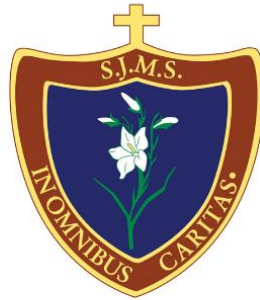


St Joseph's Memorial School

Kensington and Norwood



ONLINE LEARNING

INTRODUCTION

This parent/caregiver guide has been developed to support parents and students in their continuity of learning in the event of an extended school closure. Support of our students both academically and pastorally is of utmost importance and we value ongoing feedback. This booklet is not intended to repeat Mr Stallard's previous letters ([letter two](#) and [letter three](#)) but to extend on the information already given in a concise summary of how remote online learning will present in each year level at St Joseph's Memorial School.

The booklet also aims to provide reassurance that will alleviate student fears and anxieties around the COVID-19 and support their ability to cope with any secondary impacts in their lives. Students need to feel safe and be reassured that this is a temporary situation to support a healthier Australia. They are to be reminded that they are global citizens, powerful agents of change and any crisis presents the opportunity to help them learn, cultivate compassion and increase resilience while assisting to build a safer and more caring community.

Continuation of Learning

St Joseph's Memorial School will aim to support parents with the continuation of student learning throughout a possible school closure. This booklet aims to outline how each year level and team of teachers envisage this occurring on a day-to-day basis to both support parents and maintain student learning. The aim is not to give students all the learning materials as we understand that this would be overwhelming for many students. As outlined previously each year level has its nuances and each relies on a different platform (Teams/SeeSaw/StoryPark). In addition, each year level's curriculum delivery mode is different (Traditional:IT) and some year levels are more dependent upon the use of concrete and experiential resources.

During the event of a possible school closure teachers will reach out to both students and families to maintain connections and help them engage their children in learning.

This guide also reminds parents of the role that parents/caregivers/supervising adults have in supporting students in remote online learning.

Adjustments have been made and will be communicated where possible to support students with special needs.

To maintain a sense of routine and normality we ask that students present online in their SJMS PE t-shirt, are punctual and maintain the netiquette norms already established at school.

Access to Teachers

This guide aims to outline the routines for engaging in learning. This said, the amount of direct contact time isn't the same as a normal school day.

As stated previously, teachers are available between 8:30am and 2:30pm each day and should be able to respond to questions depending on demand. Teachers will be meeting via the Teams platform between 2:30pm and 3pm daily. Teachers may respond to parent emails after this time where time permits, however all contact with students will cease after 2:30pm. I ask parents to encourage students to respond using their platform, while parents can contact teachers via email. Please note that a Communication plan is in Mr Stallard's previous [letter](#).

Access to Resources

For families who do not have internet or a device at home for your child to access, please contact [Mr Stallard](#) prior to Tuesday 31 March.

While most teachers plan to deliver their curriculum in a range of modes, many teachers will begin to send some 'packages' home that contain learning tasks in a traditional learning mode.

Parental Support

Parents and caregivers can support their children in a range of ways. This could include furthering teacher's discussions about establishing a space for successful learning in the house that is visible to parents and caregivers, but ideal for maintaining concentration.

Other suggestions for maintaining a safe and quiet learning environment conducive for learning may also include:

- Ensuring students are accessing appropriate content.
- Checking filters provided by their home network.
- Guidelines for rules regarding the time spent on devices.
- Setting expectations as soon as distance learning is implemented, to maintain routines that support learning.
- For EAL learners, there may be opportunities to draw on the home environment for development of home language, concepts and content knowledge.



PASTORAL CARE

During these uncertain times, it is critical to create routine, consistency and predictability to support your child's social and emotional wellbeing.

Having a routine provides a sense of safety and security for children in your care. A structured day means that your child knows what to expect and gives them something to look forward to.

A daily routine could include:

- Scheduled times for learning.
- Regular meal breaks.
- Setting up their learning environment.
- Appropriate equipment for learning.
- Social interactions with siblings / parents such as: playing board games, preparing meals, sharing stories.
- Regular exercise, relaxation or outdoor play.
- Consideration of screen time.
- Personal health and wellbeing such as: regular sleep, rest and hygiene.

The current crisis we are facing has increased levels of anxiety for many people including our children. It is important to remember that they look to trusted adults in their lives to remain calm and answer any questions they may have in an open and honest manner.

Your child also needs daily unstructured playtime especially as many group activities are cancelled. Spending time with family will allow your child to feel connected so spend time together playing games like UNO, Connect 4 etc, kicking a football in the backyard or exercising together. Meditation and mindfulness activities like colouring in are also a great way for children to relax and decompress.

Below you will find helpful websites that may support the wellbeing of your child:

<https://www.sacredspace.ie/>

<https://www.pray.com.au/>

<https://studentwellbeinghub.edu.au/>

<https://www.smilingmind.com.au/>

<https://www.headspace.com/meditation/kids>

<https://www.youtube.com/user/CosmicKidsYoga/featured>

<https://www.greenchildmagazine.com/free-meditation-guided-relaxation-scripts-kids/>

<https://www.calm.com/>

Preschool teachers will share learning programs via StoryPark.

At the start of each day, teachers will post suggested inquiry and play-based learning opportunities that could occur at home.

Expectations of student's learning

- **Proud moment of the week:** at least once a week we ask parents and caregivers to share a photograph with a small explanation regarding their child's success. This can be something the child has simply enjoyed or a moment where the child has stayed focused over a long period of time.
- Children will engage in exploratory play opportunities (please limit use of TV/iPad time). Hands on experiences will support the holistic development of your child.
- Children are supported to have a go at the provided provocations. Please do not put pressure on your child if they would rather engage in alternative play experiences.
- Children and their parents and caregivers to share at least **one** story together per day. Reading is imperative to children's oral language and writing skills.
- Have fun! Please remember, our precious children are under 5 years of age - learning is meant to be fun and enjoyable. We want our children to love learning!

You can contact us direct via email if you have any questions.

Demi: Monday-Friday dmoutakis@sjms.catholic.edu.au

Maree: Tuesday-Thursday maree@sjms.catholic.edu.au

Mary: Monday-Tuesday mary@sjms.catholic.edu.au

Marta: Monday, Tuesday, Thursday, Friday marta@sjms.catholic.edu.au

A typical daily plan for children in Preschool for 5 days per fortnight

Time	Plan
8am	Prepare for the day <ul style="list-style-type: none"> • Get dressed • Eat breakfast • Prepare your device (ensure it is fully charged or plugged in) • Organise your work area – ensure it is clear of any clutter • Have stationery ready to use • Fill your water bottle
Morning	Prayer, good morning song, days of the week, suggested provocations for the day
Break	Recess - prayer, go outside for some fresh air (avoid using your screen)
Middle	Exploratory play - inquiry, lego, playdough, drawing, craft, painting, blocks, reading, puzzles, role-play
Break	Lunch - cooking Help prepare your own lunch with an adult, set up the table, self-serve your own lunch & wipe down the table once everyone has finished
Afternoon	Rest & relaxation - calming music, laying down, cosmic kids' yoga, quiet reading
	Exploratory play - inquiry, lego, playdough, drawing, craft, painting, blocks, reading, puzzles, role-play
	Shared reading - with a parent/caregiver, choose a book you would like to read together
	Afternoon snack - a piece of fruit, yoghurt, something healthy
3pm	Be active and creative - exercise, play music, draw, paint, bake, have fun



RECEPTION

Reception teachers will use their class page on SeeSaw to provide daily updates to parents and students. There is however, a 5-minute limit for anything that will be recorded and uploaded. Consequently, the 30-minute recording will be divided accordingly.

We will provide your child with a variety of learning activities and be available, via email, for questions and support. Reception students will be required to submit their completed learning activities via SeeSaw. Your child will be supplied with workbooks and activity packs to complement their online home learning. Please note specialist teachers will also provide lessons for students to work on. We recommend that children spend no more than 45 minutes per day during their learning time on a device.

You can contact us direct via email if you have any questions.

Nickie Palumbo Monday to Friday (Reception Gold) nickie@sjms.catholic.edu.au

Cathy Woods Monday to Friday (Reception Blue) cathy@sjms.catholic.edu.au

Expectations of student's learning

You are expected to:

- Attempt all work set for you.
- Remove any distractions that might stop you from focussing on and completing your work.
- Ensure there is a healthy balance between screen time and other activities. During your break times please avoid using your devices or technology.

We believe that as we move into the online learning space from home, your child's learning is a three-way partnership between the child, parent and teacher. Our partnership with your child and yourself is crucial.



A typical daily plan for children in Reception

Time	Plan
8am	Prepare for the day <ul style="list-style-type: none"> • Get dressed • Eat breakfast • Prepare your device (ensure it is fully charged or plugged in) • Organise your work area – ensure it is clear of any clutter • Have stationery ready to use • Fill your water bottle
Morning	Watch recorded video of your teacher’s plan for the day
	Literacy Block. Consisting of spelling, reading and writing activities
Break	Recess – go outside for some fresh air (avoid using your screen)
Middle	Numeracy Block. Consisting of number games for warm up plus curriculum targeted activities
	Quiet reading
Break	Lunch – go outside for some fresh air, relax, unwind, talk to a friend on the phone
Afternoon	Story
	Integrated Studies – Religion; Creative Arts; Health; Science & Technology; HASS; P.E. and Japanese
3pm	Be Active and Creative - exercise, play music, draw, paint, bake, have fun!



YEAR ONE

Year 1 teachers will use their class page on SeeSaw to provide daily updates to parents and students. There is a limit with how much you can record in one hit. As a result, there is a 5 minute limit for anything that will be recorded in SeeSaw.

You and your child will be supplied with access codes to enable uptake of the SeeSaw learning platform.

We will provide a variety of learning activities and be available for questions and support.

Year 1 students will be required to submit any learning activities that will occur via SeeSaw.

Your child will be supplied with a workbook and activity packs to complement online home learning. Please note specialist teachers will also provide lessons for students to work on.

We recommend that children spend no more than 45 minutes per day during learning time on a device.

Parents can contact their class teacher/s direct via email if they have any questions.

Catherine Devitt (Monday to Wednesday Year 1 Blue) cdevitt@sjms.catholic.edu.au

Elsa Romano (Thursday and Friday Year 1 Blue) eromano@sjms.catholic.edu.au

David Holmes (Monday to Friday Year 1 Gold) davidh@sjms.catholic.edu.au



Expectations of student's learning

You are expected to:

- Attempt all work set for you.
- Remove any distractions that might stop you from focussing on and completing your work.
- Ensure there is a healthy balance between screen time and other activities; during your break times avoid using your device or technology.

We believe that as we move into the online learning space from home, your child's learning is a three-way partnership between the child, parent and teacher. Our partnership with your child and yourself is crucial. Please find below a daily learning plan.

A typical daily plan for children in Year 1

Time	Plan
8am	Prepare for the day <ul style="list-style-type: none">• Get dressed• Eat breakfast• Prepare your device (ensure it is fully charged or plugged in)• Organise your work area – ensure it is clear of any clutter• Have stationery ready to use• Fill your water bottle
Morning	Watch recorded video of your teacher's plan for the day.
	Literacy Block. Consisting of spelling, reading and writing activities
Break	Recess – go outside for some fresh air (avoid using your screen)
Middle	Numeracy Block. Consisting of number games for warm up plus curriculum targeted activities.
	Quiet reading.
Break	Lunch – go outside for some fresh air, relax, unwind, talk to a friend on the phone.
Afternoon	Genius project. Work on a topic that is of interest to you and share on SeeSaw on Friday afternoon.
	Creative Arts (Mon) Health (Tues) Science & Technology (Wed) Geography (Thurs) P.E. and Japanese (Friday)
3pm	Be Active and Creative - exercise, play music, draw, paint, bake, have fun!

YEAR TWO / THREE

Year 2/3 teachers will use their class page on SeeSaw to provide daily updates to parents and students. There is a limit with how much you can record in one hit. As a result, there is a 5 minute limit for anything that will be recorded in SeeSaw.

You and your child will be supplied with access codes to enable uptake of the SeeSaw learning platform.

We will provide a variety of learning activities and be available for questions and support.

Year 2/3 students will be required to submit learning activities they complete via SeeSaw.

Your child will be supplied with a workbook and activity packs to complement online home learning. Please note specialist teachers will also provide lessons for students to work on.

Parents can contact their class teacher/s direct via email or SeeSaw if they have any questions.

Jessica Hoare (Year 2/3 Blue) (Monday – Friday) jessica@sjms.catholic.edu.au

Oriana Radman (Year 2/3 Red) (Monday – Wednesday) oriana@sjms.catholic.edu.au

Mary Cruickshank (Year 2/3 Red) (Thursday – Friday) maryc@sjms.catholic.edu.au

Sonya Brewer (Year 2/3 Gold) (Monday – Wednesday) sonya@sjms.catholic.edu.au

Mary Piteo (Year 2/3 Gold) (Wednesday – Friday) maryp@sjms.catholic.edu.au

Expectations of student's learning:

- Attempt all work as best you can, when you can.
- Remove any distractions that might stop you from focussing on and completing your work.
- Ensure there is a healthy balance between screen time and other activities (avoid using your device or technology during a break).

We believe that as we move into the online learning space from home, a three-way partnership between the child, parent and teacher is essential.

The following daily plan has been created to assist you in continuing your child's learning at home. We understand, however, that a daily plan could look different for every family. This is only a guide.

A typical daily plan for children in Year 2/3

Morning Routine	Prepare for the day <ul style="list-style-type: none"> • Get dressed • Eat breakfast • Prepare your device (ensure it is fully charged or plugged in) • Organise your work area – ensure it is clear of any clutter • Have stationery ready to use • Fill your water bottle
Morning Learning Block (60 – 90 minutes)	Literacy <ul style="list-style-type: none"> • Spelling • Grammar • Reading • Comprehension • Writing • Handwriting • Oral Language • Viewing
Break	Recess – go outside for some fresh air (avoid using your screen)
Middle Learning Block (60 – 90 minutes)	Numeracy <ul style="list-style-type: none"> • Place Value • Fractions • Measurement of time • Measurement of length • Measurement of capacity • Measurement of mass
Break	Lunch – go outside for some fresh air, relax, unwind, talk to a friend or family member on the phone.
D.E.A.R	Drop Everything And Read (quiet reading for approximately 20 minutes)
Afternoon Learning Block (45 – 60 minutes)	Integrated studies <ul style="list-style-type: none"> • Religious Education • Science • HASS • Health • The Arts • Design and Technology • Physical Education • Japanese
From 3:00pm	Watch recorded video of your teacher’s plan for the following day

The Year 4 teachers will use the Teams app to provide daily updates to students and email for communication with parents and caregivers.

The teachers will make contact with students at 9.30am to provide instruction for the day's learning tasks.

The teachers will provide a variety of learning activities via Teams and will be available for questions and support at the designated times.

Students can work on the learning activities independently or with support from their parents or another adult. Some lessons may involve whole class or small group real-time conversations.

Expectations of student's learning

- Attend the daily online lesson on Teams meeting at 9.30am.
- Remove any distractions that might stop you from focussing on and completing your work.
- Attempt all set work and communicate with your teacher if you have any questions or problems.
- The Activity Tracker page should be initialled by an adult when tasks are completed.
- Ensure there is a healthy balance between screen time and other activities.
- Keep the learning a happy experience and don't put too much pressure on yourself.

Paula Wesley (Year 4 Blue) paula@sjms.catholic.edu.au

Andrew Merrigan (Year 4 Gold) andrew@sjms.catholic.edu.au



Year 4 Activity Tracker

*Adult to sign each task as it is completed in the appropriate space					
Curriculum	Mon	Tues	Wed	Thurs	Fri
Reading 20mins					
Tables – Learning					
Tables - adult test					
Read aloud to adult					
Spelling – 1 grid task					
Spelling Quiz - adult					
Literacy Planet – 20mins					
Prodigy session – 20mins					
Go Noodle - 10mins					
Dance Mat Typing – 10mins					
Handwriting					
Maths					
Literacy					
Charlotte’s Web (Chapter Summary)					
Science					
Genre Writing					
BTN Review					
Integrated Learning					
Japanese					
Visual Art Task					

**All tasks will be explained by the teacher and
should not be started until directed**

YEAR FIVE / SIX

The Year 5/6 Hub teachers will use the Teams app to provide daily updates to students and email for communication with parents and caregivers.

From 8:45am teachers will be online for students to make contact. Parents and caregivers are asked to email teachers if they have any questions. Please note: Teams is for student and teacher use only.

The teachers will provide a variety of learning activities via Teams and will be available for questions and support at the designated times.

Students can work on the learning activities independently or with occasional support from their parents or another adult. Some lessons may involve whole class or small group real-time conversations or live video streaming.

Teachers will be available to answer student questions from 10am until 2pm (after the morning meeting).

Specialist teachers will also provide lessons for students to work on.

Expectations of student's learning

- Attend the daily online lesson on Teams.
- Remove any distractions that might stop you from focussing on and completing your work.
- Attempt all set work and communicate with your teacher if you have any questions or problems.
- Submit all due work to teachers as instructed by the teacher.
- Ensure there is a healthy balance between screen time and other activities; during your break times avoid using your device or technology.



A typical daily plan for children in Year 5 and Year 6

	Monday	Tuesday	Wednesday	Thursday	Friday
8am	Prepare for the day <ul style="list-style-type: none"> • Get dressed • Eat breakfast • Prepare your device (ensure it is fully charged or plugged in) • Organise your work area - ensure it is clear of any clutter • Have stationery ready to use • Fill your water bottle 				
9:30am until 10am	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
Morning	Reading Year 5: Leaving Barrumbi Year 6: The Maze Runner English Spelling lesson Literacy Planet (20-30mins)	Reading Year 5: Leaving Barrumbi Year 6: The Maze Runner English Grammar lesson Subject Coach (20-30mins)	Reading Year 5: Leaving Barrumbi Year 6: The Maze Runner English Visual Literacy (BTN) Literacy Planet (20-30mins)	Reading Year 5: Leaving Barrumbi Year 6: The Maze Runner English Genre Writing Subject Coach (20-30mins)	Reading Year 5: Leaving Barrumbi Year 6: The Maze Runner Reading activities based on their novel Journal Writing (20-30mins)
Break	Wellbeing	Wellbeing	Wellbeing	Wellbeing	Wellbeing
Middle	Maths Japanese Work (5/6G) Prodigy (20-30mins)	Maths Prodigy (20-30mins)	Maths PE Prodigy (20-30mins)	Maths PE Prodigy (20-30mins)	Maths Japanese Work (5/6B) Prodigy (20-30mins)
Break	Wellbeing	Wellbeing	Wellbeing	Wellbeing	Wellbeing
Afternoon	Reading Personal novel Religion	Reading Personal novel Science	Reading Personal novel Health	Reading Personal novel HASS	Reading Personal novel The Arts

Christopher Heaney Monday to Friday (Year 5/6 Blue) christopher@sjms.catholic.edu.au

Aimee Caruso Tuesday and Wednesday (Year 5/6 Gold) aimee@sjms.catholic.edu.au

Mae McGee Monday, Thursday and Friday (Year 5/6 Gold) mae@sjms.catholic.edu.au

“Go on with courage and strength”

St Mary MacKillop 1873



In Omnibus Caritas | In All Things Love

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