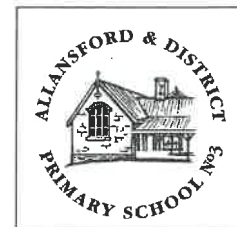




ADPS - LEARNING FROM HOME

Allansford & District Primary School

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2021

Purpose

The purpose of this plan is to provide guidance for staff, students and parents to ensure learning continuity for children and young people during disruption caused by Coronavirus (COVID-19).

Key Points

Allansford & District Primary School continues to follow Department of Education & Training (DET) guidelines in regard to COVID-19. School closures are not a principal decision; it is a decision made following instruction and advice from Department of Health and Human Services and DET. Schools will move to remote teaching and learning upon direction from DET.

Communication

Skoolbag will be the main source of official school communication during this time, in conjunction with the **school email address**.

Class Dojo will be the main source of teacher communication during this time, in conjunction with the **WebEx Meetings** for live (synchronous) student lessons, assemblies and parent meetings.

Daily Learning Plan Years F-2

The focus of the program is on **literacy, numeracy, play-based learning and physical activity**.

In the first stages of these programs, the aim is to provide **literacy** activities that take a total of about 45-60 minutes, with 30-45 minutes allocated to each of **numeracy, play-based learning and physical activity**.

- Daily **literacy** program: activities focused on reading, writing, speaking and listening (45-60 minutes)
- Daily **numeracy** program includes basic counting and measuring activities that can be conducted using everyday materials (30-45 minutes)
- Daily **play-based learning** These include free drawing and painting, coloring, folding, collecting, grouping and making and listening to sounds, including, where possible, music (30 minutes)
- Daily **physical activities** that can be completed indoors, for example, simple exercises and dance movements. (30-45 minutes)

Daily Learning Plan Years 3-6

For students in these primary years, the program focuses on literacy and numeracy with a broadening of learning to include the key learning areas and general capabilities.

In the early stages of these programs, the aim is to provide daily activities that focus on:

- **literacy** for a total of **45-60 minutes**
- **numeracy** for **30-45 minutes**
- **physical activities** for **30 minutes**

The aim should then be to provide learning activities that focus on:

- **Science and technologies**, the **humanities**, the **arts**, **health** and **languages**, with learning activities enabling students to develop the general capabilities of **critical and creative thinking**, **intercultural understanding** and **ethical understanding** as appropriate.
- Activities such as guided reflective journal writing, or drawing can be used to support students **personal and social development**.

ADPS Remote Learning Program

At ADPS our staff will remain committed in supporting for students and families with their learning and well-being.

This is clearly going to be a challenging time for all of us. It's going to be critically important that we work very closely together to ensure that we provide the very best possible support for the ongoing wellbeing and learning of our students and your children.

ADPS Remote Learning Program

Teachers will communicate with children and families and provide teaching and learning instructions and tasks through a combination of the following:

Dojo, WebEx and Email.

- Hard Copy Materials

Online Programs:

- Reading + Mathematics (staff to notify if apply)

Teachers will do morning and afternoon greeting check in with children through **Dojo**.

Education Support Staff will continue to support the children they work with through online platforms, email and telephone.

During the week, teachers will provide feedback to student on learning tasks where possible.

Teachers will schedule weekly whole class conferences and small group conferences through Web-Ex or this can be done over the phone if a family doesn't have video capacity.

Teachers, to the best of their ability, will keep assessment records as would normally be done.

Timetable

The Allansford & District Primary learning from home timetable will provide families and students with a recommended structure for home learning.

All students will be provided with the opportunity to engage in curriculum-based learning as well as strategies to support positive mental health and personal wellbeing.

The recommendations are based on the following:

- The Victorian Curriculum
- Department of Education and Training
- Respectful Relationships

Our school internet usage may not manage all classrooms using video conferencing all at once. If students are unsure of tasks or expectations, please contact your class teacher via **Class Dojo** or during your class **WebEx** meeting time.

Teachers will provide all families with their WebEx Meeting Numbers.

Teachers will inform families of their preferred daily check-in procedures of Dojo or Web-Ex.

Teachers will notify families of whole class access times to WebEx.

Teachers will notify families of scheduled group instruction times.

Scheduled **WebEx group instruction** will occur broadly at these times for the different classes.

Foundation + Foundation /One – 9.30-10.30

Year One / Two + Year Two – 10.30 -11.30

Year Three / Four A + Year Three / Four B – 11.30 – 12.30

Year Five / Six A + Year Five / Six B – 12.30 -1.30

	9.00 9.30	9.30 10.00	10.00 10.30	10.30 11.00	11.00 11.30	11.30 12.00	12.00 12.30	12.30 1.00	1.00 1.30	1.30 2.00	2.00 2.30	2.30 3.00	3.00 3.30
M	F-6	F F/1	F F/1	1/2 2	1/2 2	3/4A 3/4B	3/4A 3/4B	5/6A 5/6B	5/6A 5/6B				
T	F-6	F F/1	F F/1	1/2 2	1/2 2	3/4A 3/4B	3/4A 3/4B	5/6A 5/6B	5/6A 5/6B				
W	F-6	F F/1	F F/1	1/2 2	1/2 2	3/4A 3/4B	3/4A 3/4B	5/6A 5/6B	5/6A 5/6B				
T	F-6	F F/1	F F/1	1/2 2	1/2 2	3/4A 3/4B	3/4A 3/4B	5/6A 5/6B	5/6A 5/6B				
F	F-6	F F/1	F F/1	1/2 2	1/2 2	3/4A 3/4B	3/4A 3/4B	5/6A 5/6B	5/6A 5/6B				

Key Responsibilities – School Leaders

- Provide whole school updates regularly through Skoolbag and email.
- Inform the community about any relevant health and wellbeing updates from DET, DHHS or relevant cases of COVID-19 in the school community.
- Make individual contact with families as required, specifically vulnerable families.
- Be in regular communication with staff via phone, e-mail & WebEx conferencing.
- Provide key contacts for families and staff with regards to health and wellbeing.
- Be available for daily support and to read and respond to parent communication as required.
- Work to keep the community as connected and engaged as possible.
- Continue to demonstrate our school values when faced with challenges.
- Undertake self-directed and online Professional Learning as directed or in line with own professional goals and interests.

Key Responsibilities – Teaching Staff

- Provide a daily learning program through Class Dojo or Web-Ex each school day
- Communicate regularly to the parents and students.
- Communicate and collaborate with team members for curriculum planning, delivery and assessment.
- Connect individually with students and families as much as practicable through Class Dojo, WebEx and phone.
- Will check in regularly with school leadership regarding teaching and learning, health and wellbeing or to discuss issues or concerns.
- Identify students without internet access and communicate through phone calls and offer alternative arrangements.
- Provide families with appropriate strategies to support academic, social and emotional learning.
- Undertake self-directed and online Professional Learning as directed by leadership or in line with own professional goals and interests.
- Work on their regular working days, ensuring learning tasks are posted in sufficient time
- Continue to demonstrate our school values when faced with challenges.
- Specialist staff to liaise with leadership to best determine how they can support remote learning.

Key Responsibilities – Support Staff

- Communicate and collaborate with team members for curriculum planning, delivery and assessment.
- Will check in regularly with school leadership regarding teaching and learning, health and wellbeing or to discuss issues or concerns.
- Undertake self-directed and online Professional Learning as directed by leadership or in line with own professional goals and interests.
- Continue to demonstrate our school values when faced with challenges.
- Undertake relevant administrative tasks as directed by year level leaders.

Key Responsibilities – Administration

- Monitor the school email address, skoolbag and ensure communication is passed on promptly to teachers during regular working hours.
- Take phone calls during regular school hours.
- Communicate with external providers regarding deliveries, school visitors and the wider community as required.
- Continue to be available for HR, OH&S, Finance and other administration support as much as practicable outside internal school infrastructure, e.g. reimbursements, payments, invoices etc.
- Continue to demonstrate our school values when faced with challenges.
- Undertake self-directed and online Professional Learning as directed by leadership or in line with own professional goals and interests.

Key Responsibilities – Students

- Provide informal communication to families as requested.
- Continue to demonstrate our school values.
- Report any health and well-being concerns.
- Complete tasks and work set by teachers in an appropriate way for their level of learning.
- Complete tasks that require feedback to teachers so that achievement can be monitored.
- Communicate any issues to parents or teachers as appropriate.
- Communicate with friends or peers where practicable.
- Continue to demonstrate our school values when faced with challenges.

Key Responsibilities – Parents and carers

- Provide a learning space for students that supports their individual needs, e.g. specific desk or space at home to work.
- Access learning through Class Dojo and WebEx regularly at scheduled times.
- Provide overall and general task direction to students and modify as appropriate.
- Balance the needs of their own work, family and learning from home.
- Communicate with teachers about learning, health and wellbeing concerns.
- Communicate concerns with learning to teachers or administration as appropriate.
- Continue to demonstrate our school values when faced with challenges.

On-site Learning

We will continue to offer on-site learning for those students who fall into the following categories.

Children of parents who cannot work from home and where no other supervision arrangements can be made.

Vulnerable children, including:

- Children in out-of-home care.
- Children deemed by Child Protection and/or Family Services to be at risk of harm.
- Children identified by the school as vulnerable (including via referral from a family violence agency, homelessness or youth justice service or mental health or other health service)
- Any child with a disability.
- Students who have limited internet access.

The following on-Site Provision operating model will apply:

On-site provision will be available, but only for students in the categories listed above, for the purpose of providing continuity of teaching, learning and support.

- All appropriate physical distancing and hygiene measures will be put in place.
- Wearing of masks for staff is guided by current health advice.
- Children are not required to wear masks but are welcome to do so.
- Sanitizer will be available at the entry points to classrooms and education will be provided on hand hygiene.
- Physical distancing will be implemented in classrooms to the extent feasible and unwell students will be excluded from attending.
- The learning program delivered on-site will be the same as the learning program delivered to students undertaking home learning, except for those activities provided in the extra times students are in our care.
- Students learning on-site will be supervised by an on-site supervisor but follow the teaching and learning program provided by their classroom teacher.

Students who attend on site will not necessarily have their own teacher supervising them or be with any classmates.

- Class sizes must be no more than a ratio of 1:10
- Principals should plan for overall staffing on a minimum ratio of 1:8 to ensure staff are available to assist their colleagues with breaks, relief and other support where required.
- It continues to be the principal's responsibility to make the school-based decisions required to deliver Government education objectives in accordance with the Victorian Government Schools Agreement 2017.
- Students attending on-site must be supervised at all times by staff with either current Victorian Institute of Teaching (VIT) registration or a Working with Children Check.
- Education Support staff can provide direct support to and supervision of students, provided they have access to support from a VIT registered teacher.
- Physical distancing measures apply to all parents dropping off or collecting students.

Requesting On- Site Attendance for Your Children

Please note that any parent wishing their child to attend school on site must first complete an "On Site Attendance" Application form and have this attendance approved by the Principal.

In a snap lockdown, parents will be required to contact the school ASAP with their intention to send their child to school and nominate the given days.

Our school will then confirm arrangements ASAP.

ADPS School Email: allansford.ps@education.vic.gov.au

Thanks
