



## Learning from Home at Sylvania High School

Learning from Home refers to the way Sylvania High School will maintain teaching and learning in the current circumstances.

This document outlines support and resources for students to work towards continuity of learning.

It also provides advice and resources for parents and carers to support student success when learning remotely and outlines ways for students to access their learning environment when not at school.

This is an edited version of the NSW Department of Education information.

<https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home>

### 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 (G-Suite for Education, Student Portal email, etc.) to check for announcements and feedback from teachers
- completing tasks with integrity and academic honesty, doing your 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.

## **Establishing routines and expectations**

From the first day you will need to establish routines and expectations. You should use your child's timetable to set regular hours for school work.

## **Setting up a learning environment**

Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time.

A space/location for extended learning should be a public/family space, not in a bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where you or another adult is present and monitoring your children's learning.

## **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).

## **Looking after yourself when you are feeling stressed**

Browse through the following sources. Discuss issues such as:

- How to recognise when you are feeling overwhelmed
- What you can do to maintain a healthy headspace
- Previous experience with stressful events and how you were able to manage them
- Things to avoid that could make you more stressed

## Seeking Support If You Are Finding Things Overwhelming

Browse through the following sources. Discuss where people can seek support in a crisis.






### Welfare Support ADVISERS

Year 7	Anita Czoch
YEAR 8	Lauren Lewis
YEAR 9	Peita Lorenz
YEAR 10	Tim Kelly
YEAR 11	Amie Morris
YEAR 12	Lauren Gill

### WELLBEING

Deb Garioch – Head Teacher Wellbeing  
 Lauren Harty and Linda Ryan –  
 Supervisor of Girls’  
 Tim Porter - Boys’ Mentor  
 Elise Purnell – School Counsellor

### Table of online supports

	1800 55 1800	<a href="mailto:counsellor@kidshelpline.com.au">counsellor@kidshelpline.com.au</a> (email) <a href="https://kidshelpline.com.au/get-help/webchat-counselling">https://kidshelpline.com.au/get-help/webchat-counselling</a> (webchat)
	1300 22 4636	<a href="https://online.beyondblue.org.au/Webmodules/chat/InitialInformation.aspx">https://online.beyondblue.org.au/Webmodules/chat/InitialInformation.aspx</a> (webchat 3pm to midnight)
		<a href="https://forums.au.reachout.com/">https://forums.au.reachout.com/</a>
		<a href="https://headspace.org.au/eheadspace/group-chat/">https://headspace.org.au/eheadspace/group-chat/</a> (group webchat) <a href="https://headspace.org.au/eheadspace/connect-with-a-clinician/">https://headspace.org.au/eheadspace/connect-with-a-clinician/</a> (1 on 1 webchat)
	13 11 14 0477 13 11 14 (text option available 6pm to midnight)	<a href="https://www.lifeline.org.au/get-help/online-services/crisis-chat">https://www.lifeline.org.au/get-help/online-services/crisis-chat</a> (7pm to midnight)

## **Communicating with your child**

We encourage you to start and finish each day with a simple check-in. These check-ins need to be a regular part of each day and start straight away. Not all students thrive in a remote learning environment; some struggle with too much independence or lack of structure and the check-ins help keep them on track.

In the morning, ask:

- what are you learning today?
- what are your learning targets or goals?
- how will you be spending your time?
- what resources do you require?
- what support do you need?

In the afternoon, ask:

- what did you learn today?
- acknowledge one thing that was difficult. Either let it go or come up with a strategy to deal with the same problem if it comes up again
- consider three things that went well today. Why were they good?
- are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

These specific questions matter because they allow your child to process the instructions they have received from their teachers and help them organise themselves and set priorities. Older students may not want to have these check-ins with parents (this is normal!), but they should anyway.

## **Using technology**

### **Accessing digital learning platforms**

To support your child in using online and digital resources as part of their remote learning consider the following questions.

- Does your child know how to access the student portal?
- Does your child know how to log in to devices and websites?
- Does your child know their username and password or know how to reset their passwords if necessary? Note that teachers can reset student passwords if your child forgets their password.

Please be aware that instructions for using Google Classroom can be found on the School Website and have been sent to all students via their Student Portal email and placed in their Year Group Google Classroom.

**If you and your child require further support please contact the school via email or phone – 9522 9951.**

## Accessing digital devices and the internet

You need to be aware of the department's policy regarding technology, devices and the internet. [Student use of digital devices and online services policy.](#)

### Managing screen time

Screen time refers to the amount of time a user spends on a device to access on-screen activities. There are limits as to the amount of time everyone should spend online, but the amounts and the rules for screen time vary by age.

Some screen time activities such as online socialising and gaming can be very immersive. Make sure that non-school activities are limited in length. Hard copies of booklets have been sent home via the post for students to continue working from.

### Managing behaviour

Even though your child is at home they still need to comply with their schools' behaviour management policy.

Collaboration, group work and peer feedback during remote learning will require students to communicate online and work together in digital spaces.

The expectations of your child and their required behaviour will be the same as a face to face lesson.

### Sylvania High School: Digital Etiquette Guide for Students and Parents

- ✓ Be respectful of others and their opinions when interacting in an online discussion forum/conversation
- ✓ Be mindful of how you interact online – tone, expression and humour is often difficult to determine when read online rather than face to face.
- ✓ The online learning platforms are not for socialisation – they are strictly learning tools (keep social media habits on social media)
- ✓ Review the questions posted by your peers – your question may have already been answered by your peer. Don't clutter the classroom posts
- ✓ Take initiative – e.g.: if the link provided doesn't work inform your teacher
- ✓ If unsure of any online task please ask your teacher
- ✓ Be mindful of cluttering the online learning streams – teachers will be deleting posts if deemed necessary
- ✓ Students who use these platforms inappropriately (e.g. in extreme situations being rude, swearing or racist etc.) the school's discipline system will apply
- ✓ Parents are requested to respect the online learning platforms are for students. It is not appropriate to be joining in the lesson. We wish to develop student autonomy and the privacy of other class members in this space in line with child protection policies.

## Digital citizenship

We recommend that you take the time to explore [issues of digital citizenship and online safety](#) and eSafetyCommissioner: <https://www.esafety.gov.au/> and then discuss these with your child.

It is important that during this period of remote learning that we maintain safe and responsible use of information and communication technologies.

This includes appropriate use of digital platforms, privacy and information protection, respectful communication and how to deal with online issues.

This information is explored further via these links:

[Cyber safe families](#) – an overview of cyber safety

[Technology and wellbeing](#) – useful tips and tools

[Digital citizenship](#) – a collection of articles and resources to maximise students' use of technology.

Please contact the school via email or phone for any further enquires.