



**LABURNUM
PRIMARY SCHOOL**
PRINCIPAL: Kim Dray



Read about the successful efforts of Laburnum Primary School to remotely engage parents/carers in a culturally and linguistically diverse community

According to principal Kim Dray, Laburnum Primary School's community has changed a lot in the last five years – two thirds of students now have a Language Background Other than English (LBOTE) and about half of the student cohort are English as an Additional Language (EAL). That is why the leadership team and staff have carefully considered the best approach to remote learning to ensure inclusion and accessibility for all families.

The onset of remote learning in 2020 coincided with the redevelopment of the school website. This provided a golden opportunity when the pandemic began, as a password-protected section of the website was able to be developed for families to access Laburnum's remote learning program. The website, including all Learning From Home materials, is fully translatable using a built in translation tool powered by Google (the school's multicultural aides also help with translating communications). The website also includes school newsletters, as well as additional information about COVID-19 and how families can support learning at home.

Remote learning tasks are supported by a comprehensive WebEx timetable including daily sessions with classroom teachers (WebEx Essential), check-in sessions (WebEx Check-in), specialist sessions once a week and sessions for students identified as requiring additional support (WebEx Plus and WebEx Extra). Students receiving literacy intervention/speech therapy also continue their work online via WebEx.

When establishing the timetable, the name for each WebEx session was carefully considered to help parents understand when students were required online. A behaviour matrix was also created, translated, and distributed to families to outline the expectations for WebEx sessions.

To help get students online, translated instructions were sent out to families initially and online forums were established to show families how to access the website, login, and access learning materials. New families are provided with passwords and support.

The school has seen high levels of engagement and attendance at WebEx Essential sessions. More parents are joining parent groups and becoming involved with the school community with the school's parents' group organising online discos and online bingo during remote learning. The school has also utilised Google Classroom (Years 4-6) and Sentral (Prep – Year 3) for students to upload tasks and receive feedback, with 100% uptake of both of these platforms.

The time invested in planning for remote learning initially has made for a successful program. A learning from home survey mid-2020, available in 27 community languages, was used to make changes to the remote program. Recent initiatives include WebEx breakout rooms and a student's suggestion of WebEx Buddies for Year 6 and Prep students.

LINKS

- [Learning to Learn via WebEx - behaviour matrix](#)