

CHELTENHAM EAST  
PRIMARY SCHOOL



**Online Learning  
Handbook  
Term 2, 2021  
Student and Family Edition**



## Online Learning

**Classroom Dojo** - We will communicate with families via Classroom Dojo as per usual for updates and all communication.

**Google Classroom**- Classroom teachers will also post resources and assignments on their year level Google Classroom. This is also the forum for parents to ask questions that might be relevant to the group of children and families in a particular year level.

**Video Conferencing/feedback:** Video calling/conferencing with students will occur via the Google Meet platform.

## Foundation to Grade 6 Overview

### **GRADES 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**.

Parents or siblings will not always be able to support tasks that involve complex communications.

- Daily **literacy** program: activities focussed on reading, writing, speaking and listening. This can include, for example, spoken book recordings.
- Daily **numeracy** program should include basic counting and measuring activities that can be conducted using everyday materials.
- Daily **play-based learning** activities. These include free drawing and painting, colouring, folding, collecting, grouping and making and listening to sounds, including, where possible, music.
- Daily **physical activities** that can be completed indoors, for example, simple exercises and dance movements.

### **GRADES 3-6**

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

This will be done through subject-based learning and integrated and inquiry-based activities. Students will be provided with suggestions for physical activity, for example, simple exercises or simple dance routines. In the early stages of these programs, the aim should be 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 each week 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**.

The aim is to provide these learning activities for about **90 minutes each day**

The respective classroom teacher or specialist teacher will post instructions for online learning on Google Classroom for parents and students. All learning resources, assignments and group communication will happen through Google Classroom. Junior grade may deliver instruction via Classroom Dojo.

The week's learning is scheduled to be posted each Monday morning. Each day, the student will check in with the teacher at the timetabled daily update time. All resources for student learning will be available on Google Classroom. Teachers may deliver lessons via video recordings on Google Classroom.

An example of a typical daily plan for learning might include:

|                      |                         |
|----------------------|-------------------------|
| School Activities    | 9:00 – 10.30am          |
| <b>Morning Break</b> | <b>10.30 - 11.30am</b>  |
| School Activities    | 11.30 – 12.30pm         |
| <b>Lunch Break</b>   | <b>12.30pm - 1.30pm</b> |
| Specialist Session   | 1.30pm-2.30pm           |
| Wellbeing lessons    | 2.30pm - 3:30pm         |
| Family Time          | 3.30pm onwards          |

This considers the Education Department minimum guidelines and allows adjustment for your own family needs

## Specialist Programs

Specials programs will be posted on Google Classroom for students to view and parents to instruct their children on specialist lessons and activities, as part of the daily timetable. Specialist teachers will be available to be contacted on their specialist days.

Monday- Art

Tuesday- Italian

Wednesday- Music

Thursday- PE

## Technology Devices

Families without adequate provision of technology should complete the application for a school device during the period of remote learning via the Dojo notification. The second part of this application process requires downloading and signing a leasing agreement. The agreement will be emailed to you once your application is approved. It can be electronically

signed and returned to Mr Bourke, or downloaded and signed for the student to hand to Mr Bourke at school upon device collection.

## Tips For Parents and Carers

- Please note that these are arrangements for remote online learning only.
- The normal requirements apply in relation to student attendance in all classes. Parents are encouraged to connect with the class teacher to maintain communication in regards to student engagement with course content. Students are responsible for attending to ALL of the learning set by the class teacher.
- Please read through the student protocols with your child, to ensure they understand the online learning expectations.
- Please ensure that the children in your care are using their device in a suitable 'public' area of your home. In the event of video conferencing, teachers will not engage with your child if they are located in a private space (e.g. a bedroom) in line with Child Safe Standards.
- All students must be attired in appropriate casual clothing and all internet filtering, parent controls and privacy settings must be in place.
- Please understand that there are challenges to online learning and these things should be taken into consideration:
  - The individual student's ability to learn and work independently
  - The greater need for self-motivation
  - The requirement for students to ignore distractions, including from older/younger siblings and home environment
  - Contact with peers during home learning can also distract from productive activity; conversation is not always collaboration
- The amount of parent and teacher support will be limited.
- Contact with teachers via email, Classroom Dojo and video conference will be different to face-to-face and class discussion learning
- In the online learning environment, activities will take longer for students to complete
- Organisation of digital folders for creating, saving, filing, storage and retrieval of work (we recommend students use their Cheltenham East Google Drive for these purposes)
- Please check-in on your child's online learning – teachers will be communicating the day/week learning to students and parents/carers via Google Classroom.
- Please be kind to yourself, your children and our teachers as we are all learning to navigate this online learning and the virtual classroom
- Lesson content is to be used for educational purposes only, and Cheltenham East's policies regarding behaviour and use of digital devices etc will apply to all video conferencing lessons. More information available online from e-Safety commission [www.esafety.gov.au/about-us/blog/covid-19-keeping-schools-and-learning-safe-online](http://www.esafety.gov.au/about-us/blog/covid-19-keeping-schools-and-learning-safe-online)

**Privacy:** Please also keep in mind that privacy relates to all our students and teachers. Please refrain from sharing any clips or images on any social media channels (including WhatsApp) which include images or comments of anyone other than you or your own child. This relates to intellectual property as well. Comments, videos and work samples should not be copied in any way. Consult our schools' privacy policy at the link below. <https://www.education.vic.gov.au/Pages/schoolsprivacypolicy.aspx>

**ICT Policy:** This can be found here at our website

## Online Protocols For Students:

### Expectations of Student Behaviour

1. Opening **every** online meeting, the teacher reads the script:  
*'I wish to acknowledge the traditional owners of the land on which we are gathered, and pay our respects to elders past, present and emerging.*  
*All of the participants in this meeting agree to uphold our class expectations, which address the CEPS school values of Courtesy, Respect, Cooperation, Responsibility.'*
2. All participants are expected to practice responsible online behaviour at all times. When in an online chat or video conference, participants are responsible for anything said, posted or contributed during the lesson.
3. All issues of online bullying during the lesson or inappropriate conduct by others are to be reported to the classroom teacher.
4. To support a positive learning environment, participants should ensure that there is minimal background noise i.e. TV and music are switched off.
5. When participating in video conferencing, you must:
  - Be appropriately dressed
  - Be in a suitable location, with the laptop positioned appropriately (i.e. ideally not a bedroom)
  - Have the microphone muted unless asking a specific question
  - Contribute positively to the class
  - Not engage in any behaviour that would distract others from their learning
  - Use appropriate language
  - Ensure there should be no recording of other people online (video or audio)
  - Keep conversations focused on the task at hand and avoid side discussions that may distract others
  - Please contact your teacher via Classroom Dojo or Google Classroom if you have any questions or concerns about your lessons.
  - Do your best to complete your assigned work
  - Be as close as you can to your wifi for better connection
  - **Copyright:** So that we are operating within guidelines, we must ask that you do not share videos we upload
6. All aspects of the school's ICT Safety Agreement, ICT Policy, eSmart Policy and the Student Wellbeing & Engagement Policy, continue during remote learning



7. If a teacher requires a private discussion with one student, the teacher must request evidence of a parent/carer being present at the start and end of the communication.
8. Parents can help their child set up devices, but will not join any group/class chats being moderated by the teacher.
9. When a live online Meet session is finished, the teacher will wait for all students to exit the meeting before leaving. This ensures that students do not continue chatting without the teacher present.
10. It is recommended that teachers pre-record lessons and use the live sessions for feedback from the teacher and discussion. Most sessions should be no more than 20 minutes each.
11. One of the tools within the school approved G-Suite is Google Chats. This is a text based chat system, which is restricted to approved users with the Cheltenham East email address. As such, used responsibly, it is a worthwhile tool for students to use, as a safe way of communicating with their classmates about their learning tasks and to maintain connection with each other. However, when students use this chat to talk to each other, CEPS staff are not supervising these conversations. *The responsibility for supervising students using this chat tool remains with the parents/carers at home.* We expect parents/carers to provide their child with the support required to learn to use Google Chat in a way that reflects our school values of Courtesy, Respect, Cooperation and Responsibility.
12. Any participant found not to be following our protocols will face penalties in the online space. These will include communication from School Leadership with the student's family/carer and the likelihood of a ban from the online platforms in which the offence took place. Details of the penalty and length of time will be determined by School Leadership. The ultimate decision rests with the Principal of Cheltenham East Primary School.

## Onsite Remote Learning Supervision

### Advice from the Department of Education:

To increase physical distancing across the population and slow the spread of coronavirus (COVID-19), students in Victorian government schools in Prep to Year 10, except those students enrolled in Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) programs and those students enrolled in special schools, must move to remote and flexible learning from May 28th, Term 2, 2021.

The following operating model will apply. All students will be learning from home, except for students in the following categories:

- a. Students enrolled in Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) programs and those students enrolled in special schools
- b. Children on days when they are not able to be supervised at home and meeting the government criteria and no other arrangements can be made. This will be available for children of parents who cannot work from home, any student with a disability and vulnerable children (at the Principal's discretion), 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).

### **CEPS ONSITE REMOTE LEARNING SUPERVISION BOOKING PROCESS**

If your child meets the above requirements and a booking for onsite supervision during the school week is requested:

1. A link to the online Onsite Supervision Application will be posted to Classroom Dojo each Thu afternoon and remain online until Sunday 5pm. Please fill out and submit this form.
2. You will receive an email confirming your booking for the following week, prior to Sunday 6pm.

Students attending school must wear their uniform and bring their drink bottle. All supervision will take place in the BER building.

## **Key Contacts:**

### **VIRTUAL OFFICE RECEPTION-**

For all general enquiries, from Monday to Friday between 8:30am – 4:00pm, please email: [cheltenham.east.ps@edumail.vic.gov.au](mailto:cheltenham.east.ps@edumail.vic.gov.au)

### **PRINCIPAL CLASS-**

In case of an emergency or important educational questions, you can contact our Leadership Team via the school email address, [cheltenham.east.ps@edumail.vic.gov.au](mailto:cheltenham.east.ps@edumail.vic.gov.au) and use the subject line to direct your email to the recipient you wish to contact:

|             |                            |
|-------------|----------------------------|
| Wayne Bach  | <i>Principal</i>           |
| Leisel Ward | <i>Assistant Principal</i> |
| Josh Bourke | <i>Leading Teacher</i>     |

*\*Please note, Principal Class does not interact with individual families via Classroom Dojo*

### **TEACHERS-**

Contact via Classroom Dojo, Google Classrooms or teacher/school email

### **TEACHING AND LEARNING -**

During this period should you or your child need assistance in terms of any online learning aspects and/or resources in connection with Teaching and Learning, please contact your child's classroom teacher or specialist teacher directly via Classroom Dojo or Google Classroom.

### **TECHNICAL SUPPORT -**

If you require any technical support, please email your classroom teacher. They will endeavour to assist you or put you in contact with someone who can help. A Technician is available Thursday afternoons.