REMOTE LEARNING SURVEY – ORIMA – DET

PARENT RESULTS

PREPAREDNESS FOR TRANSITION TO REMOTE LEARNING

	% Positive – agree or strongly agree
I received clear communication from my child's school on how to prepare and transition to learning from home	85%
I felt prepared to transition my child to learning from home on the first day of Term 2	65%
My household has the necessary IT equipment for learning from home (e.g. appropriate hardware / devices, software and learning platforms, internet connection, etc.)	93%
The technology my child has needed to learn from home has worked reliably without any major problems (e.g. computers, internet, software)	86%
I feel like I can adequately provide the help that my child needs to learn effectively from home	63%
My child's school is well prepared and well-resourced to deliver classes remotely (e.g. using an appropriate online platform or paper-based learning materials, providing a structured student learning schedule, regular teacher interaction with students online, etc.)	83%
My child has retained the same teacher(s) that they had prior to learning from home	94%

Term 2	Term 3
● Loaned approximately 18 iPads to families ● Regular communication via the newsletter and direct email via Sentral messaging. ● Communication to parents and students from teachers via Webex, See Saw, Showbie and Google Classrooms ● Parents finding supporting their child at home a challenge.	● Monitoring when we communicate relevant information. ● Loaned 21 iPads and one dongle. ● More Webex meetings for small groups of students based around academic and wellbeing needs ● Extensive planning (five curriculum days) for teams prior to remote learning including welcome videos for each level of the school

STUDENT AND PARENT ENGAGEMENT WITH LEARNING

	% Selected
Thinking about the past week, approximately how much time in total did you (or other adults in your household) spend helping your child to learn from home:	
None – my child didn't learn from home in the past week	0%
None – my child didn't need help in the past week	2%
Less than 1 hour	13%
1–3 hours	20%
4–5 hours	18%
6–10 hours	23%
11–20 hours	12%
Over 20 hours	11%
Do you think the amount of school work your child is receiving while learning from home is:	
Far too light	4%
A bit light	20%
About right	56%
Too much	17%
Far too much	3%
Remote learning has made:	
My child more engaged with or interested in their schoolwork	13%
No difference to my child's level of engagement with or interest in their schoolwork	48%
My child less engaged with or interested in their schoolwork	39%

Term 2	Term 3
- Majority of parents spending between 1 to 10 hours of support to their child - Feedback was that the right amount of work was set - Engagement levels are the same or lower than normal - Planning work that is at the right level for students to access - Online videos and voice messages created - Successful Team 5/6 STEAM days	- Planning work that is at the right level for students to access - Online videos and voice messages created - Creating smaller breakout groups through Webex or target individual and small group needs - Specialist days for all teams 5/6 team's 'Discovery' Days - Whole school 'Challenge Day'

	% Positive – agree or strongly agree
I understand what my child is expected to do each day	80%
I can contact my child's teacher(s) when I need to	90%
Teachers communicate with me often enough about my child's progress	48%
My child has regular verbal contact with their teacher(s) (e.g. through phone calls or internet video calls)	85%
My child has regular electronic communication with their teacher (e.g. emails or online chat groups or portals)	83%
My child does a full day's worth of schoolwork every school day	52%
Since learning from home started, I feel like I have a better understanding of what my child is learning	78%
I know how my child will be assessed this term	40%

	% Positive – disagree or strongly disagree
My child often gets distracted from studying by other things happening in the house	21%
My child often gets distracted from studying by other things happening online (e.g. social media)	40%

Term 2	Term 3
● Communicate with teacher was strong ● Reporting child progress was not strong ● Feedback on work either written or through audio recordings ● Students working for half the day (this matches the DET target of planning 3 hours of learning)	● Teachers to contact parents when work is not being submitted ● Continue to provide feedback on work either written or through audio recordings ● Feedback will also occur during small clinic groups via webex ● Clarity to students and parents the assessment processes in place ● A reminder to parents about monitoring the use of social media and putting restrictions on their child's iPad

	% Selected
Thinking about the past week, how has your child's teacher recorded attendance each day for students learning from home?	
My child's teacher takes a roll call once or more each day via an online platform	89%
My child must send a message to the teacher indicating their attendance	1%
My child must verbally indicate their presence at a particular time of day	24%
My child must 'sign in' online	13%
I send a message to the teacher indicating my child's attendance	1%
My child's teacher observes student participation online and records attendance based on that	15%
My child regularly submits schoolwork for their teacher to review to demonstrate that they have been attending	28%
Other	1%
Don't know	5%
My child's teacher doesn't record attendance while students are learning from home	0%

Term 2	Term 3
● Attendance roll marked once a day by teacher through student attendance at their Webex meeting and/or submitting work ● Some teachers came in to see students from their class who were learning onsite to support their learning ● In some cases asking for students to attend school	● Communicate to families that we monitor attendance ● Classroom teacher or leadership contact families where attendance has been or is low. Track those from Term 2 with poor attendance and completion of work. ● In some cases asking for students to attend school ● Cross-referenced 'Students at Risk/Vulnerable' and made decisions on which students we would invite to come to school and those that we would monitor closely

PARENT PERCEPTIONS OF LEARNING FROM HOME

	% Positive – agree or strongly agree
The school was ready for remote learning at the start of term	75%
The school has improved aspects of its remote learning delivery since the beginning of term	81%
I feel well supported by my child's school and teachers to help my child learn from home	81%
The school has responded to feedback from parents	72%
My child has everything they need to learn from home successfully	71%
I feel that my child can learn just as effectively from home as they can in the classroom	23%
I find it difficult to balance my work and other family commitments with supporting my child to learn from home (% Positive – disagree or strongly disagree)	9%
Overall, I am satisfied with the learning from home arrangements provided by my child's school	71%

Term 2	Term 3
● Parents note that their child doesn't learn as effectively at home as they do at school ● Families managed to balance their work while supporting their child's learning ● General satisfaction is quite high ● Communication from principal, leadership team, teams and classroom teachers	● Continue to communicate to families ● Facebook page set up

HEALTH AND WELLBEING

On a scale of 0 to 10, where 0 is 'really struggling', 5 is 'coping', and 10 is 'really thriving':	% Positive – coping to really thriving
How would you say you are coping?	85%
And how is your child coping?	84%

Term 2	Term 3

● Overall parents and students managed the remote learning phase	● Set out a survey similar to this to parents in around Week 5 to see how our families are managing

REMOTE LEARNING SURVEY – ORIMA – DET
STUDENT RESULTS

REMOTE LEARNING PRACTICES

	% Positive – 2-3 times a week or more often
Completed schoolwork using printed materials, worksheets or workbooks	40%
Used a computer or device to do schoolwork (e.g. computer, laptop, tablet, smartphone, iPad, etc.)	95%
Joined an interactive online lesson with my teacher(s) and classmates using a video platform (e.g. Zoom, Webex, Compass, Microsoft Teams or Skype)	93%
Watched a pre-recorded video that my teacher(s) sent	71%
Completed my schoolwork on my own without anyone helping me	85%
Joined an online forum or chat group to talk about my schoolwork or study	55%
Had a lesson with a tutor who is not my teacher or parent / caregiver	13%

Term 2	Term 3
● Most work completed independently using a device	● Planning more offline learning opportunities for students

STAYING IN TOUCH

	% Positive – 3-4 times a week or more often
I attended my online classes at home	94%
I sent schoolwork that I had completed to my teacher online (e.g. by email or uploading it to an internet portal)	79%
I spoke verbally with my teacher over the internet or phone	51%
I spoke verbally with my school friends over the internet or phone	45%
I communicated electronically with my teacher (e.g. through email or in a chat group)	51%
I communicated electronically with my school friends (e.g. through email or in a chat group)	51%

Term 2	Term 3

● Students reported they submitted work but in reality the figure should be lower as a result of speaking with both classroom and specialist teachers ● Only half the students or half the time did correspondence between the teacher and student occur	● Small groups planned to increase individual student voice as well as to ensure students complete learning ● Specialist day to increase work submitted by students ton these curriculum areas

	% Positive – 2-3 times a week or less often
I skipped or wagged my online classes at home	91%
I had technical problems with my computer / device or internet that interrupted my learning from home	88%
I got distracted from my schoolwork by other things happening at home	84%
I got distracted from my schoolwork by other things happening online	87%

Term 2	Term 3
● High number of students skipping, having technical issues and distraction - all having an impact on the amount and quality of work completed ● Set up Technical Support page so families have access to our school's technicians	● Continue to improve technical support website ● Following up on student attendance given the high number of students who did not complete work and/or attend daily Webex meetings

PERCEPTIONS OF LEARNING FROM HOME

	% Positive – agree or strongly agree
I find it easy to learn from home	41%
Learning from home has gotten easier over time	61%
I know what schoolwork I should be doing each day while learning from home	81%
I always try to complete all my schoolwork each day while learning from home	89%
I feel like I am motivated to do my schoolwork	45%
If I need to ask my teacher a question while learning from home, I know that I will get a quick answer	49%
I feel like I am currently learning the things I need to know to pass my tests / exams	50%
I feel like I am currently falling behind on my learning because I am learning from home (% Positive – disagree or strongly disagree)	52%
I like learning from home	42%
I feel like I still belong at my school although I am learning from home	60%
I am looking forward to going back to learning at school	71%

Term 2	Term 3
● High % of students aiming to complete their work each day ● Half the students felt they were falling behind	● Ensure students are asking follow up questions ● Remind students how well they are doing ● Ensure activities based around connection are implemented

HEALTH AND WELLBEING

Thinking about different aspects of your life, how would you say these have changed since learning from home started?	% Positive – stayed about the same or increased
Overall happiness	71%
Quality interactions with friends	42%
Quality time with family	92%
Interest in doing new things	83%
Energy level	68%
General health	84%
Feelings of loneliness (% Positive – stayed about the same or decreased)	61%

Term 2	Term 3
- Low friendship interaction is an issue - Interest level high – stimulating learning opportunities	- Design activities based around connecting students with each others - student leaders to develop our next Virtual School Assembly - Activities which involve cross class involvement

	% Selected
Since learning from home started, how much pressure do you feel by the schoolwork you have been given to do?	
None at all	14%
A little	25%
Some	32%
A lot	18%
Since learning from home started, how has the amount of pressure you feel from your schoolwork changed?	
I feel more pressure than usual	35%
I feel the same amount of pressure as usual	30%
I feel less pressure than usual	21%
Since learning from home started, how has your sleep been?	
Better than usual	29%
About the same as usual	41%
Worse than usual	24%

	% Positive – 5-10
In the last week, how free did you feel to make decisions about how you live your life? (Scale of 0 to 10, where 0 is 'Not at all free to decide how I live my life' and 10 is 'Completely free to decide how I live my life')	77%

Term 2	Term 3
● Wellbeing levels are good	● Keep checking in with students on their welfare

CYBERBULLYING

	% Positive – once or twice or less often
I have been bullied or picked on by another person while online	89%
I have been afraid to go on the computer because of bullying	92%
Another person posted something about me online that I didn't want others to see	91%

	% Selected
Since learning from home started, what change have you noticed in the amount of cyberbullying?	
Cyberbullying has increased since learning from home started	16%
Cyberbullying has stayed about the same since learning from home started	31%
Cyberbullying has decreased since learning from home started	20%

Term 2	Term 3
● Students have identified cyberbullying as an issue	● Follow up on Cyberbullying – is this happening while online learning or outside these hours? ● Send resources to students ● Email resources to teachers ● Run sessions particularly around Cyberbullying ● Liaised with eSmart trained staff for resources for teachers and students to utilise during this period of remote learning - - DET Bully Stoppers - https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/bullystopmodules.aspx, - Be Internet Awesome by Google (probably better for 3/4) and #Gameon

PHYSICAL ACTIVITY

	% Positive – 5-7 days
Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?	58%

	% Selected
Since learning from home started, would you say your amount of physical activity has:	
Increased	29%
Stayed about the same	31%
Decreased	34%
Since learning from home started, would you say your usual, daily usage of social media (e.g. YouTube, Facebook, Instagram, Snapchat, TikTok, etc.) has:	
Increased	35%
Stayed about the same	43%
Decreased	9%

Term 2	Term 3
● In general the students have not been particularly active (physically) ● 148 students and 37 adults/older siblings participate in the Virtual Cross Country Specialist/PE session incorporating physical activity ● Students learning onsite involved in daily activity ● Specialist days appeared to be quite successful	● Specialist days for all teams in place ● Class House Fitness Challenge planned - https://sites.google.com/view/bpps-house-fitness-challenge/home

PEERS AND FAMILY RELATIONSHIPS

	% Selected
How often in the last 30 days did you talk to your friend(s) on the phone, or send them text messages or have contact online?	
Never	9%
Once or twice	14%
A few times	21%
Many times	22%
Every day	33%

	% Positive – yes
My parent(s) / caregiver(s) have been home during the day since I started learning from home	86%
My parent(s) / caregiver(s) have helped me with something I didn't understand about my schoolwork while I was learning from home	79%
I have a family member (such as sibling, auntie, grandmother, etc.) I can talk to about things that bother me	76%

Term 2	Term 3
● Varying degrees of contact with their friends	● More small group learning planned (via Webex)

RETURNING TO SCHOOL

	% Positive – kind of or really looking forward to
How much are you looking forward to the following things when everyone returns to learning on-site at school?	
Seeing my friends in person	91%
Seeing my teachers in person	75%
Learning in my classroom again	70%
Having homework again	21%
Doing school sports	74%
Doing subjects that I couldn't do at home	68%
Having access to school resources that I didn't have at home (e.g. computers, library)	63%

Term 2	Term 3

● Friends are a significant part of school for students	● Set up friendship based learning??