide lessons and support resources. For consistency, our teachers will be using online programs that students and parents/carers are already familiar with at home and school. Some of the mediums they will be using to support their programs include: online learning program tasks (from Mathletics, Reading Eggs/Eggspress, and Accelerated Reader), PowerPoints, videos, photos, images, worksheets, vignettes, apps, voice recording, and websites. Teachers can also recommend useful websites for parents/carers to visit.

How will specialist teacher programs work online?

Specialist teachers will use the same platforms as classroom teachers to communicate and provide lessons. Parents/Carers may need to assist with, or implement, some of the activities that will be set.

How will teachers keep in touch with their class?

Teachers are continually upskilling themselves in technologies and online resources that will offer the best support. Some of the technologies teachers may use include Webinars, phone calls, Cisco WebEx video link up, and email. The Cisco WebEx software will need to be downloaded to home devices for a video link up if the teacher indicates they will be using this. The School has developed Help Sheets to assist you should need to do this.

How will we know what tasks need to be submitted to the teacher for marking?

Teachers send home weekly timetables/schedules/grids with lessons for students. They will have the set tasks that need to be completed and identify the tasks that will need to be handed in for them to mark and provide feedback to the child. Submission dates for activities will be part of the work information.

When can parents/carers and children contact teachers?

Children and parents/carers can contact teachers via Seesaw or Connect to ask questions, provide comments, seek clarification or submit work. Teachers can then respond to parents during the school day Monday to Friday. Parents/Carers and children are asked to try and limit their communications to the school day where possible. Teachers will endeavour to respond to contacts from parents/carers within 24 hours Monday to Friday.

Can I engage in my child's learning?

Yes. You will need to help them understand what they need to do. Speaking to your child and encouraging them about their learning is important. Younger children may need or want to talk and tell you about what they have completed. Other students may need clarification or further explanation for a task. It is important for their learning that you guide them to the answer as opposed to simply telling them. This can be a little time consuming, but results in more powerful learning.

How can parents help the school?

Keep providing us with feedback. You are going to do a great job. Teaching and being a parent at the same time, is not easy. You will be asked to provide feedback that will let teachers know what they might be able to do to better support you at home.

Do I need to establish set hours for my child/ren to complete set tasks?

How and when work is completed will depend on each family's circumstances. If the teacher has put a timeframe around the work that you are not able to meet, please let them know. A household is very similar to a classroom – unplanned things happen and what we intended to do changes; we all have to 'go with the flow'.

Do I need to establish an environment conducive to online learning?

While this is a good idea, it will depend on each family's circumstances. Ideally, each child will have a dedicated workspace – their 'at-home classroom'. Whatever arrangements you do make for this space, it must be in an open area and not behind a closed door (like a bedroom).

Will all task provided involve technology?

No, a mixture of both online and off line tasks will be provided including some tasks that families can complete together. There will be a variety of tasks, some can be completed using technology others will require pencil and paper. Parents/Carers are encouraged to include other family activities such as cooking, cleaning, making things and playing as part of each day.

Will parents/carers be supported if they experience technical difficulties?

This will depend on what the technical issue you are experiencing is regarding. Anything bandwidth related we cannot help you with - you will need to contact your provider. For any other issues, you can inform your class teacher, or email Bunbury.PS@education.wa.edu.au and one of our school team will try to assist.

Which children can attend school in Term 2?

The government has asked all parents/carers who can, to keep their children at home. However, some children will need to attend school because:

- Their parents/carers need to maintain employment;
- They live in families with aged relatives; or,
- It is safer for them to be at school.

Those children who attend school in Term Two will be doing the exact same work as those children who are at home. They will be supervised by staff as they work on the set learning programme.

Can school playgrounds be used during or after school hours?

For health and safety reasons posed by the Covid-19 virus, all school playground areas are not available for use by the public or the children attending school.

How can you stay connected with the school?

Parents/carers will receive news and updates by visiting our school website <https://www.bunburyps.wa.edu.au/>, checking our Skoolbag App, messages via Seesaw or Connect and by email. You can contact us through the usual channels. The best email address is bunbury.ps@education.wa.edu.au or by phone on 9721 2660.

I hope this provides some clarity for you. Teachers are organising exercise books and stationery for each child in their class to go with the work packages being prepared.

Warm Regards,
Shane Doherty
Principal

An Overview of Responsibilities Home Learning

STUDENTS	PARENTS/CARERS	STAFF
Be Responsible		
Try and maintain a routine each day. Your school timetable could be used, but as a guide only.	Help your child to establish a routine that is flexible and that suits your family's needs.	Meet the learning needs of each child in your class as best you can.
Write something about how you feel or what is happening two or three times each week.	Begin and end your day by helping your child set up and pack up their equipment.	Make Learning Intentions and Success Criteria clear to the child and their parent/carer.
Keep your workspace at home tidy and organised.	Monitor your child's feelings and get them to step back from learning by taking a break, doing some meaningful play or physical activity when you see that they need it.	Organise and provide Home Learning in manageable chunks.
Plan your day so that you can complete the work that has been set.	Regularly monitor the work that is being set on Seesaw or Connect.	Provide feedback on work that is submitted for assessment.
Follow up on the feedback your teacher gives you.	Check that work that has to be submitted has been sent to the teacher.	Provide daily communication with children.
		Provide guidance for parents/carers to assist them with the implementation of the Home Learning programme.
Be Respectful		
Provide feedback to your teacher about how you are going.	Provide feedback to the teacher about work quantity and difficulty when you can or feel the need to.	Maintain regular contact with parents/carers.
Check in with your teacher each day.	Check in with your child's teacher every now and then.	Respond to parent/carer communications in a timely manner.
Be Caring		
Practise safe digital citizenship every day.	Plan non-school activities during the day so there is time to talk whilst doing something like cooking, craft, etc.	Understand that this is new to parents/carers and provide help wherever you can.
Stay calm if faced with difficulties in your work and ask your teacher.	If you can't be with them throughout the day, create a Home Learning agreement. https://www.esafety.gov.au/parents/children-under-5/family-tech-agreement	Let the children see you through such things as video recordings and Webex.
	Establish good practices around online screen time (and build it into their agreement).	
	Ask for help when you need it.	
Be Your Best		
Be kind to yourself and others.	Be kind to yourself and others.	Be kind to yourself and others.



Work Package Pick-up Schedule – Wednesday April 29 2020



The following schedule outlines when you can 'drive by' to pick up your children's work packages on Reading Street on Wednesday, April 30th. You only need to come to school once as all your children's work packs will be given to you with your youngest child's. Please try and be prompt to the time listed and please do not get there early and end up mixed in with the wrong class. If you just can't make the time set for you, please come after the last class pick up is finished.

I know that this is not the most ideal way to provide the work packages to you. However, the government's insistence on social distancing is only going to become more of an imperative the longer the spread of Covid-19 continues. This also provides an opportunity for each child to see their teacher before the school work really begins. If you are picking up three work packs for your children, all three teachers will be there.

This schedule will work if we can all keep to the times indicated. We live in hope because we are all in this together.

Room	Time	Teachers
K 1	8:30 – 8:50	Mrs Elstermann, Mrs Eiszele, Mrs Blackburn, Mrs Delaporte, Miss Marley, Mrs Crofts, Mrs Parry, Mr Durward, Mrs Tennent-Brown, Mrs Marley, Miss Kujawski
K 2	9:00 – 9:20	Mrs Elstermann, Mrs Blackburn, Mrs Delaporte, Miss Marley, Mrs Crofts, Mrs Lumb, Mr Durward, Mrs Tennent-Brown, Mrs Marley, Miss Kujawski
Pp 1	9:30 – 9:50	Mrs Toft, Mrs Turner, Mrs Blackburn, Mrs Goss, Mrs Delaporte, Miss Marley, Mrs Crofts, Mrs Lumb, Mr Pyne, Mrs Parry, Mr Durward, Mrs Tennent-Brown, Mrs Whittaker, Miss Kujawski,
Pp 2	10:00 – 10:20	Mrs Eiszele, Mrs Delaporte, Miss Marley, My Pyne, Mrs Whittaker
1	10:30 – 10:45	Mrs Blackburn, Miss Marley, Mrs Lumb, Mr Pyne, Mrs Parry, Mrs Marley, Mrs Whittaker, Mrs Hodgkinson,
2	10:55 – 11:15	Mrs Goss, Miss Marley, Mrs Crofts, Mrs Lumb, Mr Pyne, Mr Durward, Mrs Parry, Mrs Tennent-Brown, Mrs Marley, , Mrs Whittaker, Miss Kujawski
3	11:25 – 11:40	Mrs Delaporte, Mrs Lumb, Mr Pyne, Mrs Parry, Mr Durward, Mrs Tennent-Brown, Mrs Marley, Mrs Whittaker, Miss Kujawski
4	11:50 – 12:05	Miss Marley, Mrs Lumb, Mr Pyne, Mr Durward, Mrs Tennent-Brown, Mrs Marley
5	12:15 – 12:30	Mrs Crofts, Mr Durward, Mrs Tennent-Brown, Mrs Parry, Mrs Marley, Mrs Whittaker, Mrs Hodgkinson,
6	12:40 – 12:50	Mrs Lumb, Mrs Marley, Mrs Whittaker, Mrs Hodgkinson
7	1:00 – 1:15	Mr Pyne, Mr Durward, Mrs Tennent-Brown, Mrs Parry, Mrs Whittaker, Miss Kujawski
8	1:25 – 1:40	Mrs Parry, Mrs Whittaker, Mrs Hodgkinson, Miss Kujawski
9	1:50 – 2:00	Mr Durward, Mrs Tennent-Brown, Mrs Marley, Miss Kujawski
10	2:10 – 2:20	Mrs Marley, Miss Kujawski
11	2:30 – 2:40	Mrs Whittaker, Mrs Hodgkinson, Miss Kujawski
12	2:50 – 3:05	Mrs Hodgkinson
13	3:15 – 3:25	Miss Kujawski