

Mary MacKillop Memorial School

Remote Teaching and Learning

*A Student and Parent Handbook
Protocols and Agreements*



in all things love



Remote Teaching and Learning@MMMS

A STUDENT AND PARENT HANDBOOK

Mission Statement

*Spirited by our Founders, St Mary of the Cross MacKillop and Julian Tenison Woods, our community is a place of welcome, inclusion and kindness as we live out the Josephite Motto, **In All Things Love.***

Vision Statement

Children, educators, families and the parish work in partnership to advance each individual's love of life and to experience learning through curiosity, discernment and endeavour and support them as they learn to flourish.



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INTRODUCTION

At MMMS we pride ourselves on academic excellence and achievement with a focus on wellbeing and community. Your child matters to us and matters most absolutely. We are committed to staying connected to you and your child in the continuation of their learning. We are committed in offering support to you at home as you endeavour to assist your child/ren with Remote Teaching and Learning. We are inspired by our school motto; 'In omnibus caritas' – In all things love. We hold this close to our hearts and show kindness and care to all and as a strong community, we will stay connected.

This guide describes how we will ensure that learning at MMMS is maintained to the best of our ability because the wellbeing and learning of our students are of utmost importance.

RTL@MMMS is designed to combine recorded lessons at set times throughout each day, live class check ins and resources or tasks for practise or repetition. It is flexible and has been created in such a way that it is supportive of parents/carers as they take on the role of supervising learning while also managing their own work and/or home responsibilities. The success of RTL@MMMS is dependent on careful planning by our staff, appropriate motivation and engagement from our students, and strong parent support as children engage with this alternate mode of instruction. Through the effective implementation and support of this plan by everyone, we aim to maintain the academic progress of your child while continuing to support their social and emotional wellbeing.

The following information outlines how you are able to support your child to maximise their engagement and learning in an online environment, while being mindful of their wellbeing. RTL@MMMS will be regularly reviewed by teachers to ensure we are meeting the needs of our community.

Thank you for your ongoing support of your child's learning. If you have any questions or concerns, please contact either your child's teacher or me at any time.

Nicole Coote

PRINCIPAL



DESIGNING THE LEARNING EXPERIENCE

At the core of our approach to the development of this guide for Remote Teaching and Learning, it is the belief that we need to think differently about the learning program offered to our students. This begins with the knowledge that experiences teachers design at school cannot be replicated at home. We are also very aware that due to the range of ages, skill levels and independence of our children, this plan will look very different from year level to year level and learner to learner.

KEY ELEMENTS

As a school, we ask you to do your best in providing your child with the time and opportunities they need to keep their learning progression and development moving forward. The following are key elements for Learning Continuity:

- To ensure that we have engagement from students and families, our educator's will communicate plans of learning experiences with parents (and students) through Seesaw(R – 5) and Microsoft Teams (Year 6).
- The learning experiences will be in the key areas of Literacy and Numeracy, Religious Education, HASS, Science, Inquiry, The Arts, and Health/PE.

We will be using 3 main platforms for communication between educators and families:

- Rec – Year 5 will use Seesaw, complemented by Microsoft Teams
- Year 6 will use Microsoft Teams, complemented by Seesaw
- Direct email between educators and parents/caregivers



LEARNING AT HOME

ATTENDANCE

Teachers will greet students via Seesaw and Teams each day.

Students, with the support of their parents or caregivers, are required to check in with teachers using Teams or Seesaw by 10am. On some days there will be live 'check-ins'.

On Seesaw students/parents are able to write 'Good Morning' on the journal.

In Teams there is an attendance tab where the child is able to write 'Here or Good Morning.'

If your child is ill, please notify the school via the normal procedure.

SETTING A ROUTINE

We understand it may not be realistic to provide an environment with 5 – 6 hours of structured learning for your child:

- You will very likely be working from home yourself
- You may be a single parent (or your partner/spouse might be at work)
- You may be caring for other family members
- Your days/weeks may differ because of shift work or irregular work hours
- You may prefer to incorporate more 'home/play based' activities. If you are choosing other modes of learning please share these with your child's teacher

SETTING UP FOR SUCCESS

We want your child to feel like a successful learner at home, just as we do at school. These things will help that goal:

- Provide an environment with a quiet space within your view that will help learners successfully engage with their learning
- It is important that learners understand that even though they are at home there is still a need to complete tasks and activities that will help them grow as a learner, so set up routines and structures from Day 1



- Use language which supports learning such as 'this is home learning time' as this will bring a specific attitude and mindset to their learning environment
- Encourage your child/ren to wear their **school uniform each day**. This is a requirement when participating in 'Teams' live chats
- Check internet filters available through your internet provider. Make sure learners are accessing appropriate content by checking regularly
- Look for ways to incorporate activities in the home environment. These might include cooking, measuring, play, gardening, art, crafts, singing and role plays
- Seeing the messages coming from the teachers may help in a motivational sense. This is the 'school' asking the learners to do this learning, with parental support
- Have a visible schedule for each day. As well as tasks set by teachers, be sure to include:
 - Exercise – family walks or bike ride, making an obstacle course, skipping, ball games, developing exercise programs
 - Regular breaks which might incorporate play, games, construction(Lego), cubby building
 - Regular healthy snack breaks and mealtimes
 - Monitored times on electronic devices, especially if shared with siblings (perhaps use a timer)

CURRICULUM DELIVERY

- Weekly overview

Weekly overviews will be sent to parents/caregivers by 4pm Friday afternoon for the next week of learning. The weekly overview will provide tasks for the week to come in the various curriculum areas, namely

- Religion
- Literacy
- Numeracy
- HASS
- The Arts
- Science
- PE/Health



THE PLATFORMS OF LEARNING

Seesaw and Teams are tools for educational purposes.

SEESAW

Seesaw is a simple way for teachers and students to communicate and record and share their learning. Seesaw Remote Learning gives students a place to participate in learning tasks and to document their learning. Teachers are able to give feedback to uploaded tasks.

Seesaw also allows teachers to post announcements.



TEAMS

Teams is a web based, Microsoft Office 365 collaboration tool that provides global, remote, dispersed teams with the ability to work together, to share information via a common space and to communicate with one another. The tools that we have utilised are document collaboration, scheduled meetings with the teacher and team chat.



DAILY EXPECTATIONS

The outline below provides structure of daily learning experiences. Please adapt to fit your home environment.

On some occasions, learners may be working on a long-term Inquiry-Based Project (details to be provided by the teacher to each student). It may be Art and Design, Technology or an inquiry through a specific interest. In these cases, teachers will communicate due dates and methods to submit work with the students.

Wellbeing strategies will be embedded in the daily routine to support learners to manage their wellbeing, and to ensure students thrive during this time.



LEARNING AT HOME LOOKS LIKE:

Wake Up	Regular morning routine of getting dressed into PE uniform , having breakfast etc will help to prepare children for Remote Learning with the right mindset
First	Family prayer time. See resources from teachers for assistance. Exercise: a walk, trampoline time, skipping etc
Next	Learning time, as directed by teachers. Split into 2 blocks of Literacy and Numeracy. Add fruit snack break or brain food or a 10 minute fitness break.
Then	Learning time, as directed by teachers. Split into blocks with regular breaks. RE HASS Science Health
Later	Learning time, as suggested by teachers. Inquiry based Project The Arts PE
Finally	Learning completed. Lunch break. Say Grace together. Afternoon of helping to prepare evening meal, outside play, playing with pets, chores, indoor games or watching some TV....

ESTABLISHING ROUTINES AND EXPECTATIONS

When setting routines for learning, students and parents need to consider:

1. What is reasonable to expect of your child, given their age and stage of learning.
2. The time required to successfully engage with each activity, task or subject.
3. The wellbeing of the child.
4. The inclusion of regular breaks for activity, eating and drinking and moving.

Every class group will receive a specific version of RTL@MMMS schedule.



FEEDBACK AND ASSESSMENT

Teachers will be assessing and providing feedback to children based on the evidence of their learning uploaded onto Seesaw and Teams. The evidence that is required to be uploaded will be highlighted in the Weekly Overview and will have a learning intention and success criteria. It is important the remote teaching and learning does not create unnecessary anxiety for students or families.

RECEPTION TO YEAR 5 students will upload tasks to Seesaw via their home learning code and those tasks identified as feedback and assessment tasks will be marked and commented on by teachers. All tasks require the date and a title.

Reception to Year 5 students who complete tasks for specialist subjects; Science, The Arts, PE/Health will need to email this work to the specialist subject teacher. (Please see at the end of this document for email addresses).

YEAR 6 students will upload tasks to Teams in their class note book in subject folders. Tasks identified as feedback and assessment tasks will be marked and are to be uploaded into the assignments tab. All tasks require the date and a title.

Teachers will look over and mark tasks in the next week and provide feedback to students and parents.



EFFECTIVE ONLINE LEARNING: ELIMINATING ROADBLOCKS

ENGAGEMENT AND CONNECTION

Online learning requires student to connect with teachers through a virtual space. Teachers will be checking in with all students through Teams, Seesaw and phone calls. Students will develop their self-management skills through many self-directed activities.

BOOST LEARNING RETENTION: IT'S A MARATHON, NOT A SPRINT

Let your children ease into their new routine; it will take some time to find their bearings and orientate themselves to this new style of learning. Being on screens for too many hours a day will have negative impacts on learning so students are encouraged to have regular breaks and ensure they move their body and hydrate.

LET THEM RUN THEIR OWN RACE

You are now in the front row seat to your child's learning and we encourage you to take an active role; however, too much help can increase self-doubt in a child's mind and may inhibit risk taking. Our teachers will provide the instructions via videos and tasks that are designed to achieve curriculum intentions. Allow your child to build their independence where possible with tasks, which will lead to confident, self-managed learners.

LESS IS MORE: BE REALISTIC

A full day of online engagement is not sustainable. Teachers will plan to have realistic expectations, with flexibility for completion of tasks and may offer a range of options for students to practise and repeat certain learning.

CLARITY IS KEY

Parents of younger students should seek to clarify their understanding of the learning goals if they are confused or have further questions. Teachers stand ready to support and explain any of the online learning tasks.



SAFE AND ACCEPTABLE BEHAVIOUR FOR ONLINE LEARNING

During a period of remote/online learning, all MMMS policies apply where appropriate. These include the Anti-Bullying and Harassment Policy and ICT Policy and Agreement.

All students have a responsibility to ensure that their use of MMMS information and communication resources is appropriate and does not jeopardise integrity, security or service levels, or harm the reputation of MMMS or themselves.

Communication through the online learning platforms that students are directed to use must only be used for appropriate educational and wellbeing conversations around learning.

When students are communicating (visual, audio or written) using online learning platforms, they are to ensure that they use language that would be suitable for the classroom environment. Students are not to use any offensive language, images or inappropriate references.

We highly recommend students to wear their MMMS sports or formal uniform during the school day to establish routine and a sense of connection to community and their learning. It will be a requirement that students wear their school uniform when involved in live chats with educators and peers.

Online bullying and harassment are unacceptable and will not be tolerated at MMMS under any circumstances.

Students must adhere to all relevant MMMS Policies while working in an online environment. Failure to adhere to expectations, including behaviours of a serious nature, will be forwarded to the Principal. Students risk their online privileges being revoked or more serious consequences, should their conduct not align to MMMS school values. Parents are asked to play an active supervisory role in ensuring students adhere to safe and acceptable behaviours.



TECHNOLOGY IN THE HOME

Where possible, the use of technology in the home will be a requirement for students to engage in activities to continue their education. If you are experiencing difficulty accessing the technology required to support this learning, please contact the school.

The ability to monitor student activity as normally conducted in the school environment is not achievable at home. This extends to web filtering that exists at school. Parents should monitor their children's internet use closely.

Students are going to spend more time than usual accessing devices; where possible, particularly with your students, the school would advise that this happens in the presence of a parent or responsible adult. A common area of the house is recommended rather than in an isolated space in order to be sure that students are accessing appropriate content.

Internet providers offer a variety of options for parents to provide a safe environment within the home. You may need to discuss these options with your provider. A list of options are available at

<https://www.commsalliance.com.au/Activities/ispi/fff>

If you are using Telstra, they include some easily accessed options at

<https://www.telstra.com.au/support/category/broadband/security/how-to-use-parental-controls-and-homework-time>.

LOAN OF TECHNOLOGY

MMMS is offering the loan of either ipads or laptops to families who either: do not have any in good condition, or only have one device for children to share where more than one child is accessing remote learning. If you require a loan of a device, please contact the school and this can be arranged. A Loan of Device Agreement will need to be signed by all families who take up this option.



STUDENT RESPONSIBILITIES

- Be familiar with MMMS Information and Communication Technology Policy and Student Agreements
- Establish and follow a daily routine for learning, including dressing appropriately for learning (school uniform will be required for live meetings)
- Engage with learning and tasks each day
- Identify a safe, comfortable, quiet space at home where you are able to work effectively and successfully without unnecessary distraction
- Use your device and internet connection with care
- Know how to log on to devices and learning platforms where appropriate
- Check in online every day by 10am
- Follow directions from teachers and parents
- Submit completed tasks to your teacher by the due dates, particularly those that will be given feedback and assessed
- Use your initiative and creativity to solve problems
- Ask questions and seek help when you need it
- Complete tasks to the best of your ability
- Communicate proactively with your teachers for wellbeing, additional support or clarification



TEACHER RESPONSIBILITIES

- Be available during normal school hours to help students facilitate online learning
- Provide regular video contact through Teams
- Provide students with weekly overviews
- Provide students with detailed information about the learning experiences
- Set tasks which clearly state the purpose of the learning, the anticipated timeframe or minimum task requirements, the due date and the method for submitting tasks
- Provide opportunities for differentiated learning for all students
- Continue access to the Australian Curriculum for support
- Support parents/caregivers and students to access online learning tasks
- Keep families informed about the curriculum delivery
- Establish clear expectations for student engagement and behaviour choices while online
- Monitor student 'participation' and contact parents/caregivers if a student has unexplained absence from RTL@MMMS for more than 2 days
- Communicate with each parent/caregiver at least once a week to offer support and to address any questions or concerns
- Work and communicate with other teachers and school leadership in order to continually improve remote teaching practices



PARENT RESPONSIBILITIES

- Be patient: learning takes time.
- Support the facilitation of student/teacher communication
- Provide a level of supervision appropriate to your child's stage of development
- Ensure your child checks in each day
- Monitor communications from teachers
- Notify school of any problems or issue with online delivery
- Establish routines and expectations
- Define a space for your child to access online learning platforms and support
- Monitor the balance of activities
- Encourage physical activity
- Encourage and support your child's emotional wellbeing
- Monitor how much time your child is spending online
- Ensure appropriate use of online platforms
- Work in partnership with teachers

Primary school children are still developing independence, so a teacher-parent partnership is necessary for students to engage successfully in RTL@MMMS tasks and to access online resources. The designed learning tasks and activities will provide direction and support to parents/caregivers with the understanding that task completion depends on each individual families' circumstances. We recognise that parents may have more than one child to guide.

******* Please note:**

Please respect the teacher's personal time by understanding that responses to enquiries will occur during school hours.



COMMUNICATION

The school will communicate with you through Schoolstream, email, Seesaw and via phone.

Information and updates will also be posted via Social Media (Facebook) and our school website.

During the day teachers will be in communication with students and parents via Seesaw, Teams and Email or a combination.





WELLBEING

At Mary MacKillop Memorial School the wellbeing of our students and families is vital at all times.

We are nurturing healthy, confident and resilient young people, leaders for the world God desires. We are encouraging our children to navigate a more complex world. We know that, during these times, a supportive environment that focuses strongly on optimal wellbeing is essential.

Responding to individuals and families, connecting to the hearts and minds of every student and our community and teaching students how to manage their wellbeing are just some of the ways our teachers will strive to ensure that students thrive during this time.

KEEPING CONNECTED

Remember to keep connected with friends, family and your child's teacher. During this time, our digital world is a great asset and can be used positively for our learning and wellbeing. Adults and children all need love and belonging.

- Please be mindful of keeping positive and being supportive when interacting with others
- Take care online: monitor and support your children in connecting positively and safely online.

Staff at Mary MacKillop Memorial School are here to work in partnership with you, and to offer support. Remember the most important thing is your own and your children's wellbeing. Take time to be together, to listen, and to pray, to exercise and, most importantly, to love one another.



WELLBEING FOR LEARNING

MOVE

Focused exercise in the morning is a great way to start the day. Go for a walk or run, do some stretches – get moving!

FUEL

Plan for nourishing meals and hydrate regularly. Ensure a balanced diet is enjoyed from the five food groups and at least 8 glasses of water are consumed per day.

RECHARGE

As well as strategic breaks throughout the day, plan for a reset and relaxation time within the week or day. Screen time should be eliminated before bed, and the day ends with a sleep routine and regular bed time hours. Listening to music, reading, watching a family favourite TV show, meditation/mindfulness are all great ways to recharge.

CONNECT

This time is dedicated to connecting with family and friends to ensure personal connections are maintained and enhanced. The ritual of sitting together as a family to share a meal or play a board game; connecting with family to sit down to and check in with each other; reaching out to friends are important ways to connect.

THINK

Learning activities are planned for the optimal time of the day. A positive and uncluttered learning space is created for learning and reading throughout the day. The space would be best to have good ventilation and natural light. The desk to be clean and organised.

PLAY

Play is integrated within the day and week. Play time is a great time to be creative, be involved in moving activities or be playful during family time. This may take the form of shooting hoops or jumping on the tramp.

All of these elements assist in maintaining good health and wellbeing.



FINAL NOTE

The staff at MMMS will continue connecting with student and families in a number of ways, including live technology such as Teams, regular phone calls from teachers, school counsellor, education support officers and contact from the Principal, Nicole Coote. Nicole is available for contact on 0429334071 or by email ncoote@mmms.catholic.edu.au.

Wellbeing strategies will also continue to be an inclusion in remote learning and on site learning at MMMS. Families are encouraged to connect with the school for a simple chat or to review remote learning at any time.

'So great is the strength we possess in our unity.' (Mary MacKillop, 1874)



REMOTE TEACHING AND LEARNING GUIDELINES FOR R/1

Learning Structure and Delivery:

R/1 remote learning is presented in the format of Learning Grids for each Key Learning Area, and in the case of English, there are separate ones for the different areas of literacy. The intention of the grids is that this will make the learning accessible, easy to manage and still be offering rich learning for your child. The grids also give the child some agency of choice, which is essential for developing their independence. These grids will be directly uploaded to Seesaw on the Friday prior to the weeks learning. These will also be sent via email.

At times, different options will be suggested for Receptions and Year Ones. At school we differentiate, according to the developmental needs of the child and it is perfectly acceptable for them to choose from either year level, according to their needs. They will access the learning when they are developmentally able to do so, and you will see which tasks suit the needs of your child best. Simply, select a task from the grid and use the activity's name as the title of the work sample, accompanied by the date. We suggest a time of about 30 minutes per Literacy task, but this is just a guide. Maths and tasks in other learning areas may take a little longer. R/1 children need to move often (as you know), so try to avoid long stretches of sitting. Setting a timer can be very helpful, as they can see an end to the time they need to sit. It is important to encourage them to build their learning muscles and to sit and do their best work. Early finishers may need to be encouraged to do a little more. All students are encouraged to revisit their work and to be conferenced of ways to improve it. There are also other tasks they can do, by practising letters, words or numbers they know or adding an illustration etc.

Get them to self-assess or review their work if they say they are finished. What do they think they have done successfully? What could they do better at next time or add to their work right now? Mix things up by alternating "desk" activities and movement ones where possible. Send them for a run outside. Do some stretches, jumps or bends. Search Brain Breaks on your computer. There are many great action songs with movement on you tube. Jack Hartmann, Learning Station and Go Noodle are favourites of our class.

Attendance:

Each morning, class teachers will post a Good Morning video to the student's journals on Seesaw. Students will be asked to respond to this video before 10am as a mark of attendance. They can either comment on the video or "like" it with the love heart. This will not only set them up for their day of home learning, but it will also be a great way for us to maintain daily contact with them. Please see the attached **suggested** R/1 timetable. This is closely aligned with the Year 2/3 timetable, as many families have siblings in both classrooms. This timetable can be flexible according to the needs of your family/farm/work commitments and LIFE in general!



Teacher Areas of Responsibility:

Various teachers will be responsible for planning the tasks on the learning grids. In the R/1 classroom remote learning program, the teachers indicated below will be responsible for the following learning areas:

Danni Heazlewood		Amy Boyd	Kaitlyn Lusty
Spelling	HASS	Health and PE	Visual/Media Arts
Reading	Religion		Science
Writing			Kathy O'C
Maths			Performing Arts

Assessment and Feedback:

Certain items on the Learning Grids will be marked as assessment tasks. It is essential that teachers see this evidence of their learning. It also allows the teacher who has set the task, to give feedback directly to the child on their work. Feedback will be given to students by the following week at the latest.

IMPORTANT: For assessment tasks set by Miss Heazlewood, please attach the task, date and upload your child's work directly to Seesaw, via their individual Home Learning Code. The work and comments are only visible to the teachers and the child who has submitted it. It is not necessary to upload all work samples. For the teachers of other subject areas, a copy of their work must be emailed to them directly.

Email addresses are as follows:

dheazlewood@mms.catholic.edu.au	klusty@mms.catholic.edu.au
aboyd@mms.catholic.edu.au	koconnell@mms.catholic.edu.au

Communication:

The R/1 class will be introduced to Microsoft Teams early in the term. This will be used for video face to face conferencing between student and teacher, and at times between teacher and a small group or between teacher and the whole class. It will be communicated to you when this video call will take place. The link to the video call will be posted to you via Seesaw. This is a great way for our students to feel connected with us and their peers.

Parents are encouraged to communicate any questions or issues they may encounter in the home learning program to the subject teacher, this includes specialist teachers for subjects such as the Arts and Science etc. Teachers are available via telephone during school hours, however, due to supervision requirements and online content management teachers may not be available immediately, messages can be left for teachers and we can return your call when available. Emails can be sent and these will be replied to within 24 hours during week days.



Early Morning	Prayer	Prayer	Prayer	Prayer	Prayer
	Spelling	Spelling	Spelling	Handwriting (15 mins)	Spelling
	Reading	Reading	Reading	Writing	Reading Eggs
BRAIN BREAK					
Mid Morning	Writing	Writing	Maths	Religion	Maths
RECESS					
Late Morning	Maths	Religion	Technology	HASS	Religion
	SCIENCE	HEALTH/PE	VISUAL ARTS	PERFORMING ARTS	INQUIRY
LUNCH					

We wish you every success as we continue our remote learning journey!

Danielle Heazlewood



REMOTE TEACHING AND LEARNING GUIDELINES FOR YEAR 2/3

Learning Structure and Delivery

Seesaw will be the primary platform used in the year 2/3 class. All communication will be done through Seesaw. Parents can access Seesaw through the Family App, while students can access Seesaw through the Class App. If you are using a laptop or desktop to access Seesaw, please search <https://app.seesaw.me/#/login> and select 'I am a family member' or 'I am a student'. Students will need to use the Home Learning Code provided.

Each week, you will be sent a link to the weekly Google slides through Seesaw on the Friday prior to the weeks learning. This will also be sent via email. The Google slides will include lessons in order and will follow the suggested daily timetable (see below). Each lesson will endeavor to include a learning intention, an introduction or warm up to the lesson and a task to be completed/extension task. The suggested timetable will remain the same.

Students will access the learning when they are developmentally ready. You will genuinely know if your child is feeling overwhelmed or distressed during a learning task, please reassure them in a positive manner, leave the task and come back to it if you need to. This is a great opportunity for your child to have agency in their learning and be creative with how they can complete, represent and communicate their knowledge and understandings.

Attendance

Each morning, we will post a Good Morning video to the student's journals on Seesaw. Students will be asked to respond to this video before 10am as a mark of attendance, they can either comment on the video or like it. This will keep students liable to complete their learning for the day and know that we are still with them for the day, just through the cloud.

Communication

Parents are encouraged to communicate any questions or issues they may encounter in the home learning program to the subject teacher, this includes specialist teachers for subjects such as the Arts and Science etc. Teachers are available via telephone during school hours, however, due to supervision requirements and online content management teachers may not be available immediately, messages can be left for teachers and we can return your call when available. Emails can be sent and these will be replied to within 24 hours during week days.

Various teachers will be responsible for setting tasks and for giving feedback on completed work. For assessment tasks set by specialist teachers, please email directly to that teacher, all other tasks are to be submitted to Seesaw.



Alison Smith: asmith@mmms.catholic.edu.au

Monday, Tuesday and Wednesday

Pip Schinckel: pschinckel@mmms.catholic.edu.au

Thursday and Friday

Amy Boyd aboyd@mmms.catholic.edu.au

Health & PE

Kaitlyn Lusty: klusty@mmms.catholic.edu.au

Visual/Media Arts and Science

Kathy O'Connell: koconnell@mmms.catholic.edu.au

Performing Arts

Microsoft Teams

Microsoft Teams will be used for video conferencing with students, it will be communicated with you when this video call will take place. Parents will need to supervise their child during Teams meetings and students **must be in their school uniform**. The link to the video call will be posted to you on Seesaw. This is a successful way for us to still meet face-to-face and is essential for our students to be connected and know that we are all in this together.

Assessment and Feedback

Each week there will be *three* assessment tasks that must be submitted on Seesaw by the Friday of that week. The teacher will only give rigorous feedback on these tasks. It will be communicated with you weekly on the Google slides, which of these tasks must be completed and uploaded as assessment tasks. The subject of the assessment task will vary week to week. All other work will be looked at and considered for future planning of work.

Suggested Daily Timetable

We understand that life is busy and that you may not complete each activity provided, or you may be on a roll and want to continue a certain subjects learning. This happens at school too and that is why we have provided you with a suggested timetable only. It is essential that tasks be completed in order, as they are designed sequentially to build on student's knowledge. I.e. If you cannot complete Monday's learning on Monday, please start with Monday's work on Tuesday. Do not complete Tuesdays work before Mondays work etc... Feel free to timetable your learning however you wish, you may like to complete all the Math on Monday and all the Writing on Tuesday etc. The world is your oyster.



Early Morning	Prayer	Prayer	Prayer	Prayer	Prayer
	Reading	Reading	Reading	Reading	Reading
	Writing	Writing	Writing	Writing	Writing
BRAIN BREAK					
Mid-Morning	Maths	Maths	Maths	Maths	Maths
RECESS					
Late Morning	Religion	Reading Eggs	Religion	Reading Eggs	Religion
	Technologies	Arts	Science	Health & PE	HASS
LUNCH					

A final note

Thank you all for your support and commitment to our adventure into delivering Remote Teaching and Learning. Remember we are all in this together, we are all learning and the most important thing is that we remain safe and well. I encourage you to support one another during this time and please contact US whenever you need.

Kindest regards,

Alison Smith and Pip Schinckel



REMOTE TEACHING AND LEARNING GUIDELINES FOR YEAR 4/5

Learning Structure and Delivery

Seesaw will be the primary platform used in the year 4/5 class. All communication will be done through Seesaw. Parents can access Seesaw through the Family App, while students can access Seesaw through the Class App. If you are using a laptop or desktop to access Seesaw, please search <https://app.seesaw.me/#/login> and select 'I am a family member' or 'I am a student'. Students will need to use the Home Learning Code provided.

Each week, you will be sent a link to the weekly Google slides through Seesaw on the Friday prior to the weeks learning. This will also be sent via email. The Google slides will include lessons in order and will follow the suggested daily timetable (see below). Each lesson will endeavor to include a learning intention, an introduction or warm up to the lesson and a task to be completed/extension task. The suggested timetable will remain the same.

Students will access the learning when they are developmentally ready. You will genuinely know if your child is feeling overwhelmed or distressed during a learning task, please reassure them in a positive manner, leave the task and come back to it if you need to. This is a great opportunity for your child to have agency in their learning and be creative with how they can complete, represent and communicate their knowledge and understandings.

Attendance

Each morning, we will post a Good Morning video to the student's journals on Seesaw. Students will be asked to respond to this video before 10am as a mark of attendance, they can either comment on the video or like it. This will keep students liable to complete their learning for the day and know that we are still **with** them for the day, just through the cloud.

Communication

Parents are encouraged to communicate any questions or issues they may encounter in the home learning program to the subject teacher, this includes specialist teachers for subjects such as the Arts and Science etc. Teachers are available via telephone during school hours, however, due to supervision requirements and online content management teachers may not be available immediately, messages can be left for teachers and we can return your call when available. Emails can be sent and these will be replied to within 24 hours during week days.

Various teachers will be responsible for setting tasks and for giving feedback on completed work. For assessment tasks set by specialist teachers, please email directly to that teacher, all other tasks are to be submitted to Seesaw.



Sam Baxter (Monday – Wednesday): sbaxter@mmms.catholic.edu.au

Alison Smith: asmith@mmms.catholic.edu.au (Thursday and Friday)

Amy Boyd aboyd@mmms.catholic.edu.au

Health & PE

Kaitlyn Lusty: klusty@mmms.catholic.edu.au

Visual/Media Arts and Science

Kathy O'Connell: koconnell@mmms.catholic.edu.au

Performing Arts

Microsoft Teams

Microsoft Teams will be used for video conferencing with students, it will be communicated with you when this video call will take place. Parents will need to supervise their child during Teams meetings and students **must be in their school uniform**. The link to the video call will be posted to you on Seesaw. This is a successful way for us to still meet face-to-face and is essential for our students to be connected and know that we are all in this together.

Weekly Learning/Task Expectations:

Each day students will be expected to engage with and complete the work set. This will consist of a writing and reading/comprehension activity each day, a math task as well as tasks from the learning areas of either HASS, Science, The Arts, Religion and Health and PE. Our 4/5 Students will also engage with an inquiry task based on the Stephanie Alexander Kitchen Garden program.

Assessment and Feedback

Each week there will be *three* assessment tasks that must be submitted on Seesaw by the Friday of that week. The teacher will only give feedback on these tasks. It will be communicated with you weekly on the Google slides, which of these tasks must be completed and uploaded as assessment tasks. The subject of the assessment task will vary week to week. All other work will be looked at and considered for future planning of work.



Please see the timetable below for an outline of weekly and daily learning areas.

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	Prayer	Prayer	Prayer	Prayer	Prayer
	Writing	Writing	Writing	Writing	Writing
	Reading/Comprehension	Reading/Comprehension	Reading/Comprehension	Reading/Comprehension	Reading/Comprehension
BRAIN BREAK					
Session 2	Maths	Maths	Maths	Maths	Maths
	Religion	Religion	Religion	HASS	HASS
RECESS					
Session 3	SAKG Inquiry	Arts	Science	Health/PE	SAKG Inquiry
LUNCH					

We understand that all households and families are different and have different needs. Please feel free to be flexible with your child's learning throughout the day. Encourage breaks as needed and support your child to plan and timetable their day that suits them best. We do, however, ask that tasks are completed on set days as subsequent tasks will often build on prior learning.

Thank you for your understanding and support during this process and please continue to ask questions and provide feedback on what works and what doesn't as this truly helps us to implement the best possible home learning program that we can.

Please remember that every day of learning is different and to celebrate the successes you will have as well as the mistakes, as moments of growth and learning for your child as they think about what they will do next or differently next time.

Look after yourselves and please contact us whenever you need,

Kind Regards,

Sam Baxter and Alison Smith



REMOTE TEACHING AND LEARNING GUIDELINES FOR YEAR 6

Dear Families,

We have put together an overview of how the Year 6 day would look like for remote learning at home.

Learning Structure and Delivery

Each Friday, the next week's learning tasks will be emailed to families via Google Slides and can be accessed via the Teams app.

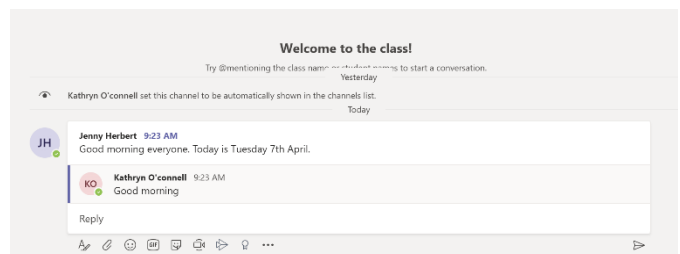
- 1) Start the day with prayer and morning exercise.
- 2) **Learning time A** – 2 blocks. One for Literacy and the other for Numeracy, with a 10 min snack/fitness break in between.
- 3) **Learning Time B** – 2 blocks, with a short break in between. Subjects in this time include: Religion, HASS, Technologies and Health.
- 4) **Learning Time C** – Inquiry Project, The Arts, Science and PE.

Technology Tips/Assistance

- 1) Weekly learning tasks will be available to families via an emailed link to **Google Slides** and also distributed in the **General posts in Teams**.
- 2) **Uploading work into Teams**: Students can upload photos of tasks completed in exercise books in their personal subject folders with a task title and date. This needs to be placed at the top of the page where the line is drawn.

Attendance

Students record their attendance on Teams by replying to the teacher's greeting on the Attendance channel by clicking on 'Reply'. This needs to be completed by 10am each school day.



Communication

Parents are encouraged to ask subject teachers for clarification regarding their child's learning. Teachers are available via telephone during school hours. Due to supervision requirements and online content management, teachers may not be available immediately. Responses to your calls and emails will generally occur on weekdays within 24 hours.

Students can communicate with teachers through email and subject channels within Microsoft Teams. Students are encouraged to ask questions in regards to learning tasks in the subject specific channels on the 6 Class Team app. All students will be able to access all queries on the subject channels, eliminating the need for duplicate questioning by individuals.



Contact Details:

Kathy: Monday to Friday during school hours.

Kaitlyn: Monday to Thursday during school hours.

Staff may be contacted via the school phone, Seesaw and email. Assessment tasks set by specialist teachers will need to be emailed to those staff.

Staff email addresses:

Kathy O'Connell (Key learning areas and P. Arts): koconnell@mmms.catholic.edu.au

Kaitlyn Lusty (Science, Visual/Media Arts): klusty@mmms.catholic.edu.au

Amy Boyd (PE/Health): aboyd@mmms.catholic.edu.au

Assessment and Feedback

Each week, there will be **2 assessment tasks** with learning intentions and success criteria clearly outlined. These will be examined in detail and student feedback/grades will be given. This assessment feedback will be shared with students the following week.

All other learning tasks are required to be uploaded into the students' individual folder on the Teams app for teachers to view.

Suggested Daily Timetable

	Prayer	Prayer	Prayer	Prayer	Prayer
Learning Block A	Literacy	Literacy	Literacy	Literacy	Literacy
Learning Block A	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
Break					
Learning Block B	RE	Inquiry Project	RE	Inquiry Project	RE
Break					
Learning Block C	Inquiry project	Arts	Science	PE	Inquiry project
Lunch					

Thank you for your ongoing support with our remote learning program to provide the best possible learning outcomes for your child.

Please contact us if you require any further clarification.

Warm regards,

Kathy and Kaitlyn



CONTACTS

Principal

Nicole Coote ncoote@mmms.catholic.edu.au

Office/Finance

Janice Coote jcoote@mmms.catholic.edu.au

R/1

Danni Heazlewood..... dheazlewood@mmms.catholic.edu.au

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Alison Smith asmith@mmms.catholic.edu.au

Pip Schinckel pschinckel@mmms.catholic.edu.au

4/5

Sam Baxter sbaxter@mmms.catholic.edu.au

Alison Smith asmith@mmms.catholic.edu.au

6

Kathy O'Connell koconnell@mmms.catholic.edu.au

Kaitlyn Lusty klusty@mmms.catholic.edu.au

Specialist Teachers

Science, Visual/Media Arts

Kaitlyn Lusty klusty@mmms.catholic.edu.au

Performing Arts

Kathy O'Connell koconnell@mmms.catholic.edu.au

PE/Health

Amy Boyd aboyd@mmms.catholic.edu.au



School Counsellor

Dale Domleo ddomelo@mmms.catholic.edu.au

Religious Education Coordinator

Sam Baxter sbaxter@mmms.catholic.edu.au

ICT Support

Ryan Agnew ragnew@mmms.catholic.edu.au

Education Support Officers

Jen Eckermann jeckermann@mmms.catholic.edu.au

Romi Eckermann reckermann@mmms.catholic.edu.au

Rachel Manninen rmanninen@mmms.catholic.edu.au

School Admin/Bursar

Janice Coote jcoote@mmms.catholic.edu.au



in all things love

*So great is the strength
we possess in our unity*

Mary MacKillop 1874



in all things love