



A Rich Past, Present & Future

PANTON HILL PRIMARY SCHOOL (No.1134)

Principal: Kylie Richards

585 Kangaroo Ground ~ St Andrews Road,
Panton Hill Vic 3759

Phone: (03) 9719 7202 Facsimile: (03) 9719 7292

E-Mail: panton.hill.ps@edumail.vic.gov.au

REMOTE LEARNING GUIDE – Panton Hill Primary School

Welcome to our Panton Hill Primary School At Home Learning Information Guide. We hope that this will be useful in providing you some information to help make remote learning successful! We thank all parents for being open to the concept of remote learning and ask you to also be patient and aware that we too are learning something extremely new in an extremely short period of time. Having said that, the challenge has prompted some really innovative and inventive ways in which to approach teaching and learning, not just remotely, but moving forward in person as well!

To give you some background on teaching and teachers: the classroom experience is dynamic to say the least and cannot really ever be replicated online or remotely. Parent helpers will have some degree of understanding as to the busy atmosphere of a Reading, Maths or Writing lesson and the degree at which teachers engage with students on many levels in order to ensure learning happens. Teachers will conference, create goals with students, give feedback to multiple people at once and also to individuals one at a time, while at the same time teaching skills in a lesson. Teachers plan for a multitude of learning levels and multi-task incredibly well in order to manage such a changeable landscape in every lesson, every single day. Teachers plan for multiple subjects each day and over the week. Active and engaged teaching means that we are constantly managing small and large groups of children simultaneously in their learning.

Our teachers plan and work collaboratively to create lessons. They analyse data (data not just from assessments but data from speaking to students, observing students working and other class work) to create individualised work for your children. In their own planning they hone down to the class and individual level to cater for differences in the classroom. They change things on the spot if they need to in order to accommodate new learning or change tasks to suit individual needs as they teach.

Remote Learning - What does that mean?

Remote learning is learning that happens off school site, in the family home with guidance from teachers and with support from families. It can happen online or offline. At PHPS we have both online and offline learning available to families.

Realistically, remote learning cannot completely replicate the classroom experience, particularly as human connection is fundamental to the teaching and learning experience for primary school children... and for many of our jobs as a society in fact. It's a changing landscape but our teachers have planned some rich tasks that will continue learning for all students, whether it be online or offline. There will be tasks for all students every day that can be supported by families at home. This document will outline some of the practices we are engaging in at Panton Hill Primary School.

We note that every family is different and every family has their own routines. It's up to you how you manage the learning day. On moving to remote learning your main goal is to set up a regular routine, so that everyone knows

what is going to happen each day. Here are some suggestions for the children:

- Set up a comfortable learning area on a table or a desk in a common area of your house. Make sure you have plenty of light to see what you are doing.
- Maintain set wake up times, e.g. 8.00am. Eat a nice breakfast, go outside for a bit of a play if you can and avoid technology. Chat about your plans for the day.
- Aim for two or three learning blocks per day.
- During the learning blocks, complete work that your teacher has provided to you. Technology should only be used for learning during this time.
- In between learning blocks, do physical activity, have play time, creative time or do helpful jobs around the house for mum or dad. Go outside, do craft, draw, play Lego, play board games. Bake, sing, dance, make movies. Use playdough, work in the garden, cook, design and build something. It's up to you!
- Eat well and enjoy your meals together as a family.
- Read to a parent or a sibling once a day.
- If you play video games, use the internet or watch TV, agree on set times per day. Be cyber-safe and only use technology in sight of your parents or guardians.

Remote Learning - When?

Remote learning will happen on school days (not the holidays and not the weekends or curriculum days) between the hours of 9-3.30pm as per school hours. We can appreciate that with so many different family situations happening that your hours and school hours may not always completely align. With this in mind teachers have planned by and large for a flexible learning environment, allowing all families to also have some flexibility as well.

Teachers will be available for class related work with your children from 9am - 3.30pm as per any other school day. As per any other school day, teachers also have planning time, meeting times, lunch, breaks and other duties (such as leadership duties etc) that are also taking part behind the scenes. From an administrative perspective all teachers have multiple roles they are fulfilling, including - like yourselves being parents of children who are remote learning themselves, carers for elderly, dealing with illness and dealing with many of the same issues that you will be at home.

A typical day will begin with a morning message to the class from the class teacher. This will either happen through the Skoolbag platform (to the parents) or through Google Classroom. The message may be in the form of a written message, a video, or a voice message and outlines the day for our students. We have left those decisions to the individual preferences of the teachers.

From there teachers have either sent home learning packs with a suggested timeline of the day (and week) from which students and families can begin to plan the learning day or they will post daily learning tasks for students online.

Learning Packs

Regardless of being online or offline, students will need access to some of their books, library books, pencil cases and other essential learning items. These packs have been factored into learning provided for the day. For instance a student may be asked to use their writing book to undertake a writing tasks or demonstrate their thinking while reading.

Where a learning pack has been sent home specifically for offline learning only (this will be two weeks

worth of work) that pack has clearly been divided into learning for the day. Families can negotiate a timetable for the day that works for them. Where there has been a pack sent home (offline learning) there may be sheets to fill out, learning activities to engage with and/or suggestions for well-being, projects, family activities etc.

Learning Online for Students: Timetables and Schedules

Teachers will be engaging with learning and teaching online from 9-3.30pm - Monday to Friday. Part-time staff will be engaging with the learning platforms and communication on their designated work day.

Our Integration Aide (Ali) has been assigned to an individual student and whole school support. Kylie Richards will be online and at school during work hours.

In the morning class teachers will send out a bulletin of some kind – video, audio, bulletin on either Skoolbag or Google Classroom.

This message has the objective of checking in for the day. There may be a:

- Welcome to the day
- Outline of learning for the day
- Reminder about student conferences or feedback that is happening during the day.
- Check in

The message will give some key learning objectives for the day.

Some expectations for learning:

The staff have decided to take a three phase approach to remote learning in order to ensure that the transition is as smooth and achievable as possible.

As can be seen, the younger grades will moving towards online learning at a more measured pace.

Phase One	Set up – getting connected (skoolbag, Google Classroom, Webex) Routine – Establish your daily schedule Reinforce – The Importance of continuing learning Daily Tasks – Provided by the teachers
Phase Two	Google Classroom Commences – Online process to be communicated by teachers Online Lessons/Check ins – Teachers sharing instructional clips/video lessons and using Webex Completing Work – Students and teachers interacting online
Phase Three	Google Classroom and Webex Continues – Online process Feedback – Students completing and submitting tasks for teachers to provide feedback

This is an approximate timeline of each phase. We may find that we can move into the next phase earlier or later – we’ll react to the comfort level of the participants:

Term 2	Weeks 1-2	Weeks 3-5	Weeks 6-8	Weeks 9-11
Prep – 3	Phase 1	Phase 1	Phase 2	Phase 3
Years 4-6	Phase 1	Phase 2	Phase 2	Phase 3

Daily learning – posted daily

1 x Reading - which could take the form of independent reading, comprehension activities, visualisation activities etc.,).

1 x Writing - which could take the form of the continuation of their work through the writer's cycle, editing, publishing, grammar, spelling etc.,

1 x Maths - which could take the form of a game, rich maths task, maths sheet, etc.,

Over the week there may be some structured and some unstructured lessons - for instance there may be a task for writing that is extremely directive. On the same day there may be a Reading class that is more about consolidating skills (a narrative writing class coupled with independent reading with sticky notes).

Weekly Learning

Specialist teachers will provide suggestions for their subject area.

Feedback and Conferencing

We will look at implementing various ways in which teachers can check in with students or small groups to provide feedback on learning. This may occur online through webex or simply through a phone call. We will be using the skoolbag app to provide messaging for parents.

Does this replicate completely what happens in the classroom? No, and nor should we expect this to. This is a good way to make contact and continue learning and keep everyone engaged.

For offline options, class teachers will check in via email/phone/google classroom regularly.

Some ways in which feedback may occur from teacher to student:

- annotating work
- providing verbal feedback via voice message one student at a time.
- writing comment about work and sending as email
- class discussions and check ins
- One to one discussions on webex.

Some ways in which feedback may occur from student to teacher:

- students recording themselves reading a book and uploading it to Google Classroom.
- students creating a voice message reading or explaining a maths program
- Making a short video to demonstrate learning.
- Receiving feedback from their teacher, making the changes and re-uploading work.

I hope that this gives you some idea of what we have in place to support your child/ren's learning over this term. Please don't hesitate to call us if you need any assistance/clarification. You also have the teacher's email addresses. These will be checked regularly and teachers will respond in a timely manner within the school day.

I also ask that you take good care of yourselves and each other. Of course, we are here to support you – Please find below details for agencies which can support your health and wellbeing.

Take Care,

Kylie Richards

PRINCIPAL

Panton Hill Primary School

Books Available Online

We encourage you to borrow audiobooks or eBooks from the local Library through the eservice most offer

<https://www.yprl.vic.gov.au/>

Health and Wellbeing Support

Parents can email panton.hill.ps@edumail.vic.gov.au if you have any questions or need any support.

We will stay connected by newsletter, website, skoolbag app and Facebook and we encourage you to share your experiences, ideas and photos.

The following websites may also be helpful:

DET website <https://www.education.vic.gov.au/about/department/Pages/coronavirus.aspx> DHHS website <https://www.dhhs.vic.gov.au/coronavirus>

For urgent assistance

Lifeline: Call 13 11 14 (24 hours, 7 days a week). Text 0477 13 11 14 (6pm-12:00am AEDT, 7 nights)

Beyondblue: 1300 224 636 or <https://www.beyondblue.org.au/>

Kids Helpline: 1800 55 1800 or <https://kidshelpline.com.au/>

Additional wellbeing supports

Headspace: call 1800 650 890 or visit <https://headspace.org.au/> to find your nearest centre

ReachOut: <https://reachout.com.au/>

SANE Australia: 1800 187 263 or <https://www.sane.org/>

Head to Health: <https://headtohealth.gov.au/supporting-yourself/support-for/young-people>