

# TRANSITION TO REMOTE LEARNING



# PARENT/CARER HANDBOOK

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# SCHOOL OPERATIONS AND COMMUNICATION



# HILLSMEADE PRIMARY SCHOOL'S VISION AND VALUES



## MISSION

To provide a caring, safe and supportive learning environment for children to grow.

## VISION

**At Hillsmeade Primary School, we aim to continually grow and learn together by:**

- supporting individual abilities and excellence in academic achievement,
- celebrating diverse backgrounds and cultures, and
- becoming global citizens prepared for the needs and expectations of our ever changing society.

## CONTINUITY OF LEARNING

At Hillsmeade Primary School, we are committed to providing continuity in learning. We will continue to work collaboratively via digital platforms to adapt our programs so that students continue to make progress in their learning.

Hillsmeade Primary School will continue to maintain quality teaching and learning standards during the transition to remote learning.



## CONSIDERATIONS DURING REMOTE LEARNING

Remote learning will be a new experience for students, families and schools. We recognise there will be challenges, mistakes and great celebrations throughout this journey. We understand the complexities of parents/carers working remotely and also supporting children at home.

Our staff have been working collaboratively to plan for remote learning with key considerations in mind.

**We are committed to learning that is:**

**Reasonable**

**Purposeful**

**Consistent**

**Sustainable**



### Learning that is reasonable

- Understanding that some students and families may be experiencing high levels of stress and anxiety in this time of unknown futures, potential loss of employment, potential ill health of loved ones, and the destabilising impact of the general economic and human crisis going on around them.
- Supporting families with access to devices to support remote learning.
- Awareness that some families will have multiple children to support, each with their own learning to engage in.
- Awareness that some parents/carers will be working from home and may not be able to support their child(ren)'s learning for extended periods of time.
- Understanding that students have varying levels of organisation, focus and independence and planning learning accordingly.

## Learning that is purposeful

- Simplified daily structures with easy to follow lessons.
- Learning that continues to revise in-class learning and gradually introduces new topics and concepts.
- Clear learning intentions that outline the purpose of each lesson.
- Learning that covers the full range of teaching and learning programs, including specialist subjects.

## Learning that is consistent

- Teachers post the daily learning structure via the class newsfeed on Compass.
- Learning structures are presented in a consistent template with learning intentions for each lesson.
- Through scheduled Learner Conferences, teachers make regular contact with families to monitor wellbeing and learning progress in the areas of reading, writing and maths.
- Schools and families work in partnership and maintain consistent communication.

## Learning that is sustainable

- The work set for students is both sustainable for students to complete and sustainable for teachers to assign and assess.
- A daily routine is established – families receive the learning tasks via Compass each day and a variety of subject areas supports learner engagement.
- The learning structure supports families whilst allowing flexibility.
- Teachers will monitor students' engagement in the learning and implement supports and modifications where necessary.



# COMMUNICATION PROTOCOLS AND GUIDELINES



## PRIVACY AND SAFETY CONSIDERATIONS

Schools and families must comply with relevant legislation and Department policies when using Department-provided software and communication platforms. These include:

[Information and privacy](#)

[Safe use of digital technologies](#)

[Using Digital Technologies to Support Learning and Teaching](#)

Teachers	Parents/Carers	Students
<ul style="list-style-type: none"><li>• Our preferred method for all communication is via Compass.</li><li>• Maintain professional expectations as outlined in Hillsmeade Primary School's Non-Negotiable Codes of Practice.</li><li>• Uphold DET values when communicating.</li><li>• Follow a weekly learner conference schedule to contact students as part of the continuity of learning plan.</li></ul>	<ul style="list-style-type: none"><li>• Use Compass to communicate regular questions, concerns or comments about your child.</li><li>• The Hillsmeade school email account can be utilised, including the staff member's name in the subject heading.</li><li>• Support the class weekly conference schedule for student-teacher phone conferences for assessment purposes.</li><li>• Communicate as per the Respectful Relationships pledge.</li></ul>	<ul style="list-style-type: none"><li>• Contact the teacher via Compass.</li><li>• Complete daily tasks set by their teacher.</li><li>• Uphold Hillsmeade's I RESPECT values when communicating.</li><li>• Communicate with the teacher for learner conferences over the phone (Teacher will phone parents to facilitate this).</li></ul>

## WHO CAN I CONTACT FOR SUPPORT?

Our preferred method of communication is through the **class teacher via Compass** and the Hillsmeade email account:



[hillsmeade.ps@edumail.vic.gov.au](mailto:hillsmeade.ps@edumail.vic.gov.au)

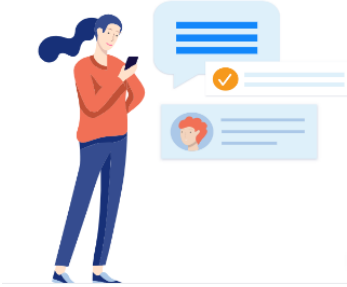






Questions/concerns related to:	
<ul style="list-style-type: none"> <li>Wellbeing support for you or your child</li> </ul>	<ul style="list-style-type: none"> <li>School phone – (03) 9704 6313</li> <li>Call between 8:45am – 4:00pm or leave a voice message</li> <li>Your message will be passed on to the appropriate person to respond</li> </ul>
<ul style="list-style-type: none"> <li>School payment plans or finances</li> </ul>	<ul style="list-style-type: none"> <li>Email the school account <a href="mailto:hillsmeade.ps@edumail.vic.gov.au">hillsmeade.ps@edumail.vic.gov.au</a> with Stewart Johnson's name in the subject line</li> <li>Business Manager – Stewart Johnson</li> </ul>
<ul style="list-style-type: none"> <li>Your child's learning or wellbeing support</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher via Compass</li> </ul>
<ul style="list-style-type: none"> <li>Your child's year level</li> <li>PLT Leader follow up (after the class teacher as the first point of call)</li> </ul>	<ul style="list-style-type: none"> <li>Email the school account <a href="mailto:hillsmeade.ps@edumail.vic.gov.au">hillsmeade.ps@edumail.vic.gov.au</a> with the PLT Leader's name in the subject line</li> <li>Prep - Rachel Sutcliffe</li> <li>Year 1 - Lauren Impey</li> <li>Year 2 - Jenny Elkin</li> <li>Year 3 - Jess Ellis</li> <li>Year 4 - Sarah McGrath</li> <li>Year 5 - Hardev Singh</li> <li>Year 6 - Michael Davies</li> </ul>
<ul style="list-style-type: none"> <li>Specialist subjects – Music, Performing Arts, Media Arts, PE, PMP, Mandarin, DigiTech</li> </ul>	<ul style="list-style-type: none"> <li>Email the school account <a href="mailto:hillsmeade.ps@edumail.vic.gov.au">hillsmeade.ps@edumail.vic.gov.au</a> with Lisa Scott's name in the subject line</li> <li>Specialist PLT Leader - Lisa Scott</li> </ul>
<ul style="list-style-type: none"> <li>Curriculum areas – reading, writing, maths, STEAM</li> <li>Learning support and engagement</li> </ul>	<ul style="list-style-type: none"> <li>Email the school account <a href="mailto:hillsmeade.ps@edumail.vic.gov.au">hillsmeade.ps@edumail.vic.gov.au</a> with the Learning Specialist's name in the subject line</li> <li>Learning Specialist Numeracy – Jess Szalek</li> <li>Learning Specialist STEAM – Dimple Bhardwaj</li> <li>Learning Specialist Reading – Tabitha Carter</li> <li>Learning Specialist Writing – Nicole Page</li> </ul>
<ul style="list-style-type: none"> <li>Student support – following the class teacher and PLT Leader as first points of call</li> </ul>	<ul style="list-style-type: none"> <li>Email the school account <a href="mailto:hillsmeade.ps@edumail.vic.gov.au">hillsmeade.ps@edumail.vic.gov.au</a> with the Leadership member's name in the subject line</li> <li>Principal – Jodie Bray</li> <li>Shiona Watson – Assistant Principal ELC</li> <li>Sarah Smith – Assistant Principal Teaching &amp; Learning</li> <li>Crystal Wells – Assistant Principal Wellbeing</li> <li>John Cardamone – Leading Teacher Social &amp; Emotional Learning</li> </ul>



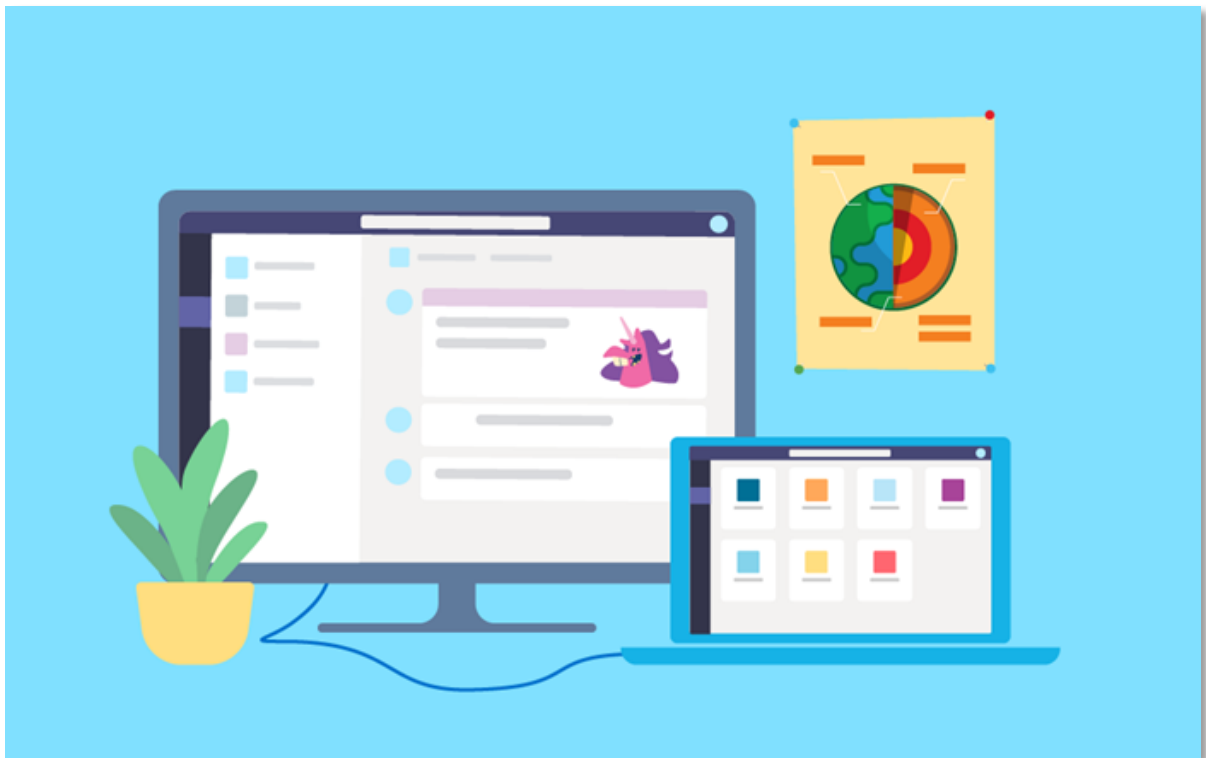
## TECHNICAL SUPPORT

If you experience any difficulty accessing what you need in order to engage in learning, please refer to the support options below.

	<h3>COMPASS FAQ</h3> <ul style="list-style-type: none"><li>• If you are having trouble logging into Compass, please check the Frequently Asked Questions resources at:</li><li>• <a href="https://www.compass.education/support/parent-faq">https://www.compass.education/support/parent-faq</a></li></ul>
	<h3>COMPASS SUPPORT CENTER</h3> <ul style="list-style-type: none"><li>• If you are having trouble with Compass and the FAQ weren't able to help you, contact the Compass Support Centre. They offer support via email, phone and web chat.</li><li>• <a href="https://www.compass.education/support/support-centre">https://www.compass.education/support/support-centre</a></li></ul> <p> <a href="mailto:support@compass.edu.au">support@compass.edu.au</a></p> <p> (+61) 3 9005 5217</p>
	<h3>HILLSMEADE CONTACTS</h3> <ul style="list-style-type: none"><li>• If Compass were unable to help resolve the issue or, if the issue is not related to Compass, please contact the school support via one of the methods below:</li><li>• Email the school account at <a href="mailto:hillsmeade.ps@education.vic.gov.au">hillsmeade.ps@education.vic.gov.au</a></li><li>• Email your child's classroom teacher via Compass</li><li>• Call the school on (03) 9704 6313</li></ul>

**\*If you are experiencing issues with your internet connectivity or speed, you will need to contact your service provider.**

# TEACHING AND LEARNING



## PARTNERING IN LEARNING

### SCHOOL



#### Hillsmeade will:

- Communicate daily with families via Compass and regular tools such as the school website, The Link and emails.
- Provide learning tasks in a consistent daily structure to support learning at home.
- Make weekly individual contact with families in the form of Learner Conferences to monitor student wellbeing and learning progress.
- Provide access to devices, as needed.
- Provide access to stationery supplies as needed.
- Provide ongoing wellbeing and learning support for families.

### PARENTS/CARERS



#### You can support your child by:

- Encouraging and supporting your child.
- Having a routine and setting expectations.
- Making sure your child has a space to work in a shared area of your home.
- Providing a level of supervision suitable to your child's stage of development.
- Making times for breaks and exercise, these are great for learning and wellbeing.
- Staying in contact with school and monitoring communication from teachers.
- Checking in with your child often to monitor how they are feeling and how they are going with their learning.

### STUDENT



#### Student's responsibilities include:

- Participating in daily learning at home, as set by the class teacher.
- Doing their best work and completing tasks.
- Regularly monitoring digital platforms for announcements and feedback from their teachers.
- Communicating with their teacher during Learner Conferences and sharing if they have any questions or concerns.
- Continuing to uphold our I RESPECT values when learning from home.

# SETTING UP A LEARNING ENVIRONMENT

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

## The space

- 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.

## Reduce distractions

- A space that can be quiet at times.
- Where you or another adult is present as you would normally when your child is online, dependent on age.
- Test it out—if you notice something in the room that is distracting your child, can you remove it? Or can you use it as part of the activity to engage them?



## Comfortable

- Temperature, lighting and noise levels are all important to consider.
- Comfortable chair and table space to work.
- Is everything your child needs within easy reach?

## Equipment

- Pens, pencils, a workbook, paper.
- iPad or laptop computer to access learning tasks.
- Internet access.

## Establish a schedule and expectations

- Review the day's learning – this is a suggested structure. Families can work together to establish what is reasonable to manage.
- Schedule brain breaks and exercise throughout the day.
- Small goals and positive reinforcements may support the achievement of tasks.

# THE BENEFITS OF ROUTINE



A healthy daily routine is great for mental and physical health, as well as concentration and learning.

Importantly, a routine helps *decrease* anxiety and *increase* comfort. This is essential for any child, regardless of age.

## Daily structure

- Have a set wake-up time and a bedtime, and (where possible) stick with these, especially on the weekdays. This can have great benefits for the quality of sleep.
- 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 their learning at home
- Plan meal times around the same time every day. Encourage healthy eating habits and drinking enough water for hydration.



## Learning from home

- Consider chunking work time into small regular sessions (e.g. 30 minutes and then a break), or a large session during the day and free family time afterward.
- How this works can be a family decision, but once you have scheduled in work time *stick with the plan, as this is now part of the routine.*



## Be realistic

- Make a list of the things that your family usually does during the week. Then work out what you can sensibly keep as part of the daily routine, what can be modified and what can be 'let go' for now.
- When working on the weekly schedule, make time for the things you often look forward to as a family, such as movie nights, Taco Tuesday etc.



## Movement and exercise

- Encourage regular exercise breaks. This might mean going for a walk, using exercise DVDs and apps, dancing, floor exercises or using home exercise equipment.
- This could be at the start, middle or end of your day – or you could have several bite-size exercise times during the day.



### Set time for play

- Play is an essential part of any child's day, regardless of age. For primary students, we recommend *at least* 2–3 hours of free playtime per day (separate to screen time).
- Free play time could include games, creative play, kicking the footy, listening to music, having a chat, calling a friend or going for a walk with a family member.



### Get outdoors

- Make time to be outside. It is recommended that we are outside in nature for a minimum of 1-2 hours per day. Again, more is better. This could mean spending time in your backyard or going for a walk.



### Manage screen time

- Inevitably, your family will be using screens, particularly for work and schoolwork. As a family, it is ultimately up to you to decide how long you use screens.
- By including outside time and play time/free time throughout the day, this will help to minimise unnecessary screen time.



### Make alone time

- It is important to plan for some time in the day where you each have your own alone time. This could be reading or a quiet activity.

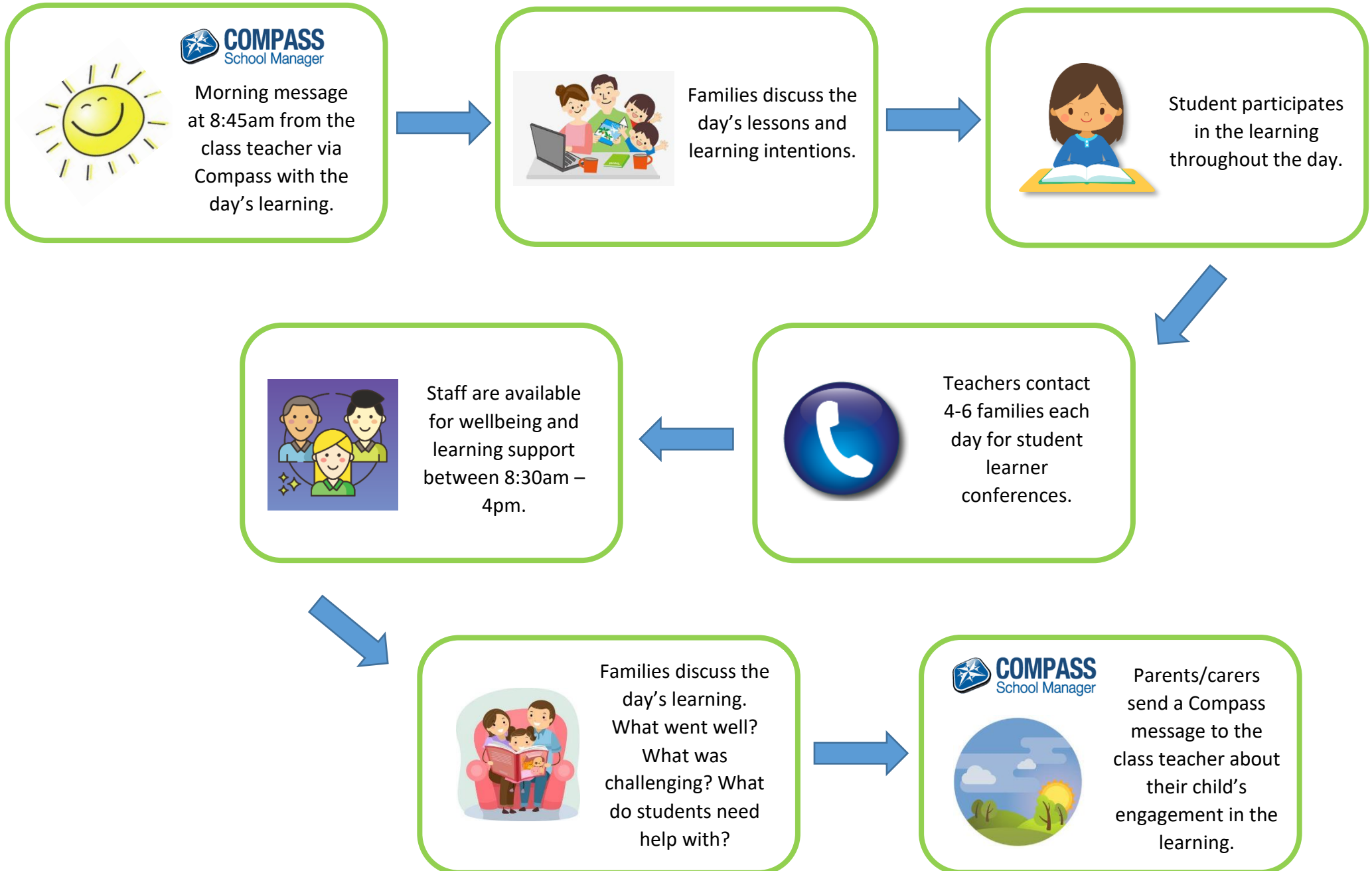


### Make time for fun

- Although the current situation can be stressful, this is also an opportunity to spend more time together and create some special memories.
- This could be as simple as sharing stories your children haven't heard before, building something together, cooking a family meal, pitching a tent in the backyard or painting a mural.



## THE SCHOOL DAY DURING REMOTE LEARNING



## DAILY COMPASS POST ON CLASS PAGE FROM THE TEACHER

The image shows a screenshot of a teacher's Compass class page and an 'Add News Item' dialog box. The class page is for 'GEN05\_5/A (2020 Academic)' and is currently set to 'Friday, 20 March at 09:00 AM (Upcoming Session)'. The teacher's name is Hardev SINGH. The page includes sections for Teacher Notes, Lesson Plan, and Class News Feed. The 'Add News Item' dialog box is open, showing a title 'Monday 23rd March' and a message: 'Good morning 5A, Welcome to today's learning from home. Please click [here](#) for your learning tasks. Have a great day! Mr Singh'. A yellow arrow points from the 'here' link in the message to a callout box.

**General**  
GEN05\_5/A (2020 Academic)

Dashboard Schedule Learning Tasks Continuum Resources Enrolments Attendance Sessions Analytics

Friday, 20 March at 09:00 AM (Upcoming Session)

Hardev SINGH  
Email Teacher

CL R14 (Change) 0 Computers / 25 Seats

Mark the Roll

Tools

- Class List
- Class List (Photos)
- Class List (CSV)
- Class Handbook

Teacher Notes

Enter your notes...

Lesson Plan

Create New Page Choose Page from Class Resources

Class News Feed

Add class news...

Add News Item

Basic Details

Title: Monday 23rd March

**B I U S x<sub>2</sub> x<sup>2</sup>** **☰ ☲ ☱ ☴** **🔗 🗨**

Good morning 5A,  
Welcome to today's learning from home. Please click [here](#) for your learning tasks.  
Have a great day!|  
Mr Singh

Attachments

+ Add Attachments

Name	Filename
There are no attachments to display. Drag files here to upload.	

Save Save & Send Communications Close

- Posted on Compass Class Newsfeed
- Click on the link to the day's lesson plan




# DAILY LESSON STRUCTURE – EXAMPLE

## Learning from Home – Year 5

Monday 23rd March 2020



Good morning, welcome to today's learning from home.





























<p><b>Ready for learning</b> 10 minutes</p>	<p><b>Learning Intention:</b> To get our brain ready for learning.</p> <ul style="list-style-type: none"> <li>Thinking and discussion starter:</li> </ul>  <ul style="list-style-type: none"> <li>If you could take a photograph of the 5 happiest moments of your life so far, what would they show?</li> <li>What 5 events of your future would you like to take a photograph of?</li> </ul>	<p><b>Today's Learner Conferences –</b> your teacher will contact these students today:</p> <ul style="list-style-type: none"> <li>Jack</li> <li>Leila</li> <li>Jade</li> <li>Liam</li> <li>Zac</li> </ul>
<p><b>Reading</b> 40 minutes</p>	<p><b>Learning Intention:</b> To understand animal adaptation.</p> <ul style="list-style-type: none"> <li>Please access Epic (class login) <a href="https://www.getepic.com/">https://www.getepic.com/</a></li> <li>Read about animal adaptation.</li> <li>Answer the following questions: What is migration? Why do animals travel long distances?</li> <li>Complete the quiz.</li> <li>Choose another book about animals that migrate.</li> </ul>	
<p><b>Brain break</b> 5 minutes</p>	<p><b>Learning Intention:</b> To refresh and refocus.</p> <ul style="list-style-type: none"> <li>Go for a walk around your backyard for some fresh air.</li> </ul>	
<p><b>Writing</b> 40 minutes</p>	<p><b>Learning Intention:</b> To understand the <i>Voice</i> writing trait.</p> <ul style="list-style-type: none"> <li>Imagine your teacher comes to visit your house today!</li> <li>What do you want to tell them? What would your teacher say to you?</li> <li>Using quotation marks, write a conversation between you and your teacher.</li> </ul>	
<p><b>Morning Tea</b> 30 minutes</p>	<ul style="list-style-type: none"> <li>Enjoy eating time and some free time with your family.</li> </ul>	
<p><b>Brain break</b> 5 minutes</p>	<p><b>Learning Intention:</b> To refresh and refocus.</p> <ul style="list-style-type: none"> <li>Smiling Mind – 4 minute meditation</li> </ul> <p><a href="https://app.smilingmind.com.au/sessions/396/318/">https://app.smilingmind.com.au/sessions/396/318/</a></p>	
<p><b>Maths</b> 40 minutes</p>	<p><b>Learning Intention:</b> To understand location.</p> <ul style="list-style-type: none"> <li>Draw a treasure map of the house and ask a family member to follow it to the treasure.</li> <li>Use a letter to number grid coordinate system</li> <li>Give your map key features such as a scale, legend and directions.</li> </ul>	

<b>Lunch</b> 40 minutes	<ul style="list-style-type: none"> <li>• Enjoy eating time and some free time with your family.</li> </ul>
<b>Specialist – Music</b> 40 minutes	<p><b>Learning Intention:</b> To understand the connection between music and emotions.</p> <ul style="list-style-type: none"> <li>• Listen to a piece of music.</li> <li>• Draw a picture to show how the music makes you feel.</li> </ul>
<b>Social and Emotional Learning</b> 20 minutes	<p><b>Learning Intention:</b> To express an act of kindness.</p> <ul style="list-style-type: none"> <li>• Write or draw positive notes for family members.</li> <li>• Leave these around the house to make someone smile.</li> </ul>
<b>Independent Learning</b> 60 minutes	<p><b>Learning Intention:</b> To revise learning.</p> <ul style="list-style-type: none"> <li>• Access the Hillsmeade Remote Learning Portal.</li> <li>• Engage in independent learning and revision of skills via the portal apps and resources.</li> <li>• Active time – physical education, movement and exercise.</li> </ul>

# HILLSMEADE HOME LEARNING PORTAL

Hillsmeade has set up this portal on the school website to provide easy access to online learning platforms for families.

<https://www.hillsmeade.vic.edu.au/hlp/>

			
Google	eduSTAR Office365	FUSE DET Resources	Ondemand Testing
			
GetEpic	Khan Academy	Scholastic	Learn Primary
			
Writing Legends	BTN	Math Seeds	Reading Eggs
			
Study Ladder	Go Noodle	ABC Music Education	Think Written
			
Mathletics	Pobble	VOOKS	Smiling Mind
			
Kids Helpline	But Why Science Podcast	Story Pirates Podcast	Tumble Science Podcast for Kids
			
Wow in the World Podcast	KidNuz child-friendly news	Brains On! podcast	Be Calm on Ahway Island podcast

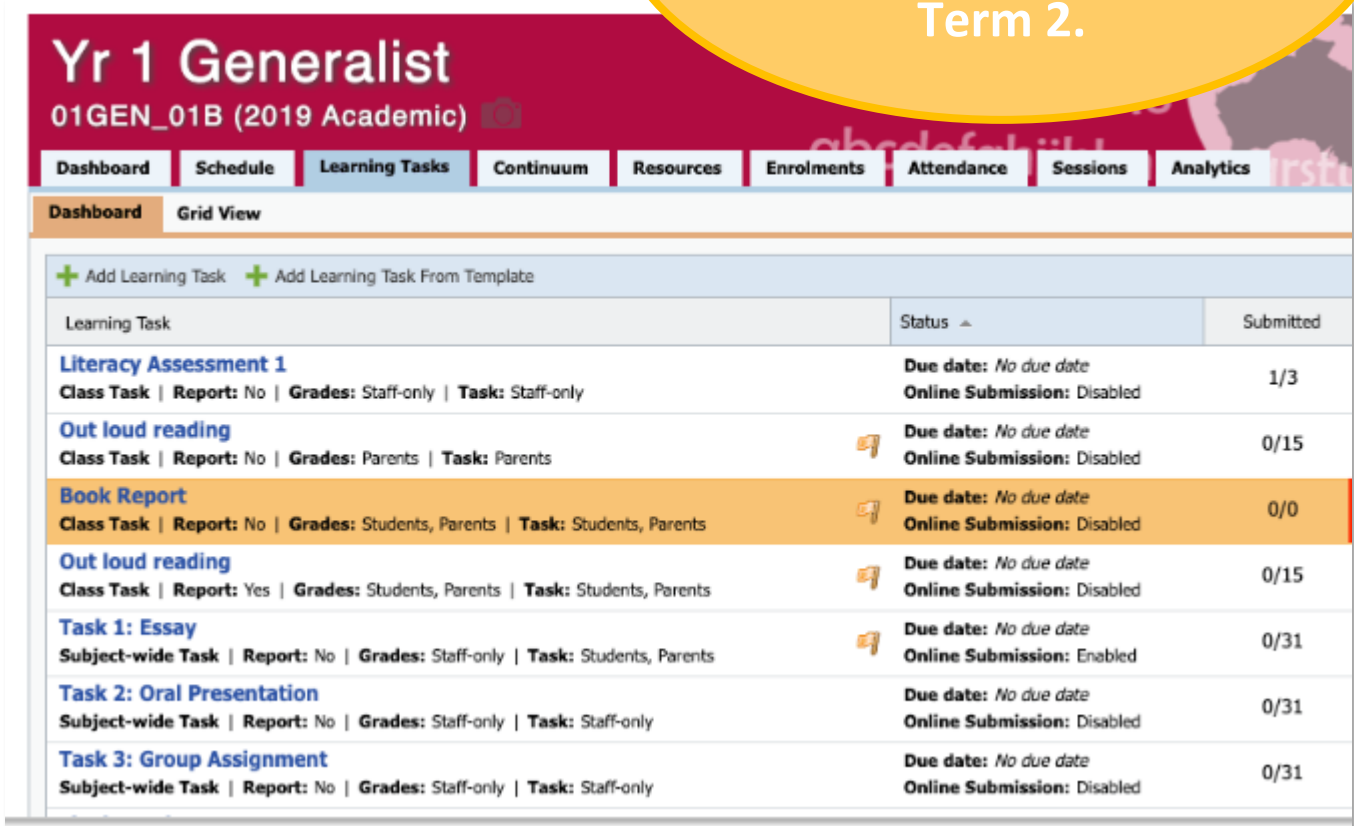
## COMPASS LEARNING TASKS

Learning Tasks via Compass allows teachers to create and assign tasks to students, with optional online submission, feedback and assessment. The tasks, feedback and assessment can also be shared with parents, allowing the school to provide continuous reporting or academic progress in a simple manner.

Students will receive a network login for Compass, to enable them to access the Learning Tasks and upload their work in the form of an attachment (photo, document etc.)

**COMING SOON**

Further information  
will be shared with  
families from Week 3,  
Term 2.



Learning Task	Status	Submitted
<b>Literacy Assessment 1</b> Class Task   Report: No   Grades: Staff-only   Task: Staff-only	Due date: No due date Online Submission: Disabled	1/3
<b>Out loud reading</b> Class Task   Report: No   Grades: Parents   Task: Parents	Due date: No due date Online Submission: Disabled	0/15
<b>Book Report</b> Class Task   Report: No   Grades: Students, Parents   Task: Students, Parents	Due date: No due date Online Submission: Disabled	0/0
<b>Out loud reading</b> Class Task   Report: Yes   Grades: Students, Parents   Task: Students, Parents	Due date: No due date Online Submission: Disabled	0/15
<b>Task 1: Essay</b> Subject-wide Task   Report: No   Grades: Staff-only   Task: Students, Parents	Due date: No due date Online Submission: Enabled	0/31
<b>Task 2: Oral Presentation</b> Subject-wide Task   Report: No   Grades: Staff-only   Task: Staff-only	Due date: No due date Online Submission: Disabled	0/31
<b>Task 3: Group Assignment</b> Subject-wide Task   Report: No   Grades: Staff-only   Task: Staff-only	Due date: No due date Online Submission: Disabled	0/31

# MONITORING LEARNER ENGAGEMENT



## COMMUNICATING WITH YOUR 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.

You could also check-in with your child throughout the day. This depends on your child's needs.

### In the morning, ask:

- What are you learning today?
- What are your learning targets or goals?
- How will you be spending your time?
- What resources do you need?
- What support do you need?



### In the afternoon, ask:

- What did you learn today?
- What was challenging? You could come up with a way to deal with the same problem if it comes up again.
- Consider three things that went well today. Why were they good?
- Are you ok? Do you need to ask your teacher for something? 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.



## PARTNERING IN LEARNING

In the transition to remote learning, it is important that we stay connected and engaged in regular communication about students' learning.

This will support teachers to monitor their students' engagement in learning and follow up with further support where necessary.

Parents/carers are to send a short message to the teacher at the end of each day to share their child's engagement in the day's learning.

**Send Email**

**Email subject:** Learning from Home - Thursday 16th April

**Insert context:**  "Re: Gemma BRAY (GRA0010), 4/A at Hillsmeade Primary School"

**Mask sender email:**  Email will be sent from noreply@compass.email

Please note: as with all emails, there is no absolute guarantee of successful delivery. Time sensitive and/or highly confidential information should not be sent using this service.

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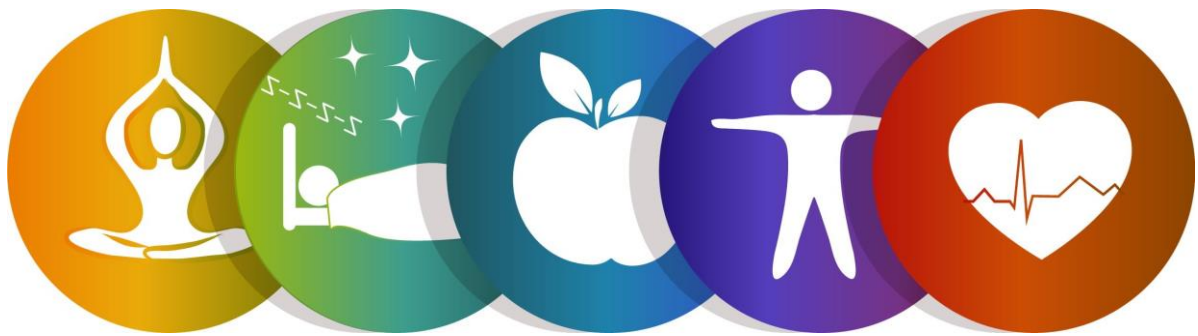
Dear Miss McGrath,

Gemma participated in today's learning. She enjoyed the writing task and is working on designing a calendar for maths. Gemma is looking forward to her learner conference tomorrow.

Kind regards,  
Jodie



# STUDENT HEALTH AND WELLBEING





## WELLBEING SUPPORT

We recognise that this is a challenging time for many families. As with all activities at Hillsmeade, our number one priority is the health and wellbeing of our students and their families.

Our Wellbeing Team remains a core part of our school staff and will be available throughout our remote learning time. If you or your child need support, please contact us via:



**Email your child's teacher via Compass**



[hillsmeade.ps@education.vic.gov.au](mailto:hillsmeade.ps@education.vic.gov.au)



**(03) 9704 6313 8:45am – 4:00pm**

- The appropriate staff member will be notified and respond to your call or message.
- We will also be working to maintain connections with students and families in a number of ways.
- All classroom teachers will conduct a Learner Conference with each of their students on a weekly basis. These will be conducted over the phone and also include a check in on how the students are feeling and coping with learning remotely.
- We will also be checking in regularly with families if we haven't seen them involved in online learning. Please be aware that we do this in the interests of your family's wellbeing.
- Staff, other than your child's classroom teacher, may also organise a time with you to call each week to provide an additional opportunity for students to connect with a 'teacher mentor'. The focus of this is to provide an extra layer of support for students who may have a particularly difficult time with the changes during Term 2. Teachers will use the 'Check in Conversation' structure on the following page.
- We recognise that remote learning will be an extra challenge for many families on top of the changes you are already facing. Please reach out if you need help, but also recognise the importance of self and family care. This will not be a regular term, but our children and families will bounce back and learn new lessons from this experience.

# STUDENT CHECK IN CONVERSATION

The purpose of the 'Check in Conversation' is to provide an additional personal connection for our students as needed. You may be contacted by a member of the wellbeing team, or an additional 'teacher mentor' to touch base with students and check in with them. You may also wish to use the structure of the 'Check in Conversation' when speaking with your children about their day.



Hi "Student". How are things going today? (Ask them to give the day a rating out of 10: 1=Awful 10=Awesome!)

Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Hitting/Throwing Disrupted Out of Control

Tick all that apply.

What zone are you in right now? You can choose more than one.

Green Zone

Yellow, Blue  
or Red Zone

What have you been up to since we last spoke? / What did you enjoy most today? –You may also want to share a highlight/challenge of your day.

How are you going with the learning tasks? Is there anything that has been hard to do? Can I help with something?

Celebrate and acknowledge the positives of the day/ choices the student has made.

Tell me about what is making you feel in the XX zone?







Discuss strategies that may help them to get back to the green zone

Reassure them that there are adults who care about them and can help them, (including you 😊).

Ask them who their 5 trusted adults are and check that they have a way to communicate with them

## COMMUNITY ASSISTANCE FOR FAMILIES

Hillsmeade recognises that our KidsMatter, our ParentsMatter and our CommunityMatters. This is just another small way Hillsmeade would like to support you with community agencies, support and assistance.

Organisation	Contact
 <p><b>Can assist with:</b></p> <p>Aged care   Disability services   Disaster recovery   Domestic &amp; family violence</p> <p>Emergency housing &amp; homelessness support   Food   General support   Health &amp; wellbeing   Resettling in Australia</p>	<p><b>Welfare number:</b> 1800 305 330</p> <p>Monday to Friday 10:00am – 3:00pm</p> <p><a href="https://www.vinnies.org.au">https://www.vinnies.org.au</a></p>
 <p><b>Can assist with:</b> Financial and goods assistance, housing and counselling.</p>	<p><b>Salvo Community and Family Support Officers</b></p> <p><b>Berwick:</b> 9704 1940 <b>Cranbourne:</b> 5995 0133</p> <p>Salvation Army assistance inquires (Melbourne only): 1800 627727</p>
 <p><b>Can assist with:</b> Food packages, food hampers and grocery shopping</p>	<p><b>Narre warren:</b> 0401 050 732</p> <p>By appointment only.</p>
 <p><b>Can assist with:</b> Food vouchers, accommodation, housing, counselling, emergency relief, social work and financial counselling</p>	<p>Phone: 5996 3333</p>
 <p><b>Can assist with:</b> Food vouchers, accommodation, housing, counselling, emergency relief, social work and financial counselling</p>	<p>Monday – Friday 9:30am – 4:00pm</p> <p>Phone: <a href="tel:0397056699">03 9705 6699</a></p> <p>Email: <a href="mailto:cnciss@caseynorthciss.com.au">cnciss@caseynorthciss.com.au</a></p>
 <p><b>Can assist with:</b> Counselling and support in situations of Family Violence. *This service offers support and information in over 28 languages, including AUSLAN.</p>	<p>Phone: 1800 737 732 Interpreter: 13 14 50</p> <p><a href="http://www.1800respect.org.au">www.1800respect.org.au</a></p>

## MENTAL HEALTH SUPPORT

AGENCY	TELEPHONE	WEBSITE
<b>National 24/7 Crisis Service</b>		
<b>Emergency Services</b>	000	
<b>Lifeline</b>	13 11 14	<a href="http://lifeline.org.au">lifeline.org.au</a>
<b>Suicide Call Back Service</b>	1300 659 467	<a href="http://suicidecallbackservice.org.au">suicidecallbackservice.org.au</a>
<b>Beyond Blue</b>	1300 224 636	<a href="http://beyondblue.org.au">beyondblue.org.au</a>
<b>Youth Services</b>		
<b>Kids Helpline</b>	1800 55 1800	<a href="http://kidshelpline.com.au">kidshelpline.com.au</a>
<b>Headspace (for 12yrs +)</b>	1800 367 968	<a href="http://headspace.org.au">headspace.org.au</a> <a href="http://ehespace.org.au">ehespace.org.au</a>
<b>Reach Out</b>		<a href="http://reachout.com.au">reachout.com.au</a>
<b>City of Casey Youth Services</b>	9705 5200	<a href="http://www.casey.vic.gov.au/youth-services">www.casey.vic.gov.au/youth-services</a>



# FREQUENTLY ASKED QUESTIONS



# Q & A - REMOTE LEARNING

## Students attending school

- If students can learn from home they must learn from home. If families cannot provide supervision and there is not a parent / carer able to work from home, then students can attend school (as needed) and be supervised by staff to engage in the learning being provided each day. Notice of attendance will be required to [hillsmeade.ps@edumail.vic.gov.au](mailto:hillsmeade.ps@edumail.vic.gov.au) 24 hours prior to attendance. If your child must attend school due to the above and out of school hours care is needed, please send an email to [oshc@hillsmeade.vic.edu.au](mailto:oshc@hillsmeade.vic.edu.au)

## Staffing at school

- There will be a skeleton staff at school providing care and supervision for students who cannot be supervised at home. This staffing will be rotational as per the directives of the Department.

## School times

- School will be open at 8:45am – 3:45pm. We ask that a parent / carer drops the student at the front gate and a staff member will be there to collect them.

## What it will look like?

- Term 2 2020 will look very different. All students (whether at home or supervised at school) will be engaging in remote learning. This will look like a daily COMPASS message being sent by the class teacher at 8:45am outlining the days learning. Students will be contacted via phone through parent mobile numbers to engage in a learner conference each week, in which the class teacher will check in on your child's learning and wellbeing. COMPASS logins for families are what is required for student engagement at this time.

## Can it be flexible?

- Yes, of course. We understand the complexities this change has on families. Positive engagement with learning is important, but so is health and wellbeing. As a school we want to partner with parents and carers and work in collaboration to support this new way of working. Regular communication with teachers will be important in working flexibly for students to positively engage in learning.

## Learning

- Learning will not be delivered by Zoom or live streaming software.

## Will the ELC and Kindergarten be running?

- Yes the Kinder is open at the ELC. There is no reduction in fees for 3 year old Kinder, but remote learning is also an option.

## Support with devices

- If your child does not have one-to-one access to a device, the school will be making devices (school iPads and laptops) available. This will take time, but preparations are currently underway. These resources will be on loan and will be available at no cost to families.

## Access to cameras and microphones

- Students will not need access to a device laptop and / or microphone to engage in the home learning.

## Q & A - REMOTE LEARNING

### Access to student stationery and books

- If you are in need of your child's stationery and books please let us know via email [hillsmeade.ps@edumail.vic.gov.au](mailto:hillsmeade.ps@edumail.vic.gov.au) and we will coordinate making some resources available.

### What supplies will students need?

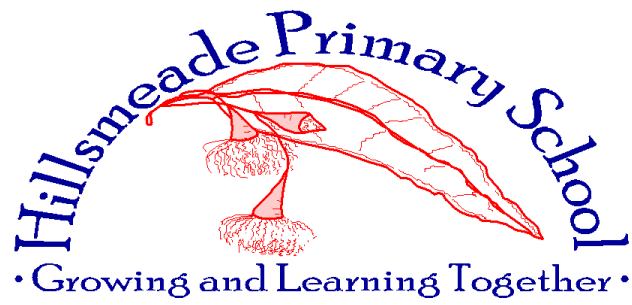
- For most learning tasks students will need access to paper and pencils. If students have a workbook / exercise book to keep learning in, this would be ideal.

### Will it be structured?

- The learning will be structured, however learning in Term 2 2020 will look different. All students (whether at home or supervised at school) will be engaging in remote learning. This will look like a daily COMPASS message being sent by the class teacher at 8:45am outlining the day's learning. Students will be contacted via phone through parent mobile numbers to engage in a learner conference each week, in which the class teacher will check in on your child's learning and wellbeing. The learning will be able to be completed using paper and pencils (a device is not necessary for documenting the learning). The structure will support learner engagement from 9am – 3:30pm (of course this will be flexible as needed for families).

### Supervision

- All supervision will take place in the main building whilst adhering to the social distancing measures. Classes will be based on a 1:10 ratio. Students attending due to inability to learn at home will need to be dropped off and collected at the front gate.



***Thank you to the staff, leadership and local schools who have generously contributed towards the information in this document. We also wish to acknowledge Victorian Department of Education & Training resources.***

