**Bundarra Primary School**

**Student Expectations for Remote & Flexible Learning 2021**

**(Updated 28 May 2021)**

We are in very unusual times and as such need to be mindful more than ever of each other. It is super important to keep a positive attitude, embrace a spirit of adventure and maintain calm. We are all in this together, we are a very supportive school community and we are well prepared to make this work. We will all need to make a few changes to how we do things and our expectations of ourselves and each other.

 The following is an ever changing update of how Bundarra is approaching the Covid-19 situation. Be mindful that this may change and we will update when we can.

Contents

[Flexible and Remote Online Learning Policy 2](#_Toc47525913)

[Communication between home and school 3](#_Toc47525914)

[Student and family Wellbeing 3](#_Toc47525915)

[Talking to children about Coronavirus 4](#_Toc47525916)

[Berry Street Education Model 5](#_Toc47525917)

[Social Distancing 5](#_Toc47525918)

[Play 5](#_Toc47525919)

[ICT Acceptable Use 6](#_Toc47525920)

[Setting up the home learning environment 6](#_Toc47525921)

[Helping children get ready to learn 7](#_Toc47525922)

[Department of Education Learning from home resources 8](#_Toc47525923)

[Advice for working parents 8](#_Toc47525924)

[Cybersafety 8](#_Toc47525925)

[Flexible learning expectations 9](#_Toc47525926)

[Access to SEESAW 9](#_Toc47525927)

[How to use WEBEX 10](#_Toc47525928)

[Student access to learning activities 11](#_Toc47525929)

[Activity content and expectations 11](#_Toc47525930)

[Teacher feedback and assessment 12](#_Toc47525931)

[Teacher availability 13](#_Toc47525932)

[End of semester reporting 13](#_Toc47525933)

[Feedback and evaluation 13](#_Toc47525934)

# Flexible and Remote Online Learning Policy

**RATIONALE:**

These instructions apply when a student is actively engaged in learning in an online lesson with teacher. Teachers only accept duty of care for students during scheduled class times when online using SeeSaw and WebEx and associated platforms under teacher instructions for educational purposes during class times. Parents will be responsible for student’s online activity during other times and/or when students are using other online platforms.

**AIM:**

The aim of these instructions is to clarify the responsibilities and actions that students are to take when learning in an online lesson. When Bundarra Primary School teachers are teaching in an online teaching and learning platform, they assume a duty of care to any students using any of the online teaching and learning platforms that the teacher has initiated for the duration of the lesson.

**ACTIONS:**

When using an online teaching and learning platform, student will:

1. ensure they are only active in the online ‘classroom’ or video conference during scheduled timetabled classes.
2. ensure when using video conferencing that their background is clear and that no one other than the student is in the frame of the video camera .
3. In most instances, students ensure that they are online for the interactive part of the lesson.
4. When the teacher is conducting a ‘check in’ video conference or conversation, (with the full knowledge and consent of parents), students are to be prepared and ready to discuss how they are going with the learning materials, lessons etc. They may also may need to have ready their book or another piece of work to discuss with the teacher. These ‘check ins’ will follow a similar format to conferencing in the classrooms. If the child does not respond the ‘check in’- the teacher may not have time to make another appointment for one on one discussions that week.
5. ensure they dress to an appropriate standard.
6. ensure that if they are using a school device, it is ONLY used when they are completing school work; it is not to be used for ‘fun’.
7. ensure that any comments they post are kind and respectful to all people at all times. Teacher are able to ‘move’ students out of the online WebEx platform if their behaviour is unacceptable. Teachers will then follow this up with the student and parents/guardians.

If a student or family is concerned about the student’s internet use, wellbeing, or learning through the online learning environment the student/family will:

1. Contact the classroom teacher via email immediately notifying them of their concerns and why they think it may be occurring. (Teachers will only be checking emails between 8:30-4:30)
2. Allow the teacher 24 hours to respond to the email
3. Develop a plan together to improve the situation
4. If the situation is not improving after a week; the Principal will be informed (earlier if deemed necessary by the teacher) and an online meeting with all parties will occur.

In every instance; all parties will treat each other with respect and kindness with a view to rectify anything that is not working. All parties will have an empathy and understanding that this is the first time teaching and learning has occurred in this way and realise that it may not be smooth running.

**All parties must assume best intentions at all times.**

# Communication between home and school

Communication is vital at this time, so we have a range of channels for you to use:

* Bundarra Primary School office- 03 5523 4122
* Bundarra Primary email- Bundarra.ps@edumail.vic.gov.au
* Skoolbag app- <https://apps.apple.com/au/app/skoolbag-school-communication/id1045358017> or <https://play.google.com/store/apps/details?id=com.skoolbag.singleapp&hl=en_AU>
* Facebook- search for Bundarra Primary School
* Wellbeing support- Kate Mee/ Tara Hulonce- 0481 108 890 (normal school hours)

**School Website**

We are updating this almost daily, so we recommend parents and families check it out. <https://bundarraps.global2.vic.edu.au/>

**NEWSLETTER**

The newsletter will still be published as usual until further notice. We will be celebrating teaching and learning where we can. It will be available as usual on the skoolbag app, website; <https://bundarraps.global2.vic.edu.au/> and via email.

**STUDENT AWARDS**

Our students are still learning, we are still teaching. We will be writing weekly star students and termly super student certificates for our learners. We will celebrate these through our newsletter and online methods. These tools are excellent student motivators and as such we will continue these until further notice.

# Student and family Wellbeing

This is of the utmost priority. When times are uncertain we need to be extra mindful of our physical and mental health. Respect, teamwork and support are essential…

Bundarra recognises this is a new space, we are all learning together.

* Advice as to a home learning set up will be provided.
* Help documents and “How to” videos are to be provided wherever possible.
* Some of these will be made by staff and others located on the internet.
* Wellbeing support regularly to parents- check in phone calls when possible.

**Key Bundarra health and wellbeing contacts for families:**

* Kate Mee/ Tara Hulonce- 0481 108 890
* Bundarra Primary email- Bundarra.ps@edumail.vic.gov.au

**Mental Wellbeing Apps for you and your family:**

* Calm- for mindfulness and meditation <https://www.calm.com/>
* Smiling mind- meditation <https://www.smilingmind.com.au/>
* Worry time- <https://au.reachout.com/tools-and-apps/reachout-worrytime>
* Check In- <https://au.reachout.com/tools-and-apps/the-check-in>
* Headspace- <https://au.reachout.com/tools-and-apps/headspace>
* STOP, BREATHE AND THINK- <https://au.reachout.com/tools-and-apps/stop-breathe-and-think>
* Beyond Blue- <https://www.beyondblue.org.au/> **1300 22 4636**
* Kids helpline- <https://kidshelpline.com.au/> **1800 55 1800**
* Child First **1300 543 779**

**Physical health Apps for you and your family:**

* Nurse on Call- 1300 606 024 <https://www2.health.vic.gov.au/primary-and-community-health/primary-care/nurse-on-call>
* Health tap- <https://au.reachout.com/tools-and-apps/health-tap>
* Run club- <https://au.reachout.com/tools-and-apps/nike-run-club>
* Vic health- <https://www.vichealth.vic.gov.au/media-and-resources/vichealth-apps/healthy-living-apps>
* <https://www.healthdirect.gov.au/coronavirus>

# Talking to children about Coronavirus

Knowing how to speak to children and young people about the Covid-19 situation is tricky. Here are some articles that may assist families in approaching the topic.

* [Talking to Young People about Corona Virus1](https://bundarraps.global2.vic.edu.au/files/2020/04/Talking-to-Young-People-about-Corona-Virus1.pdf)
* [Talking to Young People about Corona Virus2](https://bundarraps.global2.vic.edu.au/files/2020/04/Talking-to-Young-People-about-Corona-Virus2.pdf)
* Berry Street advice- [Supporting young children during COVID-19](https://bundarraps.global2.vic.edu.au/files/2020/04/Supporting-young-children-during-COVID-19.pdf)
* <https://blog.goodchildhood.org.au/2020/03/31/creating-a-soothing-new-household-rhythm-in-uncertain-times/>
* <https://emergingminds.com.au/resources/supporting-children-during-the-coronavirus-covid-19-outbreak/>
* <https://emergingminds.com.au/resources/traumatic-events-the-media-and-your-child/>

# Berry Street Education Model

Bundarra is a Berry Street school, and we utelise the Berry Street philosophy daily in our classrooms. You'll see some of this now, in our flexible online learning, from brain breaks through to ready to learn charts and daily check ins.  Here is some current advice from BSEM to assist parents in navigating these tricky times of learning at home.

* <https://blog.goodchildhood.org.au/2020/04/03/parents-and-carers-be-kind-to-yourself/>
* <https://blog.goodchildhood.org.au/2020/03/31/creating-a-soothing-new-household-rhythm-in-uncertain-times/>
* A plan for the day's activities may also assist: [BSEM Plan for the day](https://bundarraps.global2.vic.edu.au/files/2020/04/BSEM-Plan-for-the-day.pdf)
* Prepare yourself for learning- daily check in chart (same as what we use in classes) [BSEM Prepare for Learning](https://bundarraps.global2.vic.edu.au/files/2020/04/BSEM-Prepare-for-Learning.pdf)
* Building Stamina for at home learning, some hints and tips: <https://blog.goodchildhood.org.au/2020/04/20/building-stamina-in-at-home-learning/>
* Helpful Prompts for learning: [Helpful Prompts for Learning](https://bundarraps.global2.vic.edu.au/files/2020/04/Helpful-Prompts-for-Learning.pdf)
* Brain breaks- BSEM: [Alphabet Actions brain break](https://bundarraps.global2.vic.edu.au/files/2020/04/Alphabet-Actions-brain-break.pdf)

# Social Distancing

It is important to follow all of the advice we are being given about social distancing and self-isolating. If we all do our part by staying home with our immediate family only, then we will flatten the curve & reduce the impact of COVID-19 on our community.

This means changes to how we do things. It will be difficult for families – no socialising, no play dates, no trips away, no family visits or gathering for Easter – but we all need to do our part & follow the guidelines.

See DHHS- <https://www.dhhs.vic.gov.au/coronavirus-covid-19-transmission-reduction-measures>

Raising children-<https://raisingchildren.net.au/guides/coronavirus-covid-19-guide>

Social distancing explained for children- <https://www.youtube.com/watch?v=fPrYN0C3Kvw>

# Play

Remember when you’re not involved in formal learning to have some fun! Enjoy some quality time with your children – play, read books, play some more, build cubbies in your loungeroom, back yard cricket, Lego, board games, puzzles, bike rides and more.

* <https://raisingchildren.net.au/guides/activity-guides>
* <https://raisingchildren.net.au/school-age/play-media-technology>
* The Power of play- <https://emergingminds.com.au/resources/podcast/the-power-of-play/>

# ICT Acceptable Use

Again it is vital that we use positive communication online. With this in mind, and the changing nature of our learning business, we have updated our Internet Acceptable Use Agreement to reflect our new learning spaces.

Parents and students will need to sign and return the updated:

* Internet Acceptable Use Agreement (updated March 2020)
* Community Code of Conduct (updated March 2020)
* Device waiver if borrowing from school (April 2020)

# Setting up the home learning environment

You may find the following suggestions helpful as we progress to online learning…

* Set house rules early regarding the home learning environment.
* Keep netbooks/ computer in a common area of the house **NOT IN THE BEDROOM.**
* We will be using camera technology at times- you can elect to turn this off, but we believe it’s vital for us to be able to see each other and maintain a sense of normality.
* Camera use- You may want to ensure the area where the technology is set up is free from identifying objects (no visible names or photographs on walls behind camera, remove personal belongings from area, ensure no valuables will be seen from the screen etc.)
* Camera use- please ensure language used while online is school appropriate.
* Camera use- please ensure that clothing worn whilst online is appropriate (eg. Slogans on t-shirts to be school appropriate, clothing generally appropriate)
* You may want to create charts or visual timetables.
* Be creative- display learning around the home.

**Organising the learning space- here are some ideas that might help…**

Advice adapted from: <https://www.theschoolrun.com/how-to-create-a-home-learning-environment>

* Choose where your child will work- For children of primary age, it’s probably best to set them up in a place where you can oversee them, such as the kitchen table, although older ones who have desk space in their bedroom may be able to work independently.
* Sitting comfortably?- Think about your child’s chair. Ideally, they’ll be able to sit comfortably with their feet flat on the floor, and you can use cushions.
* Get rid of distractions- Suggestions include; no TV, no pets, no [mobile phone](https://www.theschoolrun.com/mobile-phones-for-primary-school-children). Some children might even find working easier with a bit of background noise, like some soft music. **Remember, child is used to working in a busy classroom, so you don’t need to create complete silence.**
* Have learning resources available- Try to make sure children have all the equipment they need, including stationery and books technology chargers handy and login details for any websites or apps that they might need. **You could sit down with them and write a list of everything they need and do a ‘stock take’ every morning, so they’re ready to start learning.**
* Be organised- Use boxes, pencil cases or whatever to organise your child’s paper-based work and stationery. This will help them to lay their hands easily on the book, worksheet or whatever they need, while stopping learning materials from going missing.
* Use visuals- A timetable can help children see exactly what they should be doing. You can work on this together: use coloured pens, highlighters or stickers. Using pictures of activities as well as or instead of words can be helpful. You could use a clock or watch, or timer so your child can see how much time to spend on each task. **You could consider printing a times tables poster to create a classroom-like learning environment.**
* Be smart about snacks- **One great idea is to put out a daily snack box for each child, with a selection of nibbles and treats for each day.** Once your child has eaten everything, that’s it for the day – they will learn to pace themselves, and not get distracted by the food.
* Make the most of all of your space- **Give your child space and freedom to move around as they tackle different activities each day.** You could use blankets and cushions as a reading corner, have a messy area for art projects, play [board games](https://www.theschoolrun.com/benefits-of-board-games-for-kids) or build [LEGO](https://www.theschoolrun.com/learning-through-lego) in their bedroom, use the yard for ‘PE’ and ‘break time.’
* Brain Breaks- You can do “Brain Breaks” with your child- they have been doing these at school as will have loads of ideas. If not google “brain breaks”
	+ <https://www.continuallylearning.com/15-of-the-best-brain-breaks/>
	+ <https://homeschoolbase.com/brain-break-ideas/>
	+ <https://childhood101.com/brain-breaks-10-crossing-the-midline-activities-for-kids/>
	+ <https://www.boredteachers.com/classroom-management/20-best-brain-break-ideas>
* Keep perspective- **Make the most of the space you have, but don’t get stressed if you can’t provide the perfect learning environment: if need be, your child can work on the sofa or on their bedroom floor.**

# Helping children get ready to learn

* <https://www.youtube.com/watch?v=SGaddpXjV80>

# Department of Education Learning from home resources

* <https://www.education.vic.gov.au/parents/learning/Pages/home-learning-resources.aspx>
* <https://www.education.vic.gov.au/parents/learning/Pages/home-learning-screentime-wellbeing.aspx>

# Advice for working parents

This is tricky, when you need to work from home, but want to continue schoolwork with your child. Here are a few thoughts that might help.

* Allow yourself flexibility with the suggested learning program and timetable.
* Be kind to yourself- We get done what we get done.
* Routines may help, you can develop these with your family.
* It may be difficult to share a space with your child, so think about alternative ways that it could work. Eg. could you work in your child’s bedroom while they have the kitchen table?
* Utilise learning opportunities wherever- cooking, gardening, walking etc.
* Contact can be made to school staff outside of online hours- staff will respond when they are back online during usual working weekdays.

# Cybersafety

* Share the online experience together where possible. Learn and explore together.
* Parental monitoring of use is vital – walk past and see what your child is doing.
* ****Make sure there is no response to rude or harrassing e-mails.
* Advise your child to immediately exit any site that makes them feel uncomfortable.
* Be aware that 78% of children WILL NOT tell a parent / teacher if bullied or harassed online or by e-mail in fear of losing internet access.
* Make sure your child understands that they will not get into trouble if they tell you about a problem.
* You can install filters and other blocking software to minimise dangers.
* **ABSOLUTELY ALLOW NO EXCHANGE OF PERSONAL INFORMATION!**
* Teach children that information on the internet is not always reliable.
* Do not let young people ‘google’ aimlessly with no supervision.

**For further cybersafety information:**

* <https://www.esafety.gov.au/>
* <https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/advicecybersafe.aspx>

# Flexible learning expectations

* Wellbeing of everyone is a priority!
* Minimum 90 minutes school work a day (online and paper)
* Staff available online between 8:30 and 4:30pm.
* Staff will be using additional hours to create lesson content, assess student progress and adapt learning accordingly.
* Parent/ Staff communication will only be through WEBEX and 5523 4122.
* You can forward questions to class teachers using chat service on WEBEX and staff will respond when able within a timely fashion.
* Student assessment will be directly linked to each learning activity, as usual. This info will not come to parents, teachers will ensure accurate records linking activity to assessment to teacher judgements.
* Parents and Students will have signed the “Bundarra Code of Conduct” prior to working online. These expectations are to be met at all times.
* All Students will have signed the “ICT Acceptable Use Agreement” prior to working online. We will adhere to these expectations at all times.
* Please note: this is all new, and we are all upskilling to ensure this works as seamlessly as possible.

**STRUCTURE**

* All students have access to online learning. Individual log in details and Passwords have been supplied.
* Staff will upload word documents with activity instructions to SeeSaw.
* Same word document format across WHOLE school.
* See below for content/ uploads and assessment frequency.
* Activities can have extensions for parents to add if they choose.

# Access to SEESAW

**SeeSaw** is used to upload student lessons, assignments and activities. It is a digital portfolio of students’ daily learning. Students can log-in to participate in class activities, view work, retrieve homework, submit their own journal work and view and comment on other students’ work. There are no live class chats. Students cannot post work without teacher approval.

**Student access** - can see their information (including feedback and assessment provided by teachers) and their parent’s responses to approved assessment. Cannot submit content without teacher approval.

**Teacher access** - creates student accounts, provides students with their individual home learning text code (or QR Code). Authorises parents/guardians to view information in their child’s journal. Creates activities (either text or recorded voice instructions), and approves submitted assessments and journal work, provides feedback to student in relation to their work and consider parent comments

**Parent access** – can view and comment on their own child’s classwork, photos and/or journal work through the SeeSaw Family app. They must download and create their own account.

**Student information used** – first name (or initial), last name, class and CASES ID – this enables teachers to identify and give feedback to individual students and identify the classroom which they are accessing and are grouped under. Unique identifier required to ensure digital portfolio follows students as they move through year levels.

**Parent information used** – parent name and email address. This enables teachers to identify parent and ‘invite’ parent to create their own account in the SeeSaw Family app.

Their classroom (run by classroom teacher and supported by ES staff)

* Music- Mrs Down
* Health and PE- Mr O’Connell
* ICT- Mrs Wombwell
* STEM- Mr O’Connell

Communication and activities will be designed by these staff, complete with assessment and feedback components. Individual staff are each responsible for their own students so you can communicate directly with staff online using Seesaw or WEBEX or over the phone.

NOTE: Music, ICT and STEM activities will be uploaded to Seesaw on the day your child would have normally had these subjects. Specialist teachers will be responsible for uploading activities, assessing student work and archiving student work weekly.

PE activities will be uploaded daily by Mr O’Connell, who will then assess and archive student work regularly.

# https://www.webex.com/content/dam/wbx/us/images/cisco-webex-teams-icon-180.pngHow to use WEBEX

Webex is the videoconferencing solution that the Department of Education and Training offers all Victorian government schools.

Here are instructions on how to access Webex meetings provided by your teacher using your internet browser.

1. Your teacher will provide you with a meeting or class number and a meeting password. This will be 9 digits long (e.g. 123 456 789).
2. Open your internet browser and go to **https://eduvic.webex.com/**.
3. Enter the meeting number in the ‘**meeting information**’ field and press ‘**Enter**’.
4. Enter the password provided by your teacher, and press ‘**Enter**’.
5. Select the ‘**Join**’ or ‘**Join Meeting**’ button. If you see a pull-down arrow on the button, click the pull-down and ensure ‘**Use web app**’ is selected.
6. When prompted, enter your first name and initial of your last name. Enter an email address. If you don’t have an email address, you can enter your email address or a made-up email address. Just make sure that you include an @ symbol. This email address will not be displayed when you join the meeting, and you will not receive emails from Webex at this address.
7. Click ‘**Join Meeting**’.
8. The session will start. You might be asked to allow your microphone and camera to be used in the session. Click ‘**Allow**’ then press ‘**Skip**’ to continue.
9. Start learning with your peers and teachers, just like at school!
10. Webex meetings can also be accessed via a desktop application. The instructions above are for browser access, however you can download the desktop application from **https://eduvic.webex.com/** or when prompted when joining a meeting from the link you have been sent.

# Student access to learning activities

* It is vital that students complete learning activities as set by teachers.
* These activities follow usual curriculum planning processes and are linked to the Victorian Curriculum.
* If a student is not completing set activities we will be unable to assess their performance against the set curriculum.
* If a student does not communicate with their teacher during the day they will be recorded as absent from learning for that day. (Attendance rolls are legal documents.)
* Online learning comes in many forms. It may be typed instructions, a video conference or a chat forum.
* Students need to be mindful of the Internet Acceptable Use agreement and Community Code of Conduct and abide by these at all times when using the technology. Eg. It is not okay to use inappropriate language/ music/ visuals in the Class team. It is not appropriate to use bullying behaviours towards any member of the school community, including staff, adults and students.
* There should be no one-on-one chats or video conferences – these are for groups only.
* Students are to be dressed and in a family space when they are online with staff and video conferences will be recorded.
* In SeeSaw- click on the one you want to access content.
* Select assignments and read what you are asked to do.
* Assignments will also have due dates and points allocated.
* Some will have videos and web links attached.
* Further information will come, as we all familiarise ourselves with the system.
* Feel free to use the chat function to speak with staff in the group.

# Activity content and expectations

Please see below for a summary of current expectations. This may alter as we begin the journey, but it is a guide for now.

We have based integrated studies/ themes on previous curriculum documents, in negotiation with specialists. Any questions, please see Principal (Mrs Hulonce) or Learning Specialist (Mrs Cullen).

* Seesaw is used for ONLINE curriculum delivery, with student and family access.
* Daily activities are provided for Literacy (Reading and Writing), Numeracy and PE.
* Weekly activities provided for ICT and STEM- Tuesday.
* Weekly activities provided for ART- Wednesday.
* Activities are linked to Victorian Curriculum standards on Seesaw.
* Activities will meet student needs through explicit teaching, linked to Bundarra Instructional Models, High Impact Teaching Strategies and the DET Pedagogical Model.
* WebEx is the only video conferencing tool used between home and school.
* Literacy and Numeracy activities will be archived the day after they have been added.

# Teacher feedback and assessment

Just like we do in normal classroom practice, teachers will give student feedback regularly, linking old learning to new. The learning and assessment cycle will continue as usual. A basic cyclic model for this is:

* **Assess-** determine what students know
* **Review-** decide what they need to know next (Victorian Curriculum)
* **Develop-** activities suited to learners and their needs
* **Do-** Students complete activities and upload them to SeeSaw.
* **Assess-** teachers assess student learning and determine next steps (starting at the beginning of a new learning cycle)

Some software programs are adaptive and will automatically adjust the difficulty level of the activities as students achieve them. Examples of this include, Typing Club, Essential Assessments, Prodigy etc. This will help parents and students see progress.

Your child’s teacher will attempt to comment and respond to your child’s work within a reasonable timeframe. Feedback from teachers may include praise, suggested next steps and extension tasks. This again is how we work in the classroom. Students are encouraged to respond and ask questions of their teachers. We do see this process becoming smoother as time goes by.

**SUGGESTED DAILY HOME TIMETABLE**

The following is a suggestion, based upon what we do during a normal school day and DET advice (5/8/20). It is a guide only and flexible according to individual family circumstances. We recognise that this is a challenging time and we are all learning new ways of doing things. Feel free to “mix up” the options to make it work for you!

* 9:00-10am- Literacy activities (45 to 60 mins)
* 10:00- 10:45- Numeracy activities (30-45 mins)
* 11:00-11:30- Recess
* 11:30- 12:15- PE/ STEM/ ICT/ ART/ Integrated studies (up to 90 mins)
* Lunch
* Afternoon- PE- (up to 30 minutes for Grade 3-6)

**Regular brain breaks are encouraged!**

# Teacher availability

Teachers will be able to comment and respond to student work online between 8:30am and 3:15pm daily. Staff meetings will occur after these hours.

At other times, staff will be assessing, creating content and supporting this new learning platform. Staff will attempt response to parent/ student comments in a timely manner whenever possible, eg. Within 24 hours during week days.

Please note: Teachers are unavailable on weekends.

# End of semester reporting

We are (and always have been) assessing student achievement, creating and planning teaching and learning based on the Victorian Curriculum standards. This is why it is vital that students continue to complete set activities even when we are learning at home!

Student reports are being created for June 2021. We do not have a firm idea of how the start STUDENT LED CONFERENCES will work in the online learning context as yet, but be assured that staff are still using Victorian Curriculum standards in current teaching and learning processes. Assessments are made regularly as part of these processes and this will continue so we can provide timely feedback to students and adapt lesson content to suit our learners.

More information will come on this in coming days and weeks.

# Feedback and evaluation

This online flexible learning environment process will be reviewed through staff forums. Adjustments may be made and flexibility will be required.

Any questions in the meantime may be directed to Tara Hulonce (Principal).

I have every confidence we will undertake the new challenges around this work with our usual respect, teamwork and support.