

Homebush Public School



Provision of Learning

Key Considerations



Parent responsibilities during remote learning

Provide support for your children by:

- establishing routines and expectations
- defining a space for your child to work in
- monitoring communications from teachers
- beginning and ending each day with a check-in
- taking an active role in helping your children process their learning encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress monitoring how much time your child is spending online
- keeping your children social, but set rules around their social media interactions.

Student responsibilities during remote learning

These responsibilities should be adjusted according to the age of your child:

- establishing and/or following a daily routine for learning
- identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully
- regularly monitoring digital platforms and communication to check for announcements and feedback from teachers
- completing tasks with integrity and academic honesty, doing their best work
- doing their best to meet timelines, commitments, and due dates communicating proactively with their teachers if they cannot meet deadlines or require additional support
- collaborating and supporting their classmates in their learning
- complying with the departments' Student use of digital devices and online services policy'
- seeking out and communicating with school staff as different needs arise.

Frequently asked questions



Q: What happens if my child doesn't complete all the work on that particular day?

The activities outlined in the Provision of Learning is self-paced and self-directed. This means that students may complete the tasks within one day or across a couple of days. There is no pressure on families to complete all the assigned tasks.

Q: Will this work count towards assessment?

Your child's work at home will not be assessed or counted as formal assessment marks. The purpose is to ensure your child's continuity of learning.

Q: Do I need to complete all the work in the workbook? Can some of it be completed verbally?

Some of the assigned work will involve verbal discussions which may not necessarily require them to record their answers in their books.

Q: What if I don't have resources available at home to do some of the work?

We understand that you may not have all the resources for particular activities so we have designed the tasks with this in mind. Your home has many practical items that may be used for the activities. For instance, tasks that involve mathematics, students may use jelly beans or Lego as counters, and cups and containers for capacity, etc.

Q: Does every activity need parental guidance?

Whilst some activities will require assistance and guidance by parents, many tasks allow opportunity for students to work independently.

Q: What happens if my child is unwell or tired?

Your child's health is very important. If they are unwell, they are not required to complete any of the tasks.



Learning environment checklist

In setting up this space the following should be considered:

- Is the area free of distraction?
- Is there excessive noise in the area?
- Are there trip hazards in the area?
- Is the area exposed to direct glare or reflections?
- Does the area have sufficient power points available?
- Is equipment (extension cords etc.) in good, safe, working condition?
- Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- Is the chair adjusted correctly?
 - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
 - The chair backrest should support the lower back and allow your child to sit upright.
 - The chair should move freely and not be restricted by hazards such as mats and power cords.
 - Chair arm rests should be removed or lowered when typing.
- Is the computer adjusted correctly?
 - The screen should be positioned directly in front of your child.
 - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
 - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
 - The mouse should be placed directly next to the keyboard.
- Are their most frequently used items within easy reach from a seated position?



Wellbeing

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening.
- Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too.
- Remind them that the isolation won't last for long.
- Exercise regularly.
- Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).



Wellbeing Links

Links for parents

Reach Out Schools - <https://schools.au.reachout.com/natural-disasters/dealing-with-bad-world-news>

Emerging Minds - <https://emergingminds.com.au/> - If you scroll down about half way there is a video for parents intended to upskill them in how to talk to their child about the pandemic

Australian Research Alliance for Children and Youth (ARACY) -

How to talk to your children about coronavirus – ABC...Cora's mum Denise said her daughter cried for about four or five days because she had been discussing it with her classmates and was anxious about her grandparents as well as her own health.

Worried about your child getting coronavirus? Here's what you need to know – The Conversation...The best way to avoid COVID-19 infection (and infection with any other respiratory virus) is by washing your hands with soap and water, using a tissue or the crook of your elbow to cover your mouth when you cough or sneeze and by avoiding close contact with others who are unwell.

Available to read at abc.net.au - search for "How to talk to your children about coronavirus".

Link for students
<https://kidshelpline.com.au/>

Novel Coronavirus (COVID-19)

how to cope with stress related to COVID-19

It can feel stressful and overwhelming during an event like the outbreak of the Novel Coronavirus (COVID-19) and we can all be affected differently.

You might feel overwhelmed by the information, conversations and the increased levels of stress in your community. It can be hard to know what information to trust especially in a situation where things are changing so quickly. It can be helpful to keep up-to-date but it's also okay to switch off from the 24 hour media cycle if this is getting too much.

During this time some things in your life may be affected by attempts to contain the spread of the virus. You may have been looking forward to a gig or a trip that's been cancelled. You may be affected by school, uni or your workplace temporarily closing. Or you may have a loved one who is directly affected by the virus.

It's important to find the right level or type of support for you. And keep in mind that the type of support you may need can change as time passes. For many people staying connected to family and friends/loved ones is important.

Tips to maintain a healthy headspace during this time

- 1** Be mindful of exposure to information through stories, traditional and social media. It can be helpful to take a break from the 24-hour news cycle
- 2** Do things that make you feel safe and connected, and be with those who are helpful to your wellbeing
- 3** Engage in activities that promote a sense of calm and feeling grounded (use of alcohol and other drugs can be counterproductive with this)
- 4** Our [7 tips for a healthy headspace](#) demonstrate simple and effective things that can help people to create and maintain a healthy headspace, irrespective of whether they have been affected by COVID-19 or not
- 5** It can help to talk with a trusted adult if it all feels a bit much.

Please note

The latest medical information is changing on a daily basis. If you suspect you are at risk, or would simply like to understand COVID-19 more, please visit the Department of Health's website.

health.gov.au

Common reactions

Fear and anxiety

At this time you might experience feelings of fear or anxiety. You might be worried about the virus and how it might affect you, your loved ones or your life.

Anger, frustration and confusion

It can be difficult to understand what to do in these situations because of the volume of different information available. This might feel confusing and frustrating, this is normal. Events like these can reduce the things we normally do in our days and that can seem unfair. This might make you feel frustrated or angry.

Sadness

If you've been asked to stay at home or stop your normal activities you might feel disconnected from important people or things in your life. This might make you feel sad or bored.

Denial

When bad things are happening, some people might prefer not to think about them at all. This might be helpful to start with, but our feelings can catch us by surprise later on. It's OK to distract yourself, but also find some time to think about what is happening and how you're going.

If you start to notice that you are experiencing these things, it is important to remember that these are normal reactions to a not normal time. During this time it is important as best as possible to keep engaged with the activities that support your wellbeing. You might need to get creative in how you continue to do them.

When should I get help?

If you ever feel unable to cope because of overwhelming or intense emotions, or if you have any thoughts of harming yourself, then ask for help immediately.

National 24/7 crisis services

- **Lifeline:** 13 11 14 or [lifeline.org.au](https://www.lifeline.org.au)
- **Suicide Call Back Service:** 1300 659 467 or [suicidecallbackservice.org.au](https://www.suicidecallbackservice.org.au)
- **beyondblue:** 1300 224 636 or [beyondblue.org.au](https://www.beyondblue.org.au)

Additional youth support services

- **headspace:** visit [headspace.org.au](https://www.headspace.org.au) for eheadspace or more information
- **Kids Helpline:** 1800 55 1800 or [kidshelpline.com.au](https://www.kidshelpline.com.au)
- **ReachOut:** [reachout.com](https://www.reachout.com)
- **SANE Australia:** 1800 187 263 or [sane.org](https://www.sane.org)

Talk with a trusted adult, such as a parent, teacher, school counsellor or find out if there is a headspace centre near you.

Speak to your local doctor or General Practitioner (GP) and help make a plan for your recovery. Or you can search for a health service and GP on [healthdirect](https://www.healthdirect.gov.au).



headspace