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# TECOMA PRIMARY SCHOOL

## REMOTE LEARNING HANDBOOK FOR PARENTS:

Dear Parents and Carers,

This Learning from Home Parent Handbook is provided to support you and your child during the time of school closure due to COVID-19. We aim to provide continuity of learning for each child and assist parents to structure a daily routine.

Above all, we aim to maintain contact with our students throughout this period. Our goal is to support students, parents and carers, to continue the learning program dependent upon the individual circumstances of each family, student and staff member. As well, we aim to support the wellbeing of our students and community within the capacity of our professional expertise as educators.

The learning from home information in this handbook describes a best-case scenario. We do not know the individual or collective challenges we may face. We do not want to put added pressure on our families and students. We simply ask that everybody does the best they can do and seeks the support they need.

Our communication avenues and protocols are outlined in this handbook.

We look forward to seeing everyone back at school as soon as possible.

Thank you and take care,

Rohan Thompson



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## OUR SCHOOL VISION:

Tecoma Primary School strives to create a responsive, cooperative, innovative teaching and learning environment. We aim for development of the whole person as a committed life long learner, who embraces self development, achievement and contributes to their community. Our curriculum has been designed to maximise opportunities for all students to experience learning success and to cater for a range of students' interests.

Our motto is:

***'Learn, Grow, Achieve'***



## Our Values are:

1. Respect
2. Integrity
3. Community
4. Creativity/Innovation
5. Learning
6. Personal Best



## GENERAL POLICY:

The purpose of this handbook is to explain to our school community the processes and procedures Tecoma Primary School will use to manage the transition to Learning from Home (flexible and remote learning).

This policy applies to students learning remotely both at home and at school. The Principal will follow government guidelines to determine appropriate supervision of children who have been permitted to attend school. The children must stay at home. However, onsite supervision will only be available for children whose parents cannot look after their children or are vulnerable students.

Our intention will be to continue running our curriculum delivery as closely as possible to what each Professional Learning Community (PLC) team has planned for in Term 2, aligning this with the Department's Transition to Flexible and Remote Learning Guidelines (released on April 7th):

1. a) The learning program delivered onsite will be the same as the learning program delivered to students undertaking remote learning.
2. b) The following are the daily minimum guidelines that schools are expected to meet:
  - i. For students in Prep to Grade 2, schools will provide learning programs that include the following:
    - Literacy activities of 45–60 minutes.
    - Numeracy activities of 30–45 minutes.
    - Additional learning areas, play-based learning and physical activity of 30–45 minutes.
  - ii. For students in Grade 3 to 6 and Year 7 to 10, schools will provide learning programs allocated as follows:
    - Literacy: 45–60 minutes.
    - Numeracy: 30–45 minutes.
    - Physical activities: 30 minutes.
    - Additional curriculum areas: 90 minutes.

Teachers will provide daily learning tasks and resources through See-Saw (Prep-2) and Google Classroom (Grades 3-6) with students and teachers able to communicate for clarity of task and feedback.

At Tecoma Primary School, our timetable usually begins with Literacy at the start of the day, followed by Numeracy. This on-site framework captures students when their energy and engagement levels are optimal, before fatiguing later in the day. We suggest families follow this routine but understand that household commitments, where you may also be working from home, may not allow for this in every scenario.

Our usual method of teaching does not rely on devices and involves interaction with others, movement and hands-on activities. Please keep this in mind when watching your children. They will need breaks, they will need to get up and move as sitting for too long in front of a device is not desirable.



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Along with the challenges of isolation, teachers understand there will be wide variations in parent confidence, ability, and availability of time to support children in lessons, as some parents will be engaged themselves as they work remotely.

## **LEARNING FROM HOME: TIPS FOR THE TRANSITION**

Every home is different. 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.

### **It should be a place:**

- That can be quiet at times.
- Where you or another adult is present.

### **Maintain normal routines:**

- We suggest children get up at the same time and be prepared for usual school time if it fits with your own schedules that you have established.

### **Remove obvious distractions:**

- Think about strategies to work around this (e.g. no television, music, etc).
- Establish a planned schedule for your child's learning, factor in concentrated learning time and time for breaks (to play, eat, etc).

### **Know when it is time to stop and avoid children sitting at a desk all day:**

- Children should have breaks from learning, move around, play in the backyard and get some sunlight and fresh air, go for a walk with parents/carers in the park (following federal/state rules of the time), eat well and drink plenty of water throughout the day.

## **OUR PLATFORMS**

**Students from Prep to Year 2 will be able to communicate with teachers via SeeSaw and students from Year 3-6 can communicate with teachers within Google Classroom.**

We have been able to meet the requests of parents who have required a device with children in Prep-2 borrowing I-Pads and children in grades 3-6 borrowing a chromebook. These will assist with continuity of learning whilst our school's physical site is closed. At this stage, we have no visibility on the arrival of wi-fi dongles from the State Government.

Teachers will be accessible to parents on email or via Flexibuzz within the normal school day, and staff members will be communicating with each other primarily via WebEx – a tool that enables PLCs to collaborate. These platforms have all been endorsed by the Department of Education and Training.



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If your child is unable to participate in remote learning because of illness (himself or herself, or a family member) or another reason, please register this through a Flexibuzz absence as per our normal procedure. Students will be marked as present simply by recognition of their engagement in remote learning tasks.

**Teachers will be online between the hours of 9.00 am to 4.00 pm Monday to Friday, setting tasks and responding to student enquiries to clarify work between the hours of 9:00 am and 2:30 pm during 'class time'.**

Teachers' afternoons will be allocated for collaborative team planning, as well as responding to parent emails outside of scheduled 'class time'.

In the event that you experience issues with SeeSaw or Google Classroom, DET have provided a number of quality assured resources on the Victorian Learning from Home website. You may also find the WA website useful.



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## DEPARTMENT OF EDUCATION REQUIREMENTS: CHILD SAFE STANDARDS

By opting into the Tecoma Primary School Remote Learning program, you are granting permission for your child to participate in flexible and remote learning programs.

### **Create a designated Child Safe learning space:**

In addition to the suggestions above, organise learning materials and designate a common area for your child's learning. Ideally, the space should have a strong wireless connection and can be blocked from noise at times. To comply with Child Safe Standards, the learning space should be located where your child can be seen by an adult and family members can participate in your child's learning if required.

During remote learning, the key points as outlined in the Department and school's ICT Acceptable Use Agreement still apply.

The following are useful links provided by the e-Safety Commissioner:

- COVID-19: keeping schools and learning safe online <https://www.esafety.gov.au/about-us/blog/covid-19-keeping-schools-and-learning-safe-online>
- COVID-19: an online survival kit parents and carers <https://www.esafety.gov.au/key-issues/covid-19/advice-parents-carers>

It may be that as we settle into remote learning, we may move to more interactive sessions

### **If this occurs, things to consider when taking part in an interactive session:**

Children must wear suitable clothing during any interactive lessons. No singlets, pyjamas or other clothing that would be inappropriate or unprofessional when attending casual dress day on site

Select an appropriate background during the lesson. Consider privacy and do not provide information about your home or location.

### **Digital Recordings and Staff Privacy:**

Where appropriate, teachers will use pre-recorded video to deliver a lesson. For example, to read a book or explain a concept or skill. Video will be shared through SeeSaw or Google Classroom. Please note, these videos remain the property of Tecoma Primary School and are not permitted to be shared in any format.

### **Digital Recordings and Student Privacy:**

Students are not permitted to transmit video or other digital images of themselves or other people.



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With parental permission, students may use digital recordings of their work (video, still pictures and voice), for example a photograph of their writing or voice recording of their reading using SeeSaw or Google Classroom. Whilst useful for teachers to provide feedback, the decision to utilise digital recordings is by parent choice and is not asked for or expected by TPS.

Parents must provide active supervision of the student. For privacy reasons, students must obtain their parent or carer's verbal permission prior to sharing digital data.

Please note that digital recordings of student work will not be shared in any format by TPS staff.

**Please alert a member of the school staff of any inappropriate contact by any person online.**

## **COMMUNICATION PROTOCOLS & REMOTE LEARNING**

Importantly, our TPS expectations and approach will continue. Our school's values will continue to frame the expected behaviours and underpin all interactions between teachers and students and parents and teachers/staff.

The school and staff provide their email addresses as a means for improving avenues for communication.

Learning from Home at TPS is designed to allow flexibility at home. We have structured our remote learning timetable on the premise that teachers are:

- To be online each day for student assistance and feedback.
- Collaboratively plan daily and weekly curriculum.
- Be available remotely for parent communications.

With staff also continuing their involvement in meetings, professional learning and other duties and responsibilities, **staff will be available online between the hours of 9.00 am to 2.30 pm Monday to Friday**. We will endeavour to respond within a quick timeframe of receiving communication (with part-time staff members responding according to their work schedules).

Emails must extend the same courtesy as normal school operations and face- to-face meetings.

For urgent and important enquiries and messages, please call the school office on 97542354, or if unavailable due to school staffing constraints, please email the school at [tecoma.ps@edumail.vic.edu.au](mailto:tecoma.ps@edumail.vic.edu.au)



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## REMOTE LEARNING RESPONSIBILITIES

### Students are responsible for:

- Continuing their learning and respecting the learning environment provided by teachers.
- Following their individual learning requirements for each day to provide structure for their learning.
- Referring to SeeSaw and Google classrooms for learning requirements and set work, and utilising resources as outlined by classroom or specialist teachers.
- Attending interactive sessions by joining the WebEx 'meeting groups' if/when required.
- Wearing appropriate clothing when working online and using respectful communication if choosing to appear via camera.
- Participating actively in the designated interactive tasks, including engaging in discussion through chat, completing the assigned work and being present for online sessions as required.
- Completing and submitting set work and meeting task timelines. Submission needs to be within the constraints outlined by their teacher.
- Communicating with teachers to support their learning. Once again, students can expect to be able to interact with their teacher about tasks between 9:00 am and 2:30 pm (as teachers will be planning online during afternoons).

### Parents and carers are responsible for:

- Supporting students to establish a learning routine and appropriate home learning station.
- Accessing set work and resources as outlined by the classroom teacher.
- Encouraging their children to attend and take part in interactive sessions.
- Notify teachers if students are unable to participate in interactive sessions or meet learning task deadlines.
- Supporting students to complete and submit set work according to the criteria set by the teacher and meeting any due dates for each task during this period.
- Emailing and communicating with the principal team, PLC leaders, classroom teachers or educational support staff, with any concerns about student learning or health issues.
- Parents/carers can expect responses within a quick timeframe of sending communication between the hours of 9.00 am to 4.00 pm Monday to Friday
- Reading this Parent Handbook in conjunction with Flexibuzz Newsfeeds as the COVID-19 situation and the school's response will continue to evolve.
- Monitor the DET learning from home website for further explanations.



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## WELLBEING

Just as you set aside time for physical exercise, it is important to make time each day to check in on your child's mental health and wellbeing. It may take your child some time to adjust to their new learning routine and key changes, such as not seeing classmates in person. Every child will react differently to new circumstances – feelings of sadness, frustration, anxiousness, and even anger are entirely normal.

You can help your child by:

- Providing an opportunity to talk about how they feel and listening to what they say.
- Identifying some specific actions, they can take by themselves or with you, to address any concerns they might have.
- Asking how they are finding learning remotely, and if there is anything they'd like your help with.
- If you have any other concerns about the health and wellbeing of your child, please contact your school directly, which will have access to resources that can help.

As usual, your child's teacher and both Rohan and Di are available to assist with support, including liaising with outer east regional support staff.

During this time of a declared State of Emergency, school work and routines are important, but take a back seat to mental wellbeing. It is important for children to:

- Stay connected with their friends and family via the use of technology.
- Consider physical health through regular meals and plenty of water.
- Maintain a daily routine as much as possible, including normal sleep routine and exercise.
- Taking short walks with family every hour – not only does it help stretch the legs, it helps regain concentration.



## WORKSTATION

When learning away from the classroom, students will not have access to their usual resources to complete your work. The tips below will assist in setting up a workstation for students to learn from home effectively throughout this period.

- Ensure there is adequate room to students to work, with clear space for their legs underneath the work area.



- Wipe down their workstation regularly.
- Work in an area with good air flow (open a window or door to provide natural ventilation).
- Work in an area of comfortable temperature (not too hot or cold).



## DIGITAL DEVICES

- The ideal position for a laptop is on an adjustable stand so students can use it as a separate screen; if not elevate the laptop by sitting it on some books.
- Have the screen positioned at eye level, reducing the need to bend or rotate the head; position your child's screen approximately arm's length away.
- Avoid screen glare by positioning the desk so that you do not have a window directly behind.
- Ensure correct seating posture.



## SEATING

- Position the chair so the seat pan is just below the knee when your child is standing directly in front of it.
- When seated, your child's feet should be firmly on the ground; and if their feet do not reach the floor, you can make a footrest out of boxes or books.
- Aim for a 5cm clearance between the top of the leg and the desk when your child's chair is pushed in.



## LIGHTING

- Where possible, use natural lighting from windows.
- Adjust your child's desk position, window coverings or lighting throughout the day as natural light shifts.
- Encourage your child to look away from the screen every half hour for a minute to reduce eye fatigue.



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## STRETCHING

It is important for children to take regular breaks from screen time and encourage your child to stretch during these breaks. The following stretches should be done with parent/carer guidance and supervision.

### Neck stretch



Keeping your chin tucked in, gently lower ear to shoulder and hold for 10 seconds on either side. Repeat several times.

### Chin tucks



Raise the head to straighten the neck. Tuck the chin in and upwards creating a double chin. Repeat several times.

### Wrist and elbow stretch



Interlace fingers, palms outward, and straighten arms in front. Hold for 10 seconds and repeat several times.

### Upper and lower back stretch



Interlace fingers and turn palms upwards above head; straighten arms then slowly lean slightly from side to side. Repeat movement several times.



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## Pectoral stretch



B.9 Pectoral stretch

Raise both arms to shoulder height and bend elbows. Pull both elbows back slowly to bring shoulder blades towards each other. Repeat several times.

## Head turns



B.10 Feet pump

Turn head slowly to look over left shoulder. Turn head the other way. Repeat several times.

## Shoulder rolls



B.4 Shoulder rolls

Circle shoulders forward several times, then backwards. Repeat 3 to 5 times.

## Wrist Stretch



B.8 Wrist stretch

Straighten your arm in front and bend your wrist forward, gently assist the stretch with your other hand. Hold for 10 seconds. Repeat with the other arm.

## Back arching



B.8 Back arching

Stand up. Support your lower back with hands and gently arch back and hold for 5 to 10 seconds. Repeat as often as is needed.



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## Foot pump



© 10 Feet pump Stand up, holding a chair for balance if necessary, and alternately raise heels and toes. Repeat 10 times.



## INFORMATION AND HELPLINES

- **COVID-19 Department of Education** <https://edugate.eduweb.vic.gov.au>
- **Tecoma Primary School** 97542354 or [tecoma.ps@edumail.vic.gov.au](mailto:tecoma.ps@edumail.vic.gov.au)