



LinkIT V3

Guide for our School Community



LinkIT V3 aims to be safe, promote active learning, encourage adventure, develop independence and build self esteem.

We appreciate your feedback and have reviewed survey data, student outcomes and feedback from the first remote period. Our approach was widely recognised as best practise in a specialist setting. Yarrabah School have been requested to present its approach to all specialist schools in the South Eastern Region.

This guide will outline some of the improvements from LinkIT VS and provide you an insight into what will be delivered by Yarrabah School this time around.



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About LinkIT

LinkIT V3 is our next phase of ensuring a continuity of learning occurs for students who remain at home over extended periods of time.

The success of this initiative is centered on **Simplicity**. Keeping things simple will ensure all can succeed. All students, all staff and all in our community. LinkIT V3 must always be simple to **gain**, simple to **maintain** and simple to **sustain**.

LinkIT V3 recognises that these times require a simplicity that reduces pressures of educators, students and their families. It must be simple for all staff to implement, for all students to interact and engage with and all families to access and support.

This time around

LinkIT V3 will be different from the old LinkIT VS implemented in term two. The difference is in the blended use of technology, active learning activities, more time spent face to face and focus on relationships and wellness.

This time around, there will be more personalised contact from your child's support staff and teachers. Video times will be reduced to keep your child engaged, there will be an increased focus on active and engaging content that includes dance, music, movement and art, video lessons will be shorter, some lessons on the timetable will not be videoed, non video lessons will provide concrete supports helping you and your child focus on what your child 'Can Do'. There will be an increased focus on mental health and wellness with many sections having a wellness specific day. These days will include things like check ins, catch ups, trivia, music, dance, disco, etc. Most importantly there is a greater focus on being available to the learner and you at home, not always immediately but in a mutually respectful way that aligns with our school values



School Values during LinkIT V3

Tolerance:

We will be tolerant and understanding of a new delivery system for both staff, students and families.

Respect:

We will respect and understand different cultures, routines and expectations in the home. This delivery system requires a respect of those that are learning how to deliver and those that are learning how to access and engage.

Integrity:

We understand that the learner, the family and the school be honest with each other through the development of LinkIt V3 partnership, it's success and challenges by acknowledgment of strengths and weaknesses

Care and Support:

Both school and community understand that everyone requires care and support at this time. It's important to acknowledge that regardless of being a teacher, therapist, Co educator, Principal, mother, father, sister, brother or carer, we are all experiencing difference and learning to adapt.

A delivery mode for all

From experience, we know that remote learning can be powerful for some, however, we also know that it can be hard to **maintain** and **sustain** interest and impact for all. Last time around we asked you to complete surveys. These have proved very beneficial for they have guided us to modify and improve the modes of learning.

We learnt so much from your feedback and the outcomes of students through work samples, surveys and SSG's. Yarrabah have subsequently discussed how to modify the modes of delivery and individualise learning to cater towards more needs across our school community.



LinkIT V3 is the result. Last time around we saw the novelty **gain** slowly fade. Typically replies indicated that most families were spending between an hour or two in the program each day. No one wanted to be sat in front of a computer screen all day long and kept isolated from school friends! That's why we have changed our modal approach during the '**gain, maintain and sustain**' elements of LinkIT V3. This guide has been produced to support teachers and our community understand the vision and application of LinkIT V3 at Yarrabah School and help communicate the [#LinkIT V3](#) model.

One last thing. We understand that family life is very busy. This time around we will mark you as present unless you call the school to say your child is unwell. Yarrabah understands that pressure is counterproductive to sustaining the LinkIT V3 school program. That's why we want you to take things at your child's pace, ask for help if you need it and try to keep in touch. There is plenty to do for each child each day. Just keep in touch with your homeroom and go at your and your child's pace.



Stage 1 Gain

Gain Access:

Our first step is to **gain** access online, to the resource kits and/or boxed kits and wellness modes. We want each student and family to have something in alignment with their needs, this time around. That's why we have developed the 'My Life' and Wellness modes.

Our first letter home, 'LinkIT at Yarrabah' included a questionnaire so that we could identify those families who needed our support for online or device access. Our school technician and other support staff endeavour to arrange all those who require access within the first two weeks of the LinkIT V3 program. This can only be done if requests from the questionnaire come in a timely manner.

If a student household does not have a device?

We will provide them with one using school based stock. We cannot provide each student their own device but can provide the access needed in the family home.

We anticipate providing access to hardware resources that would otherwise be locked down inside the school building. This might include one of the following:
school owned tablets, laptops, PC computers or iPads

If a student does not have connectivity?

We will explore all options available through the department.

If a student needs something other than Online Learning?

If your child struggled to use technological learning modes last time and needs something else, then please speak to your child's teacher ASAP. Your child can be supported through the 'My Life' program this time around instead.



We are confident that we can deliver universal access with the resources we have available and ensure all households have access to either the online resources, kits or boxes if they want it.

Remote Learning Plan for all

This time around Yarrabah homeroom staff are arranging to make contact with all families directly. It will either be virtually or over the phone. The SSG meetings will occur in the first week of remote learning between Wednesday the 5th and Friday the 7th of August. All homeroom staff will meet with you to set up a Remote Learning Plan for your child. The [Student Remote Learning Plan](#) format is here.

Safety:

Our next step is to ensure all our families and students are as safe at home as can be. We would like to provide you some support during the **sustain** and **maintain** period of remote learning.

This is slightly different to last time. We know that things can become very challenging both personally, physically and technologically over extended periods of time. During the stage 4 lock down period, things are even more contained and it will require the contact and support of trusted others to help **maintain** and **sustain** a safe environment for our children, their siblings and of course ourselves.

Technological Safety

We are all aware of the risks associated with the 'digital divide'. It is our responsibility to be proactive in overcoming whatever barriers come our way. We have requested every family sign the [acceptable use agreement](#), of which includes a reference to the use of Seesaw and Google Apps.

In the first week of delivery, there will be reference to the safe use of the internet. These messages will be repeated throughout the delivery of LinkIT V3. The messages will come in the form of video, teacher messages and social safety lessons. We hope that students participate or watch these messages.



If you are concerned with the safety of your child while using technology, then feel free to contact us. We will talk through these issues with you, offer advice and provide some contacts who are in the best position to help.

Physical and Emotional Safety - Wellbeing Support

During the period of remote learning we understand that things often don't go as planned. That is why we have a strong wellbeing focus called, 'Remote Wellbeing Support'. If you or someone in your home is in need of support, then our team will look at means of support during this time.

The team is overseen by the Assistant Principal (Lauri), the school Chaplain (Christine), our school Nurse (Jess), the Nurture Team (Bronwyn and team) and a number of other important members. The school may also seek support or information from the School Services Support team, DHHS and other relevant organisations. Working together, new referrals from homerooms, and requests from families will be prioritised during stage four restrictions.

If you have concerns over physical or emotional distress in the home during the restrictions, as they relate to your child not being at school, then please make a referral through your homeroom teacher or the following email addresses:

Lauri.Davis@education.vic.gov.au

Christine.Battams@education.vic.gov.au

Alternatively ring the school and ask to speak with a wellbeing team member.

Based on the information provided, the School Wellbeing team will assess the level of need and appropriate support required. The School Wellbeing team will allocate a person to be responsible for the case.

Support may include but is not limited to:

- Strategies, routines and ideas for student engagement and challenging behaviour support during remote learning – Learning Specialists
- Referral to other services – Christine/Lauri
- Check ins and extra wellbeing chats - team
- determinations related to students meeting criteria to attend onsite supervision during remote learning period.

Modes of Delivery

There are four main modes of delivery used in LinkIT V3.



Technological Mode

The first mode is technological. Working remotely in this mode might involve each homeroom and section providing each student a structured and daily program of curriculum activities. These will include lessons from specialists, members of the section, morning circles, English and Maths sessions, theme sessions, life skills sessions, stories and more. Students and families will use Seesaw as the primary mode of communication and take photos of activity, be involved in live video lessons, check ins and assemblies, watching Yarrabah Lessons on YouTube, participate in interactive games and events throughout the week.

LinkIT V3 platforms:

[SeeSaw](#) - communication with parents on a daily basis. Used for posting videos, lessons, work tasks, photos and staying connected. Seesaw is the prime delivery system for each section. Seesaw remains the place where each student can contact other students, can post examples of themselves undertaking and completing tasks and most importantly interacting with the class. Each section has allocated accounts to families. It is essential that all students have access to this platform to gain a Virtual School experience.

[Google Drive](#) - Used to store information, workbooks, activities, etc.

Created for students and families in each section - teachers, co-educators, therapists will eventually provide access to drives, so that everyone can see and use the same resources.

Google classroom will not be used by students at this time. It may be used at a later date.

[School Website](#) - will be the front of the school and remain a central gateway to the LinkIT Virtual School. The school website will continually be updated with the latest news, activities and information.

[Compass](#) - Compass will be used by the school to communicate important messages. It will also be used to invite you to SSG's. Compass will provide the school community with updates and reminders of things that are coming up and things that have happened. It is essential that every family member have a Compass account and install the App on their phones.

[LinkIT Portal](#) - The LinkIT portal will enable all of our community and the broader community to walk through the learning experiences occurring each day around the school. It will provide documents specific to virtual schooling, latest news from the department of education related to



home schooling, behaviour support in the home, history of weekly programs, therapy supports and contacts, assembly history and wellbeing advice.

[Youtube Channel](#) - Yarrabah youtube channel will become a favourite for many students. Many of the lessons and videos however are not directly available through the channel. Instead these videos and activities developed by teachers, therapists and co educators are available from the links provided in the schedule. Links to video content is available through Seesaw and the portal. You tube was selected as a platform due to its versatility and the fact that many smart TVs have Youtube capability. Given that many of the lessons will be recorded for families to undertake at times that best suit them, the smart TV and youtube will make this much more accessible to students.

Learning Kit Mode

Learning kits will be provided to each student in the form of worksheets or activities that compliment the lessons planned or curriculum focus. These will be delivered or posted to families. Families and students will work on these without the use of technology.

My Life Boxes Mode

Some students will be active in this mode of learning. The My Life Boxes program can provide options to increase fine motor development, sensory supports, guided play, resource support, in-home supports, a community of learners and families. The My Life program is an individualised program that focuses on the student's functional life skills, communication and sensory needs.

The program uses an explicit teaching model that encourages an I do, we do, you do approach. We have developed individualised structured support programs for each student of which will be based on the principles of Intensive Interaction, Life Skills, Fine Motor Activities, Guided Play, Communication and Sensory Play. In each My Life tub, families will be provided with a core vocabulary board, a Now Next script and the appropriate visuals for the items in their tub. Each tub will have an instruction guide, detailing how to use the items and what skills are being developed while engaging in those activities.



Wellness and Wellbeing Mode

This time around we are really mindful of how to provide a balanced approach that includes activities and opportunities to be mindful, happy and support positive and respectful relations.

LinkIT V3 will devote one day a week in each section for students and families to focus on themselves, on their health, on wellbeing and on developing and maintaining healthy relationships. These times will focus on connection, on fun and staying well at home with mums, dads, grandparents, siblings and friends.

There will be disco's, trivia sessions, dance sessions, art sessions, chat time, chew and chat, nutrition advice, wellbeing advice and more.



Stage Two - Maintain

Our second step is to **maintain** our audience, the attention of the students and the commitment from the family's.

This time around it will be different. LinkIT V3 will reduce the content but maintain the curriculum focus. We will reduce the number of sessions on the timetable but make the lessons more practical. We will recommend online alternatives that match with our learning objectives. We will have a special day, once a week where the focus shifts to 'Wellness'. Our broadcast's will be fewer but the information will be clearer for our audience. Our My Life program will be individualised and staff available to support or provide alternate options as time goes on. A focus on safety will be even more prevalent. We will be checking in with the students more regularly. This will be one of the biggest changes and help to maintain interest in the program, each other and keep students connected.

Communication Channels that maintain LinkIT V3

LinkIT V3 will rely on a range of communication channels to spread the news, highlight the achievements, provide insight, share important messages and invite you into the remote school. These will include Compass, Seesaw, Facebook, email, Twitter and our school webpage. We will use these channels to ensure every stakeholder knows what the '#LinkIT V3 is all about and what special events are coming up. Our communications will be targeted across platforms, with Facebook and Twitter highlighting what is coming up and providing our community examples of the things we are doing, or have available. Compass, email and our website will be used for news just for the school community and important messages.



Shows, Videos and Assemblies

To this end, we will run a number of public 'shows' over the week across our social media platforms -

These shows might include the following:

- Section Assemblies
- School Assemblies (Fridays)
- Video Lessons
- Media Arts - the Yarrabah Show
- Live Streams
- Discos
- Trivia Shows
- Dance Sessions
- Singing and Karaoke
- Live Morning Tea and Lunchtime chats

and much more.

Maintain through Daily and Weekly Routine

Daily and weekly routine was important to you last time around. We have taken on your feedback to provide in advance routine and timetabled sessions for you to plan with your child in advance.

The weekly plan will be delivered via Seesaw and the Portal each Monday morning. You will be able to look at your child week ahead and plan accordingly. This was a very strong message from you last time. You asked us to provide forward notice of what was coming up next.



Maintaining a routine in each section

Early Education Program (EEP)

The EEP program has been closed during the stage 4 restrictions upon recommendation from the department. Once stage 3 and 4 restrictions are lifted and all staff return to site, the EEP will resume as normal.

The EEP [sent home this letter](#) at the beginning of the remote period.

EEP sent a survey out to families and the feedback was families were happy with the format used in the last lockdown so EEP decided to continue that process. EEP will be holding live morning circles with the children and are still discussing how to approach wellbeing days. EEP are keen to do some special dress up days but are still in the planning process.

EEP will also be making more regular one to one contact with the families of children that are not able to access the activities on seesaw to support their individual needs. Working with the families to help implement the My Life boxes.

As always EEP will review as they go along



**Yarrabah
School**

*"The small school
with a big heart!"*

Topic – Dinosaurs Week 1

Monday - Alison	Tuesday - Kathie	Wednesday - Leanne	Thursday- Alison	Friday - Kathie
Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle
Activity – Dinosaur Matching	Activity – Dinosaur Hand puppets	Activity – Dinosaur shapes building	Activity – Dinosaur skeleton	Activity – Dinosaur dice and race game
Music – Dinosaur Stomp	Music – Fast and slow stomping dinosaurs	Music – The dinosaur dance	Music – Dinosaur Stomp	Music- Loud and soft dinosaur stomping
Story – 10 Dinosaurs	Story – Dinosaur Roar	Story - Harry and his bucketful of dinosaurs	Story – 10 dinosaurs	Story – Dinosaur Roar

Topic – Dinosaurs Week 2

Monday- Alison	Tuesday- Kathie	Wednesday - Leanne	Thursday- Alison	Friday- Kathie
Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle
Activity – Dinosaur game	Activity – Dinosaur hunt rice tub	Activity – Dinosaur counting puzzle	Activity – Making Fossils	Activity – Measuring dinosaurs

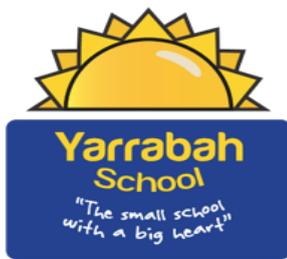


Lower Junior

Lower Junior took on the feedback of their families from last time and have developed a similar plan with a focus on reducing video times, spreading out the day, focussing on resource kits and check in with students and families.

This is an example of their weekly routine:

Monday	Tuesday Lisa	Wednesday	Thursday Andrea	Friday
9:00am - Jump Start - Sam and Brendan	9:00am - Jump Start Sam and Brendan	9:00am - Jump Start Sam and Brendan	9:00am - Jump Start Sam and Brendan	9:00am - Jump Start Sam and Brendan
9:30am - PMP Elisa and Sarah	9:30am - PMP Elisa and Sarah	9:30am - PMP Elisa and Sarah	9:30am - PMP Elisa and Sarah	9:30am - PMP Elisa and Sarah
10:00am - Webex Check - in Individually	10:00am - Morning Circle (Seesaw) Days of the week Weather Feelings Check-In	10:00am - Worksheet Choice Both	10:00am - Morning Circle (Seesaw) Days of the week Weather Feelings Check-In	10:00am - Assembly All (Webex)
11:00am - Morning Tea and Break	10:30am - English (Seesaw) Story	10:30am - Ploughback (Students Seesaw)	10:30am - Math (Seesaw) Number	10:30am - Morning Tea (Webex)



MORNING TEA				
11:30am - Story (Seesaw) Co-educators	11:30am - Ploughback (Students Seesaw)	11:30am - Learn to Play (Doctors)	11:30am - SWPBS (Emotions Seesaw)	11:30am - Fun with Food (Seesaw)
LUNCH				
1:00pm - Life Skills (Seesaw)	1:00pm - OT Movement (Seesaw)	1:00pm - Science (Co-educators Seesaw)	1:00pm - Ploughback (Students Seesaw)	1:00pm - Jess Dance (seesaw)
1:30pm - Specialist (PDF Seesaw) Choose one for the week	1:30pm - Specialist (PDF Seesaw) Choose one for the week	1:30pm - Specialist (PDF Seesaw) Choose one for the week	1:30pm - Specialist (PDF Seesaw) Choose one for the week	1:30pm - Specialist (PDF Seesaw) Choose one for the week



Upper Junior

Below is an example of the Upper Juniors weekly timetable. Upper Junior afternoon content is co-educator videos/fun activities (with an OT video on Wednesday afternoons) and Wellbeing Wednesdays where instead of a formal lesson in the middle session Upper Junior are having homeroom Webex sessions with show and tell, disco dancing, alert check-in's, etc.

Term 3 Week 5				
Monday	Tuesday	Wednesday	Thursday	Friday
Jumpstart link				
Morning Circle Chloie	Morning Circle with Jade	Morning Circle with Ben	Morning Circle with Chloie	Morning Circle with Susanne
English	Maths Addition Resources: See homepack Kookaburras and Kangaroos: Potato, Paint, Potato printing sheet Emus and Koalas: Addition resources	Wellbeing	English (odd) / Maths (even)	Theme Resources: See Homepack Week 5 Theme resource + glue or use paint, crayons.
Washing hands with Rachel	Balloon activity with Sandra	Intro to self regulation	Packing a Suitcase with	Making a Paper Plane with Lyn Resources: Piece of paper



	Resources: A balloon		Jade Resources: Backpack/s Mail Suitcase	
Specialist Program Choose a lesson below.				

Middles

<https://www.youtube.com/watch?v=hbHX5l2WVzM>

Teachers have been assigned topics and will work alongside co-educators to plan a lesson that can be differentiated. Teachers will plan their lesson in advance and then record the *I Do* part of the lesson. They will then ask co-educators to provide a short *We Do* activity that they can incorporate into the lesson. Less video lessons will be recorded this time around. Links and a timetable will be posted to Seesaw each morning for parents to access.

Middles are working on *WACKY WEDNESDAYS*. On a Wednesday, middles are aiming to have a live morning circle with their homerooms on Webex followed by a non-curriculum day. Co-educators will work together to plan fun activities (not academic) that children can access on these days e.g. cooking, disco, stories, art, pets. These might be live sessions or pre-recorded videos. Teachers will spend this day focusing on the well-being of families (and getting involved in the fun).



Transition

Days	9.00-9.30	9.30-10.00	10.00-10.30	10.30-11.00	11.00-12.30	12.30-1.30	1.30-2.00	2.00-2.30
M 	Jump start 	PMP	Morning Check In -Daily information -Student report of the day -Joke of the day -Birthdays -Introduce English and Maths for the day -work skill for the day	M o r n i n g T e a	English/Maths  $\left(\begin{matrix} +\frac{2}{3} \\ -\frac{3}{5} \end{matrix} \right) \begin{matrix} \frac{3}{2} \\ -\frac{1}{2} \end{matrix}$	Lun ch bre ak an d ou t sid e pla y	Theme 	Life Skills 
Tu 	Jump start 	PMP	Covid safe with Caroline 		English/Maths  $\left(\begin{matrix} +\frac{2}{3} \\ -\frac{3}{5} \end{matrix} \right) \begin{matrix} \frac{3}{2} \\ -\frac{1}{2} \end{matrix}$		Story Time with Dawn 	Life Skills 
W 	Jump start 	PMP	Morning Check In 		English/Maths  $\left(\begin{matrix} +\frac{2}{3} \\ -\frac{3}{5} \end{matrix} \right) \begin{matrix} \frac{3}{2} \\ -\frac{1}{2} \end{matrix}$		Craft 	Life Skills 
Th 	Jump start 	PMP	Science with Maggie 		English/Maths  $\left(\begin{matrix} +\frac{2}{3} \\ -\frac{3}{5} \end{matrix} \right) \begin{matrix} \frac{3}{2} \\ -\frac{1}{2} \end{matrix}$		Lynn's jokes of the week 	Life Skills 
F 	Jump start 	PMP	Morning Check In Music & Dance/Awards 		Cooking with Andrea 		Games 	Life Skills 

Seniors

After spending time speaking with families it was clear that personalised and flexible timetables were preferred for senior families. For the most part families requested very little. Seniors are conscious of families and their routines at home. Seniors really want to regulate/ maintain well-being of their students.



The timetable might look something like this:

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Scheduled</p> <p>Sessions that are run at a set time that are optional to join.</p> <p>Some sessions are for everyone. Some are targeted at specific group</p>	<p>10am: Session: Seniors Morning Tea (For all students)</p> <p>11am Live Cooking Program (For all students)</p>	<p>10am: Social Communication with Megan and John (Specific Group)</p>	<p>10am: Session: Seniors Morning Tea (For all students)</p> <p>11am: Senior Disco (For all students)</p>	<p>10am: Social Communication with Megan and John (Specific Group)</p>	<p>10am: Session: Seniors Morning Tea (For all students)</p>
<p>Optional</p> <p>Sessions/ activities you can choose to do at a time that suits you.</p>	<p>Workbooks or Workboxes</p> <p>Jumpstart (sessions posted on seesaw for the week)</p> <p>Specialist lessons (sessions posted on seesaw for the week)</p> <p>Senior Fitness Challenge</p>	<p>Workbooks or Workboxes</p> <p>Jumpstart (sessions posted on seesaw for the week)</p> <p>Specialist lessons (sessions posted on seesaw for the week)</p> <p>Senior Fitness Challenge</p>	<p>Workbooks or Workboxes</p> <p>Jumpstart (sessions posted on seesaw for the week)</p> <p>Specialist lessons (sessions posted on seesaw for the week)</p> <p>Senior Fitness Challenge</p>	<p>Workbooks or Workboxes</p> <p>Jumpstart (sessions posted on seesaw for the week)</p> <p>Specialist lessons (sessions posted on seesaw for the week)</p> <p>Senior Fitness Challenge</p>	<p>Workbooks or Workboxes</p> <p>Jumpstart (sessions posted on seesaw for the week)</p> <p>Specialist lessons (sessions posted on seesaw for the week)</p> <p>Senior Fitness Challenge</p>



<p>Requested</p> <p>Specific work or contact that you have organised with your homeroom teacher.</p>	<p>Individual phone calls/ WEBEX/ video</p> <p>Individualised work/ activity requested from homeroom teacher.</p>	<p>Individual phone calls/ WEBEX/ video</p> <p>Individualised work/ activity requested from homeroom teacher.</p>	<p>Individual phone calls/ WEBEX/ video</p> <p>Individualised work/ activity requested from homeroom teacher.</p>	<p>Individual phone calls/ WEBEX/ video</p> <p>Individualised work/ activity requested from homeroom teacher.</p>	<p>Individual phone calls/ WEBEX/ video</p> <p>Individualised work/ activity requested from homeroom teacher.</p>
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Stage Three - Sustain

Our third and final step is to ‘plug in’ our **sustain** learning programmes. With a huge variety available, at no cost, we would recommend prioritising those programmes with intuitive access and secure control. Our plan is to produce daily schedules that promote a range of sustained learning programmes.

Each section will be running a different routine depending on the feedback from their section families SSG’s and the Learning Plans.

Sustained Communication and Feedback

What will be common across the school, to sustain LinkIT V3 modes, is the regular surveying of families and communication with families during the remote period.. Communication will be sustained and remain a focus this time around.



Sustained Curriculum Specialist Programs:

Curriculum specialist in Art, Music, Dance, NailiT, PE and Media Arts will sustain an engaging learning program each week. The program this time around provides families and students an opportunity to choose what they want, and when they want to do it.

Watch this video to see how it is delivered this time around.

<https://youtu.be/W5umj0sp5QY>

Sustained Therapy Supports

Therapist will also check in with students each day. Depending on the student our therapist will be working both directly and indirectly with the student and their families, on how the student can access the curriculum program while off campus.

Therapists aim to take a much more personalised approach this time around.

For more information

If you require more information please send your enquiry to the Principal on:

Matthew.Harris@education.vic.gov.au

You can also call and contact the school and use Seesaw to ask your homeroom teacher directly.

Join the public assemblies on Friday and or ask a public question on the chat, or join in some of the family forums that will be run regularly with the Principal, Assistant Principal and Wellbeing support staff.



Appendix:

Appendix 1 Remote Learning Plan

Student Remote Learning Plans

Student Remote Learning Plans are implemented to support the education of students who are absent from school for an extended period. Student Remote Learning Plans should be developed collaboratively by teachers, students and their parent.

Student Remote Learning Plan must be developed for:

- students who are planning extended absences from school, for example for a family holiday, illness, behaviour review, lock down
- students excluded for more than 3 days

It may also be useful to develop a Return to School Plan for students who have been absent from school for an extended period.

Student name:	
Year level:	Date:
Reason for absence:	
Date of last day of school:	Date of return to school:



Description of the educational program:

Activities for the student to undertake while away from school:

-

Outcomes for the student to achieve:

Resources the student may find useful:

Agreed role of parents/carers in supporting the absence learning program:

Contact details for the student to stay in touch:

School contact person:

Signature of parent/carer:

School phone number:

Signature of principal:



Appendix 2. EEP Letter to Families

Dear EEP families,

Welcome to home learning once again.

We understand that this time can be difficult for families and cause additional stress in the home. Thank you for your feedback in the survey we sent home and we have taken on board your comments and hope to deliver an engaging range of activities for your child. Please remember that we understand how difficult it may be to be able to engage your child. Please feel free to use the resources we provide whenever or however you feel works best for you and adapt them to suit your individual child's needs. We also want to remind parents that repetition of activities is important and a great way to cement a child's understanding of the activity.

The packs will be delivered this week and we will begin formal home learning on Monday 10th August. Along with delivering the packs we will make a time to speak with families to create a remote learning plan for their child. Each pack contains a timetable and the templates that will outline each day's activities. These activities will be supported in the form of videos on seesaw.

Please remember that we are here for you. Please feel free to contact us any time.

Thanks,

Kathie, Alison, Leanne and Cathy