



REMOTE LEARNING - GUIDE

For Students and Parents/Guardians/Carers

(Version 1 – 3 August 2020)

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1. What is Remote Learning?

- Remote learning means that students can access:
 - All lesson materials online through their SIMON student portal; and/or
 - Class resources made available through Microsoft OneNote, Google Suite, Microsoft Teams, Jacaranda, EDROLO or other digital platforms, typically accessed in their subject class.
- This means students can participate in their timetabled classes from home.
- Remote Learning means that lesson instructions, materials and reference to the textbooks to use is made available online.
- This will reflect the same amount of work that students would receive if they were attending classes.
- **An outline to advise of either weekly work or a brief summary of the weekly overview with a note that work will be uploaded at the start of each lesson will be made available in SIMON, on the Class Notices page, by 8.45am on a Monday morning.** Additional resources to support student learning may be uploaded during the week proceeding.
- Class work will be updated weekly by **Subject Team Leaders** for the duration of the school closure. Normal school holiday dates will remain.
- A pre-recorded video demonstration outlining how to access remote learning will be made available to students and staff in SIMON (under Remote Learning) and to parents/guardians/carers in PAM (under Remote Learning).

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2. What Weekly Work Means

- Weekly Class work will appear in SIMON - Learning Area – Class Notices, by 9.00am each Monday morning.
- Student learning tasks will be set for either the week or the lesson, depending on the subject and how the student/class has been coping with weekly instructions.
- Tasks will often be a series of small tasks which are manageable so that students experience success.
- Subject Team Leaders may use other supplementary digital technology tools including the following to provide content or instruction to students:



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- YouTube
- ClickView
- PowerPoint recording
- A progress check be conducted by the teacher to monitor student engagement and completion of work. These will appear in the Class Task section of SIMON and be recorded as either Complete/Incomplete for Year 7 – 10 and VCAL students and S/N for VCE students. Feedback for this progress task can occur in numerous ways:
 - Written – Individual feedback (examples: via email, in SIMON or added to a student draft, etc.)
 - Written – Class feedback (examples: either via email, in SIMON or added to OneNote/Google Classrooms, etc.).
 - Rubric (either set up in or uploaded to SIMON).
 - Audio (this can include audio feedback provided to a class during a Microsoft Teams lesson, pre-recorded audio feedback that is uploaded to SIMON or sent to the student via email or uploaded onto the OneNote/Google Classroom page).
- There will be no class work set for:
 - Sport classes for Year 7 or 8 students;
 - Year 7 Wellbeing; or
 - Year 10 – 12 YLP (unless otherwise advised).
- Practical Subjects:
 - Teachers will make adjustments to the delivery of practical classes during Remote Schooling including the use of support staff.
 - Some activities will need to be deferred until students return to classrooms.
 - Where it is practical and safe to undertake practical activities, these may occur at home.
 - The student's parent/guardian/carer is encouraged to supervise the student's activities.
 - In some cases, teachers will specify that some practical tasks, such as cooking, may only be undertaken by students when they have direct supervision by a parent/guardian/carer.

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3. Student Responsibilities during Remote Schooling

- Having a safe, comfortable, quiet space in their home where they can work effectively and successfully. This needs to be free of distractions e.g. phones, TV, games consoles.
- Upholding these important College expectations, even when working at home:
 - *Be respectful*
 - *Be responsible*
 - *Be safe*
- Completing the daily wellbeing task before 9:00am.
- Completing attendance tasks at the start of each lesson.
- Engaging with learning tasks according to the timetable, and remaining engaged via school voice and video conferences according to teacher's instructions.
- Regularly monitoring school email, SIMON and any other digital platforms which teachers may be using (e.g. Microsoft Teams, Google Classroom, etc.) to check for announcements, information, learning resources and feedback from teachers.
- Completing tasks with integrity and academic honesty; doing their 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 school's Acceptable Use of Digital Devices policy.
- Complying with the Expected Behaviours when Using Technologies (Appendix 2).
- Seeking help from and communicating with school staff as needs arise, through appropriate processes (see below).
- One of the major challenges of remote learning is the feeling of connection and engagement between staff and students in their learning. In Remote Schooling 2.0, we have the expectation that students should have their cameras on whilst on Microsoft Teams Call Meetings for Tutor Group and whilst classes are being conducted. Whilst there are always a few exceptions to the rule, I ask parents to discuss with their child/ren the importance of cameras being switched on and where possible, I ask parents to monitor student's adherence to this request. Engagement in learning is our priority in this remote space and your support would be greatly appreciated.



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Additional Advice for Year 11 and 12 Students - Microsoft Teams Channels for students:

- Year 11 and Year 12 students will be able to request private study groups, in-class collaboration groups and wellbeing groups, through Microsoft Teams.
- Accelerated Year 10 students will be able to join subject-based groups for their Year 11 subject.
- These will be made available through:
 - Option 1 – In class Channels – set up and managed by Year 11 and 12 class teachers.
 - Option 2 – Established through the new Year 11 and Year 12 Teams pages, you will be required to request a channel in the Team.
 - Email your House Captains so a channel can be created for your study/wellbeing group.
 - House Captains, Mr Thomas will email instructions on how to set up channels.
- Expectations for the use of Microsoft Teams collaborations spaces:
 - Used for school learning and wellbeing purposes only.
 - Appropriate use of language and content at all times.
 - Any inappropriate usage (language, content, cyber bullying, etc.) will result in immediate removal from this feature of Microsoft Teams. This is a one chance only opportunity.
 - Instructions regarding how to set up a Channel within the Team will be available on SIMON under “Remote Learning – Students”.
 - Video and audio chat is to stop by **6.00pm**.
 - Text chat is to end by **8.00pm**.

Please note: since this collaboration space is being made available to Year 11 and 12 students we ask that students remove their personal devices from their learning space and utilise the Microsoft Teams collaboration spaces for school related communications.

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4. Interaction with School Staff

- SIMON is the common platform for all teaching staff to provide work each week.
- Staff may communicate with students via email, SIMON, Google Classroom, and Microsoft Teams (using functions including voice and video meetings).
- In general, staff will not have 1:1 voice or video meetings with students through Microsoft Teams - there will always be more than two people involved in the meeting.
- Wellbeing staff and Careers staff have special permission to speak to students 1:1 via Microsoft Teams.

Video Meeting Expectations for Students:

Please ensure the following things are arranged before engaging your camera for a video meeting in Microsoft Teams:

Clothing:

- Wear appropriate clothing that is not revealing or defamatory. Singlet tops or similar clothes are not appropriate.

Location:

- Optimise your learning opportunities. Set up a space that...
 - Is free from distractions.
 - Only displays your face in the frame. If necessary, select to have the background blurred in Teams.
 - Does not display other family members.
- If your bedroom is the only place that you can use, you must:
 - Face your desk so that there is a blank/ generic wall behind you, in view of the camera.
 - If you don't have a desk and are using your bed as a work area, you must ensure that your camera is turned off.

Size of Meeting

Teachers can only use video conferencing if there is a meeting with at least three participants. If a Tutor uses a Teams video meeting, another staff member will also be involved.

Meeting Host

Only staff members may host meetings. If the teacher leaves the meeting, the meeting will end.



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Audio Call or Phone Call Expectations:

If staff need to speak to a student via phone, staff should request that the phone is put on speaker phone with a Parent, Guardian or Carer present in the conversation. If appropriate staff may also include a colleague in the conversation. These conversations must not be recorded by any party. Teachers can talk with students using Microsoft Teams, provided that more than two people are involved in the conversation.

Communication Etiquette

Voice, emails and other communication during home schooling are to be respectful.

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5. Weekly Work Support for Students with Additional Learning Needs

- Teachers remain responsible for providing adjustments for students with additional learning needs as reflected in SIMON.
- By the start of each lesson, class teachers email weekly specific adjustments to students.
- The teacher will also copy (CC) the Learning Support Officer assigned to the student in the email.
- Learning Support Officers will be available via email and/or Microsoft Teams from 9.00am to 3.30pm, Monday to Friday, during Term time, to support students with Additional Learning Needs with the completion of set tasks.

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6. Support from Learning Adjustment Team

- The Learning Support Coordinator will communicate with teachers and Subject Team Leaders to provide details of all the students who will require supplementary, substantial and extensive adjustments.
- The Learning Support Coordinator will assign one designated Learning Support Officer as a point of contact for each student with Additional Learning Needs, as identified in SIMON and communicate this to parents/guardians/carers.
- The assigned Learning Support Officer will email the parent/guardian/carers (cc the Tutor) of the student twice per week to check that the student is clear on the learning program and to see if there are any questions.
- Learning Support Officers may provide direct 'real time' support to students with additional needs, using the audio or video meeting feature in Microsoft Teams, through 'Chat'.



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- o This will often involve more than one student at a time.
- o If the Teams meeting only involves one student, a second staff member must also be involved in the video or audio chat.
- o The students can request the support via email or the text 'Chat' feature in Microsoft Teams.

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7. When Should Students Participate in Remote Learning?

- Remote Learning will be used during any mandated school closures.
- Students are to follow their timetable and dedicate one (1) hour to each subject on each timetabled day. Some of this time can be during Tutor Group time and after school.

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8. Remote Learning Lesson Times

Revised Student 2020 Remote Learning Lesson Times			
	Start	End	Minutes
Students Complete Wellbeing Task in Simon	8:00:00 AM	8:55:00 AM	0:50:00
Tutor Group Private Study Lesson 1	8:55:00 AM	9:35:00 AM	0:45:00
Lesson 1	9:35:00 AM	10:25:00 AM	0:50:00
Recess	10:25:00 AM	10:50:00 AM	0:25:00
Lesson 2	10:50:00 AM	11:40:00 AM	0:50:00
Lesson 3	11:50:00 AM	12:40:00 PM	0:50:00
Lunch	12:40:00 PM	1:30:00 PM	0:50:00
Lesson 4	1:30:00 PM	2:20:00 PM	0:50:00
Lesson 5	2:30:00 PM	3:20:00 PM	0:50:00



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- It may be necessary for students to complete homework outside the scheduled class time.
- Students will need to log into SIMON Tutor Group homepage **between 8.00am and 8.55am** and ensure they have completed the Daily Wellbeing Task by 8.55am.
- **Students are to attend Tutor Group via their Tutor Group Microsoft Teams Call to have their attendance recorded for the day.**
- Students are to log-in for each class and follow the class roll marking activity.
- During Term, **Subject Teachers** will be available during lesson times via email and/or Microsoft Teams to answer any questions students may have:
- Email responses during the working week will conclude at 4.30pm. Staff are not expected to respond on weekends.
- Part-time staff will not be expected to work on their days off.
- Just remember, the teacher might receive emails from numerous students so they will need time to prepare.
- **VCE students will receive holiday homework** to assist them in their VCE studies.
- VCAL, Applied Learning and Junior School students will NOT be set holiday homework.

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9. Parents/Guardians/Carers - Requirements during Remote Learning

- Please refer to: *Appendix 1: Advice to Parents regarding Remote Schooling and Child Safety.*
- Parents/guardians/carers are to inform the school if students will be absent from a day of remote lessons, following normal procedures (phone, email or sign-in).
- Parents/guardians/carers are to check students' computers regularly for Class Notices. This will inform parents/guardians/carers of students' weekly tasks in subjects.
- We recommend that students follow their weekly timetable and every effort will be made by class teachers to be available at this time.

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10. Graded Assessments, Tests, SACs/SATs and/or Exams

- **Years 7 to 10**
 - Students will be asked to complete formative **Class Tasks** as these will assist teachers to monitor learning and provide feedback, student engagement and improvements in learning.
 - **One to two formative Assessment Tasks will be scored against a rubric and will serve to provide progression levels on Summative Reports.**
 - Completion of all formative **Class and Assessment Tasks** will assist students to prepare for graded assessment tasks, once school resumes onsite.
 - Please Note: “Formative” means teacher evaluation of tasks completed to inform students how they are progressing with their learning.
- **VCAL**
 - Additional to this, students may be asked to complete Modules.
- **VCE Unit 1 and 2**
 - Additional to this, students will be asked to complete Formative Assessment Tasks.
 - These Formative Tasks will be used to determine whether a student is demonstrating an ‘S’ in their course work and will enable teachers to provide feedback.
 - **Formative SACs will be undertaken remotely so that S/N can be finalised.**
- **VCE Unit 3 and 4**
 - Students will be asked to complete Formative and Summative Tasks.
 - These Formative Tasks will be used to determine whether a student is demonstrating an ‘S’ in their course work and will enable teachers to provide feedback.
 - Summative Tasks will allow teachers to determine your study score for Outcomes.
 - **The determination of where and how to complete SACs will be determined based on the latest Health and VCAA advice.**
 - **When SACs are undertaken remotely, students will be required to sign an authentication form.**



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- **Additional Advice for VCE Students**

- VCE teachers will follow the advice that has been articulated by the VCAA.
- Teachers will work with students to ensure SACs can be completed in a timely manner. Learning remotely will mean students have more time to prepare for SACs and SAC dates will be determined and communicated to students in a timely manner.
- Students will be advised at least one week in advance of SAC dates.
- Students who have missed SACs to complete will need to contact the VCE Coordinator (vceadministration@mscw.vic.edu.au) to negotiate a completion date.

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11. VCAA Advice

Schools have the flexibility to delay or reschedule SACs and SATs. While it is possible to deliver some coursework online, **SACs should be completed mainly in class and within a limited timeframe**. If other arrangements are made locally due to current circumstances, it is most important that teachers are still able to authenticate student work.

In addition, the VCAA has flexibility to extend the date by which assessments are due. The current due dates are Friday, 12 June for Unit 3 SAT scores, Monday, 7 September for Unit 3 and Wednesday, 4 November for Unit 4.

<https://www.vcaa.vic.edu.au/news-and-events/latest-news/Novel%20coronavirus%20update/Pages/default.aspx>

Please note the VCAA guidelines are being regularly amended and updated to reflect the latest Health Advice. Any change to the above will be advised to students, via email, by the VCE Coordinator.

12. What Resources or Technology Do I Need to be a Successful Remote Learning Student?

- Please refer to *Appendix 2: Expected Behaviours when using Digital Technologies*.
- To enable Remote Learning, students need access to a computer with internet connection.
- **Students will need to notify their Head of House this week if they require work via a USB or in hardcopy form.**



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- For all Remote Learning students, whether working from the internet or via USB, it is always important that they save their work in multiple places. This will ensure that, should a student encounter technological issues, their work won't be lost.

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13. Student Wellbeing and Remote Learning Support

- **Subject Support**

- Students will be able to contact their subject teacher via email during school hours. Please note email communication needs to be finalised by 4.30pm.
- Just remember, the teacher might receive emails from numerous students so they will need time to prepare.

- **Technological Support**

Mr Drew Thomas (drthomas@mscw.vic.edu.au) and

IT Support (ITSupport@mscw.vic.edu.au)

- Will also be available via email should students have technological issues - please allow 24 hours for a response. (Can't help with home printers.)
- Students are not to directly phone the IT office.

- **Wellbeing Support**

Students needing Wellbeing support will be able to email:

- Joanne John jjohn@mscw.vic.edu.au
- Melanie (Mel) Bradley mbradley@mscw.vic.edu.au
- Ryan Peace rpeace@mscw.vic.edu.au
- David Hobbs dhobbs@mscw.vic.edu.au
- Deacon Mark Kelly mkelly@mscw.vic.edu.au

The Wellbeing Team will respond as promptly as possible - please allow a maximum of 24 hours.

The Wellbeing Team will use their discretion to remain in contact with students.

Jo John can also be contacted on the school mobile phone - 0439 108 117 - between 8.30am – 4.30pm.



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Tutors will communicate once per week with the parents/guardians/carers of their Tutees to check how their children are coping with Remote Learning.

Kids Helpline Kids Helpline	1800 55 1800	or	kidshelpline.com.au
eHeadspace	1800 650 890	or	eheadspace.org.au
Beyondblue	1300 224 636	or	www.beyondblue.org.au
1800RESPECT	1800 737 732	or	www.1800respect.org.au
MensLine Australia	1300 787 978	or	www.mensline.org.au
Lifeline	13 11 14	or	www.lifeline.org.au
Suicide Call Back Service	1300 659 467	or	www.suicidecallbackservice.org.au
Safe Steps	1800 015 188	or	www.safesteps.org.au

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14. Setting Up for Remote Learning

It is recommended that students have a designated work area:

- A sufficient clear space that enables students to have full range of movement required to work without risk of strain or injury.
- No trip hazards (e.g. cabling, mats, clutter).
- Lighting is adequate for the tasks being performed (i.e. easy to see and comfortable on the eyes).
- Power outlets are not overloaded with double adapters and power boards.
- Electrical cords are safely stowed.
- Connectors, plugs and outlet sockets are in a safe condition.
- Electrical equipment is free from any obvious external damage.

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15. Returning to School After a Remote Learning Period

- Students will be advised at least one week prior to school returning of the restructured SAC dates. Students will have a minimum of two (2) school days prior to SACs recommencing to seek clarification and advice from teachers.
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- Teachers and students can use this week to consolidate and deepen learning and/or resolve struggles students may have had with class tasks whilst working from home.
- The College is conscious of requirements of Units 1, 2, 3 and 4 courses, VET, VCAL, Victorian Curriculum and Diocese of Sale Religious Education courses and will monitor the length of periods of remote learning and be in contact with the VCAA accordingly.

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APPENDIX 1

Advice to Parents/Guardians/Carers regarding Remote Schooling and Child Safety

Parent/Guardian/Carer Responsibilities during Remote Schooling

You are to provide support to 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.

Establishing Routines and Expectations

Your school should provide your child with a schedule or timetable for their learning. This will include regular breaks for activity, eating and drinking. In the activity breaks, it is important that students get up and move around.

You will need to establish routines and expectations. You should use the timetable or schedule provided by your school to set regular hours for school work.

Keep normal bedtime routines for younger children and expect the same from your older primary and high school-aged children, too.

It is important that you set these expectations as soon as Remote Schooling is implemented, not several days later after it becomes apparent that a child is struggling with the absence of routine.

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 Remote Schooling may 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 an appropriate space where you or another adult may be present and your children's learning can be monitored.

A [Learning Environment Checklist](#) is provided for your information.



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Supervision

In Victoria, it is an offence for a person responsible for a child to leave the child unattended for any longer than is reasonable, without making appropriate arrangements for the child's supervision and care. This includes leaving a child at home, or in a car, or anywhere else unattended.

Please make sure appropriate arrangements are made for the supervision of your child(ren).

Online Safety

As Parents, Guardians and/or Carers, you know your child better than anyone and have the best opportunity to support and guide them to have safer online experiences.

Remote Schooling, where students are primarily interacting with one another online, may give rise to the possibility of increased online issues. For helpful information about supporting your student online, visit the [eSafety Commissioner website](#)

Location of Devices

Electronic devices should be located in appropriate areas of the home so that you are able to monitor access and support your child if required.

Parental Controls

Parental controls are software tools that allow Parents/Guardians/Carers to monitor and limit what your child sees and does online.

The following are examples of controls that may be considered:

- Block your child from accessing specific websites, apps or functions (like using a device's camera, or the ability to buy things).
- Filter different kinds of content, such as 'adult' or sexual content, content that may promote self-harm, eating disorders, violence, drugs, gambling, racism and/or terrorism.
- Allow you to monitor your child's use of connected devices, with reports on the sites they visit and the apps they use, how often and for how long.
- Set time limits, blocking access after a set time.

For further information on using Parental Controls see the [eSafety Commissioner](#) website.

Student Responsibilities during Remote Schooling

These responsibilities should be adjusted according to the age of the student:

- 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.



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- Regularly monitoring digital platforms and communication (O365, G-Suite for Education, Seesaw, Canvas, 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 schools Acceptable Use of Digital Devices and Online Services policy (where applicable).
- Seeking out and communicating with school staff as different needs arise in accordance with school procedures.

Attendance and Participation Requirements

As outlined in detail in the MSCW Remote Learning Booklet.

Interaction with School Staff

If staff need to speak to a student via phone, staff should request that the phone is put on speaker phone with a Parent, Guardian or Carer present in the conversation. If appropriate staff may also include a colleague in the conversation. These conversations must not be recorded by any party.

SIMON is the common platform used by all teaching staff.

Staff may communicate with students via email, SIMON, Google Classroom, and Microsoft Teams (using various functions including voice and video meetings). In general, staff will not have 1:1 voice or video meetings with students through Microsoft Teams - there will always be more than two people involved in the meeting. Wellbeing staff and Careers staff have special permission to speak to students 1:1 via Microsoft Teams.

If staff need to speak to a student via phone, staff should request that the phone is put on speaker phone with a Parent, Guardian or Carer present in the conversation. If appropriate staff may also include a colleague in the conversation. These conversations must not be recorded by any party.

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Further Information and References for Parents, Guardians and Carers

Department of Health and Human Services - Information and Advice about Coronavirus Infection

[DHHS](#) also provides daily updates, information and advice about Coronavirus (COVID-19) on their website.

Coronavirus Hotline 1800 675 398 (please keep Triple Zero (000) for emergencies only)

Safety and Wellbeing

If you have any concerns regarding your child's safety or wellbeing please contact the school.

The following supports are also available:

Parentline (Victoria)	13 22 89
Kids Helpline Kids Helpline	1800 55 1800 or kidshelpline.com.au
eHeadspace	1800 650 890 or eheadspace.org.au
Beyondblue	1300 224 636 or www.beyondblue.org.au
1800RESPECT	1800 737 732 or www.1800respect.org.au
MensLine Australia	1300 787 978 or www.mensline.org.au
Lifeline	13 11 14 or www.lifeline.org.au
Suicide Call Back Service	1300 659 467 or www.suicidecallbackservice.org.au
Safe Steps	1800 015 188 or www.safesteps.org.au

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APPENDIX 2

Expected Behaviours when using Technologies

Digital Technologies

When I use digital technologies and the internet I agree to be a safe, responsible and ethical user at all times by:

- Respecting others and communicating with them in a supportive manner.
- Never participating in online bullying (e.g. forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviours).
- Protecting my privacy by not giving out personal details, including my full name, telephone number, address, passwords and/or images.
- Protecting the privacy of others by never posting or forwarding their personal details or images without their consent.
- Talking to a teacher or a trusted adult if I personally feel uncomfortable or unsafe online, or if I see others participating in unsafe, inappropriate or hurtful online behaviour.
- Thinking carefully about the content I upload or post online, knowing that this is a personal reflection of who I am and can influence what people think of me.
- Reviewing the terms and conditions of use for any digital or online tool (e.g. age restrictions, parental consent requirements), and if my understanding is unclear seeking further explanation from a trusted adult.
- Meeting the stated terms and conditions for any digital or online tool, and completing the required registration processes.
- Handling ICT devices with care and notifying a teacher of any damage or attention required.
- Abiding by copyright and intellectual property regulations by requesting permission to use images, text, audio and video, and attributing references appropriately.
- Not accessing media or online content that falls outside College policies.
- Not downloading or purchasing unauthorised programs, including games.
- Not interfering with network systems, security or data of another user.
- Not attempting to log into the network with a user name or password of another student.

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Personal Mobile Phone

When I use my personal mobile phone I agree to be a safe, responsible and ethical user at all times, by:

- Keeping my device on silent during class times, and only making or answering calls or messages outside of lesson times (except when it is approved as part of a lesson).
- Only taking and sharing photographs or sound or video recordings when others are aware the recording is taking place and they have provided their formal consent as part of an approved lesson.

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