

Yeoval Central School

Learning from home

Centre for Education Statistics and Evaluation



Learning from home journey	Challenges to overcome
Getting ready for disruptions to face-to-face teaching - Executive developed implementation plan noting possibilities and constraints - Casual teachers employed to allow teachers time for remote lesson preparation Learning from home 72% of students, on average, learnt from home - Live online lessons were delivered to an amended school timetable; Google Classrooms or hard-copy learning packs were used for tasks and feedback - Laptops and internet dongles were loaned to students as required - School buses delivered learning packs and feedback to students - Staff (excluding high-risk staff) attended school under a roster system Transition back to face-to-face teaching - Year 11 and 12 students returned to school full time on 11 May 2020 - Kindergarten to Year 10 students returned to school in house groups one day a week 11-22 May 2020 - Onsite attendance 11-22 May averaged 50% each day	Ensuring equal access to learning: Access to devices and internet is not consistent across the student population, and the distance of students' houses from the school created challenges for delivering physical learning resources. Keeping students engaged in learning: The sudden transition to learning from home placed some students at risk of becoming disengaged from learning. Ensuring staff had the skills for delivering learning from home: Teachers had varying levels of confidence and skills in using digital platforms and effective remote teaching practices. School context Yeoval Central School is a small Kindergarten to Year 12 school located approximately 1 hour south of Dubbo in central west NSW. It serves a farming community that has been significantly affected by the recent drought. There are 104 students currently enrolled in the school. Approximately 24% of the student population is Aboriginal. The school has a FOEI¹ of 149. Yeoval Central School uses a combination of face-to-face and remote teaching, in partnership with four other central schools, to provide Year 11 and Year 12 classes.

¹ Family Occupation and Education Index – a school-level index of educational disadvantage with a mean of 100 and a standard deviation of 50. Higher values indicate greater levels of need.

What has worked to maintain learning continuity

Prioritising student engagement

Yeoval Central School recognised that some students may find the transition to learning from home challenging and were at risk of disengaging from learning. The school sought to maintain student engagement by:

- Making access to learning as easy as possible, for example, the Yeoval 'Super Satellite School' website was created as an easy-to-navigate portal to live online lessons and Google Classrooms. Hard-copy learning packs and assessments were provided for those who needed or preferred them, and school bus drivers delivered and returned them with feedback from teachers.
- Providing clear expectations for what learning from home looked like at Yeoval Central School. The school adjusted their well-established Positive Behaviour for Learning program to focus on independent learning skills necessary for learning from home.
- Maintaining connections with every student and their parents and carers. Teachers called families every week to check-in and ask about any emerging access, learning, or wellbeing concerns.
- Providing additional learning support. The school's four SLSOs² were each assigned a Stage to support. They rang identified students to check for understanding and progress, and to assist students to complete tasks as required.
- Adjusting protocols to address student disengagement. Teachers recorded absences, disengagement during live online lessons, and non-submitted work into a centralised system. SAOs³ sent SMS messages to parents to inform them of disengagement. Subsequent incidents were followed up by teachers, with ongoing disengagement concerns referred to school leaders. Students who were engaged were recognised through the school's merit system.

Innovative use of staffing

Yeoval Central school appointed a temporary Instructional Leader – Learning from home to provide more focused support to students, parents and carers, and teachers during the disruption to face-to-face teaching. This position was created following the mid-Term 1 departure of an assistant principal. A key aspect of this new instructional leader role was supporting teacher digital literacy and use of remote teaching pedagogical practices that met the needs of rural students. The instructional leader led the school's professional learning periods each week. These professional learning periods provided an opportunity for ensuring consistency in high quality teaching practices, and for addressing the professional learning

needs of teachers. The instructional leader also provided one-on-one support, participated in team teaching during live online lessons, and sourced and collated tools and resources for teachers.

The instructional leader also played an important role in supporting student engagement and access to technology. For example, the instructional leader developed the Yeoval Super Satellite School website, ran online information sessions to support parents and carers' digital literacy, and collected and analysed data to inform the school executive about student technology use, attendance and engagement on online learning platforms.

Continuing to work in partnership with parents and carers

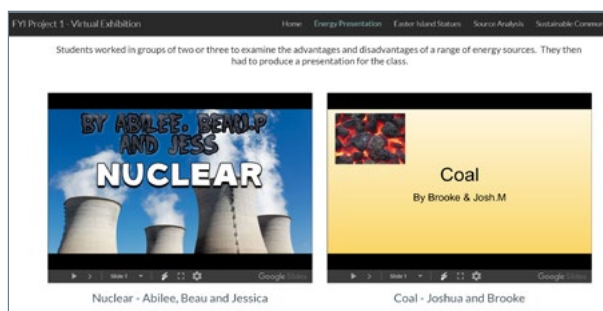
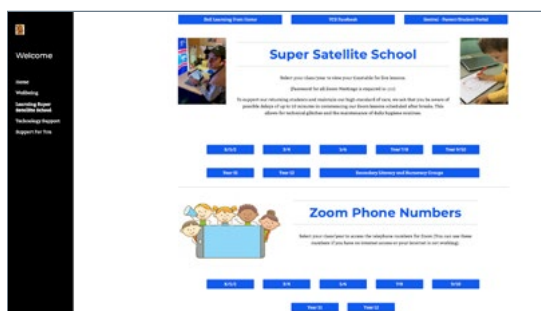
Staff at Yeoval Central School were committed to maintaining effective partnerships with parents and carers to ensure they felt supported in facilitating their child's learning. The school achieved this by:

- Keeping parents and carers informed about the school's learning-from-home approach. Information was given in weekly emails from the principal, the school newsletter, and the school's website and Facebook page.
- Providing every parent and carer with information about setting up a learning space, structuring their child's day, and maintaining student wellbeing.
- Supporting parents and carers' digital literacy. The school provided technology information sessions and one-on-one support for parents and carers as required. This was especially important for parents and carers of Kindergarten to Year 4 students, who had less exposure to online learning technology than Year 5 to 12 students.
- Seeking feedback from parents and carers. The school used short surveys, consulted with the P&C and encouraged parents to reach out to the school about the needs of students and what was working and/or could be improved.
- Adjusting parent and carer events to a remote format. For example, parent-teacher night was conducted using phone calls, and teachers ran a virtual open classroom tour and created a virtual exhibition of student projects.

² Student Learning Support Officer

³ School Administrative Officer

Yeoval Super Satellite School website and virtual student projects exhibition



“Having that website as the one-stop-shop for everything was good... it worked really well for our families.”

Nicole Bliss, Principal

Advice for parents and carers about supporting their child's learning

AN OVERVIEW OF PARENTS TOOLS FOR A SUCCESSFUL STARTUP

SUPPORTING YOUR CHILD'S LEARNING BY:

- having a routine and setting expectations
- making sure your child has a space to work in
- providing a level of supervision suitable to your child's stage of development
- monitoring communications from teachers
- checking in with your child often to help them manage and pace their work
- monitoring how much time your child is spending online

SUPPORTING YOUR CHILD'S WELLBEING BY:

- providing an opportunity to talk about how they feel and listening to what they say
- identifying some specific actions they can take by themselves or with you to address any concerns they might have
- asking how they are finding learning remotely, and if there is anything they'd like your help with

If you have any other concerns about the health and well-being of your child, please contact the school directly.

SUPPORTING YOUR CHILD'S ENGAGEMENT BY:

- Beginning and ending each day by asking questions about their learning
- Communication any issues or concerns with the school or the teacher early
- Managing screen time - ensuring a balance between online and offline activities
- Remembering to have regular breaks to keep the mind fresh and active e.g. Recess and lunch breaks

SETTING UP A LEARNING ENVIRONMENT

LEARNING FROM HOME - TOOLS FOR SUCCESS

PICK YOUR AREA

Designate an area as your learning from home space. You will need a desk, chair and power point close by. Ideally this area will be quiet and free from distractions such as pets and toys.

CLEAR DESK

The work area should be clear of anything not required for the current lesson. Encourage your child to clear the desk after each lesson. This will help your child to concentrate on their current work.

TYPING TIPS

Encourage your child to use a full size keyboard and mouse rather than one on their laptop if available. This will ease strain on their shoulders and improve their posture when working.

SCREEN TIPS

If available, use a monitor rather than the laptop screen. The screen should be positioned directly in front of your child, with the top of the monitor slightly lower than eye-level.

TIMETABLE DISPLAYED

Print out and display your child's timetable where they and you can easily see it. Encourage your child to work during the designated times but also take breaks away from the screen. It is recommended to take 10 minutes in every hour as a brain break.

TIPS FOR PARENTS

LEARNING FROM HOME - TOOLS FOR SUCCESS

HAVE A SET LEARNING AREA

Have an area set up for learning including a desk and a chair. Set the expectation that students will complete their work in the learning area rather than on the lounge in front of the television.

CHECK IN WITH GOOGLE CLASSROOM

All parents now have access to their child's Google Classroom to see the work they have (or haven't) completed. Further information can be found on the Yeoval Central School Website.

SET UP A DAILY ROUTINE

Set up a daily routine similar to a normal school day. Encourage your child to wake up on time, eat breakfast, brush teeth and hair and get dressed into school appropriate clothes. Have them check their timetable and get ready to learn.

SCREEN-FREE BREAK TIMES

During recess and lunchtimes encourage them to go outside and run around, dance, play and generally be active. If you find they're snacking constantly, try packing them a lunchbox.

CHECK IN WITH THE SCHOOL

Remember that even though your child is learning at home, all their teachers are still here to help and support. If your child is having difficulties, encourage them to contact their teacher.

“I kept saying at the beginning, ‘same, same but different’. That was my little mantra, ‘same, same but different’ ... So for instance, we had parent-teacher night scheduled for Monday, Week 11. We're still going to do parent-teacher night, we're just going to ring the parents this time.”

Nicole Bliss, Principal

CESE would like to thank the Principal, Nicole Bliss, for her valuable input to this snapshot.