Parent and staff feedback re:
AVPS Term 3 Remote and Flexible Program

Collected at the online *__Staff Meeting for Parents__* event on 25th August 2021

Year P-2 break out group responses

TEAM	PLUSSES / POSITIVES	MINUSES
P-2 Parents	- parents have access to see how students work, time with student - focussed lessons, more contact on screen time with teachers - more help sessions, different activities (a range of options) - creative approach- engaging activities have kept engagement - understanding by teachers motivates students - access to specialists - additional webex meetings - pre-warning of when sessions are - classes more engaging, more online sessions - lunchtime catch-ups to connect with peers - appreciate support from school and teachers - dojo work feedback - much better than last year's lockdown- students learning new skills to navigate webex and being more connected - worksheets, grid options (flexibility and no pressure)	- balancing 'life' , hard to focus for so long - juggling different webex times - juggling work/home schooling - make sure parents have lots of notice re timetable (night before)
P-2 Staff	- Thanks to parents- couldn't do it without you! - making connections with parents and students - dojo- messaging, connecting with parents and students in real time - good variety of activities - lots of support from families, children interacting with others - opportunity to work with students and have parents see how they learn	balancing act is challenging, fatigue

Year 3-4 break out group responses

TEAM	PLUSSES / POSITIVES	MINUSES
3/4 Parents	• happy with online contact hours - not big on meetings • Enjoy the optional features of learning • Currently happy with three main curriculum areas • Student happy with workload - big improvement from last year • Some students love the online meetings and worksheets • Older child is self-managing and engaged. Likes independence. • Balance with screen time is good. • Kids are really loving art • Love small maths and reading groups • Kids have found their stride this year. They know what to do. Frees up parents.	• Less engaged with their specialists - hard to do PE with space and time • Worried they are falling behind with their specialist learning - hope to have a focus on that when they return • Even in single families two kids can be very different with what works or not • Much harder to keep the younger students on track. Likes screen time with teachers to keep focus • Younger one has trouble keeping focus - needs the accountability and direction for the day. Would give more drive. • Kids fly through work and then end up on screen
3/4 Staff	• Kids are joining meets regularly - the number who miss these is VERY low. They almost all join the morning meet. Also high attendance for allocated small group meets. • 3/4 students are becoming better at communicating to teachers on Google Classroom. They leave comments to ask questions, explain their situation and respond to feedback. • There are a lot of times that students that need help can go straight into a meet to speak with a teacher, screen share and trouble shoot. • This is a time where teachers can look closely at work and provide feedback to students about what they have done well or how to improve their work. We don't always get the time during face to face. • Students have improved in their use of the technology.	• Worry about the kids who don't join meets - usually make contact with parents on dojo to make sure everything is okay. • Sometimes we can't help immediately. • So many pieces of work coming in we can't possibly look closely at them all.

Year 5-6 break out group

TEAM	PLUSSES / POSITIVES	MINUSES
5/6 Parents	- becoming tech savvy and developing our technology skills as a family - spending lots of time together as a family - flexibility with own work pace - being involved in the way the kids are being schooled and connecting with them over their schooling - students adjusting to remote learning and finding ways to connect with other students - learning to balance things	- worried about how much kids will or won't want to turn to school - fears about kids missing out on all the important/ fun things like sports days
5/6 Staff	- technology learning and professional development - stepping out of our comfort zones - team planning and consistency	- Concerned about the kids' lack of engagement with school. - Agrees with the sentiment on the fears of kids missing on the extra-curricular activities (i.e. camp, excursions...etc)

IMPROVEMENTS

Year P- 2 IMPROVEMENTS Presented by team leader: Annie Cuthbert	SHORT TERM IMPROVEMENTS - Small changes week 7, live changes from week 8. - Grids continued week 7 - lunch time live - Help desk for parents ½ hour per day. Questions and answers - Weekly timetable sent home at the beginning of the week. 1 timetable limited to 3 links only - Video for parents was posted by Annie, acknowledging difficulties and seeking feedback from parents LONGER TERM IMPROVEMENTS - Phase out grids - literacy - to be balanced over a 2 week period - teacher plans filed centrally - shared by all - stronger focus on the Victorian Curriculum plan - ie, what was originally planned will be implemented - Literacy and numeracy worksheet pack sent. Focussed on planned literacy and numeracy topics - Online 9-10:30 - literacy 10:45-11:30ish – Maths - help desks and lunchtime lives at different times

Year 3 / 4 IMPROVEMENTS Presented by Jason Simpson for the 3/4 team leader: Ben Kline	Improvements from week 7 • Start with 'what did we originally set out to teach?' Then _keep teaching._ • Structuring remote lessons for this. • Continue a strong focus on student wellbeing • Importance placed on social spaces - quite popular with kids. The need to connect with each other about a variety of topics - cooking, making etc. 4 basic headings for kids to choose. • Stick with yearly planner. For example - fractions and decimals - Ellen planning. Writing traits - Jason & Ben planning. • Use of google doc - different ways of representing work and learning • Open the help desk for children to use if needed. • Post a weekly schedule that outlines the time each group meets.
Year 5 / 6 IMPROVEMENTS Presented by team leader: Jamie Saggers	• Increased live lessons • Eg, 11:30 levelled maths groups - Rozeena & Bridie conducing targeted groups for extension. • Aim to increase the uptake of students joining online lessons/meets. • Continue a strong focus on student wellbeing and social opportunities. • Teachers digging deep to motivate Year 5/6 students. • Varying the way students submit work - quality and enthusiasm - Eg, podcasts, videos – with the aim to increase the quality of submissions and the engagement and enthusiasm of students.
SPECIALIST IMPROVMENTS Presented by team leader: Lucy McKinnon	• Continuous exploration of _where do specialists fit_ in a remote and flexible learning environment. • Strong focus by specialist teachers on the aim to increase student engagement and wellbeing. • Live program has been appreciated by community members, therefore, specialists are seeking ways to continue or extend upon this. • Student fatigue / teacher fatigue is being considered in developing remote and flexible programs. • Specialist teachers to monitor (and encourage) uptake of their program/ attendance and student engagement. • Specialist team regularly collaborating with each other, teachers and principal team and drawing from community feedback to improve delivery of program and engagement of students.