

A young child with dark hair is sitting at a wooden desk, looking at a laptop. The child is wearing a dark sweater and has their hand near their ear. The background shows a window with horizontal blinds, through which some outdoor scenery is visible. The overall lighting is dim and blue-toned.

**REMOTE & FLEXIBLE
LEARNING
ARRANGEMENTS**

Term 3 2020

Version 3: correct as of 4 August, 2020



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PRINCIPAL'S WELCOME



The Victorian Government has advised that all schools will return to remote and flexible learning on Wednesday 5 August 2020. At this stage it is anticipated that this will last for six weeks, until 13 September.

This means that all students who can learn at home must learn from home.

This is a very clear directive by the Victorian Government based on the advice of the Chief Health Officer.

All students will be learning from home, except for children on days when they are not able to be supervised at home and no other arrangements can be made.

This document presents our continuing plan for delivering a flexible remote and online learning program for you child.

On the following pages you will find information on our current arrangements for continuing our existing learning programs for students from Foundation to Year 12. You will find documents that have been previously provided to support your new role as co-educators, and a list of frequently asked questions (FAQs) that should provide you with quick and simple answers to your most pressing concerns.

I expect that as our experience in this new way of delivering education grows, some of these arrangements will change. There is no doubt that both our teachers and our students will continue to adapt to these challenges, and therefore our ways of doing things will be refined and improved over time.

Communication between leaders and staff, staff and students, staff and parents will be critically important. We must remain in touch 'virtually', through the benefits of online technologies. Where such technologies are less than adequate, we must work together, with the Department of Education and Training, to ensure that your children, our students, are not left behind.

Thank you for your support during this time,

A handwritten signature in blue ink that reads "Jon Neall".

**Jon Neall
Principal
Edenhope College**

Jon.Neall@education.vic.gov.au

1. CAN MY CHILD COME TO SCHOOL?

The Victorian Government has now advised that all schools will move to remote and flexible learning from Wednesday 5 August to 13 September 2020.

All students will be learning from home, except for:

- Children whose parents cannot work from home
- Vulnerable children – as deemed by the College
- Any child with a disability – according to pre-existing diagnoses

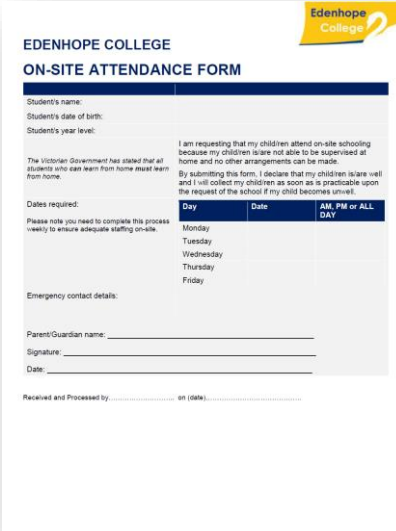
This is a very clear directive by the Victorian Government based on the advice of the Chief Health Officer.

Where you wish to apply for Onsite Supervision in the first category, parents/carers will need to complete an **On-Site Attendance Form** (below).

This form will need to be completed and submitted weekly, on the preceding Thursday (by 3 pm).

- The **On-site Attendance Application Form** is provided as part of this communication in a separate digital file. It will also be available for download on XUNO and on the College website.
- It can be filled digitally, and parents should return it in digital form wherever possible. Where further information is required, you may receive a follow-up phone call from either the Principal or the Assistant Principal.
- Apart from Week 4 of Term 3 (3-7 August), parents must return the form to the Principal **by 3pm of the preceding Thursday**.
- If sent by the due date, all supervision will be approved unless contact is made by the school to the parent/carer.

‘All students who can learn at home must learn from home’



The form is titled 'EDENHOPE COLLEGE ON-SITE ATTENDANCE FORM'. It includes fields for 'Student's name', 'Student's date of birth', and 'Student's year level'. A section titled 'Dates required:' contains a table with columns for 'Day', 'Date', and 'AM, PM or ALL DAY'. The table lists days from Monday to Friday. Below this is a section for 'Emergency contact details', 'Parent/Guardian name', 'Signature', and 'Date'. At the bottom, there is a line for 'Received and Processed by' followed by a dotted line and '(S/N)'.

| Day | Date | AM, PM or ALL DAY |
|-----------|------|-------------------|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |

When returning the form, please send to the Principal, Jon Neall, at the following email address:

Jon.Neall@education.vic.gov.au

Remote and Online Attendance

Remote and Online attendance will be managed via a two part process.

- 1) We have created *Google Classrooms* for each home group. These 'classrooms' are administered by our office administration staff. Students are required to join their home group class each day and respond to the attendance question. This should be done no later than 3pm each day. This will enable us to meet the attendance requirements set by the *Department of Education and Training*.
- 2) Teachers will (informally) judge attendance in subject areas through contact with students. While the contact may be irregular, they will take note of the amount of interaction with students (for example, questions asked online, connections with students via Webex classes, receipt of work etc.)

2. EXPECTATIONS FOR TEACHERS

The following is a list of minimum expectations of a classroom teacher at Edenhope College during a period of remote/online learning. Unless otherwise directed by the principal, teaching staff are expected to be working from home (see #4 *Staff access to school*).

Purpose:

The purpose of these expectations is to clarify the responsibility of teachers at Edenhope College during a period of mandated remote/online learning.

Link to other policies:

These expectations should be read in conjunction with the existing *Expectations for a Classroom teacher at Edenhope College*.

Specific teaching requirements during a period of mandated school closure:

*Note: for general communication to parents or the school community, **XUNO LMS** should be considered the central medium. **Google Suite** (mainly, the 'classroom' application) has been chosen by Edenhope College to be the best medium for online and remote learning. **Webex** is the preferred medium for videoconferencing with students.*

- Each teacher will create a *Google Suite* 'classroom' for each class or subject. Teachers will provide the code for that class to the principal for communication to parents and fellow staff. They will be responsible, via XUNO for informing the students and parents in that class of the code. Students/parents will then be responsible for using that code to 'join' the online class.
- Each teacher will set out in each *Google Suite* 'classroom' a list of topics or areas of study within that class. Some flexibility is permitted in terms of primary generalist classes, where (for example) segregation by 'weeks' rather than 'topics' might be more appropriate.
- Each teacher will be required to upload to each *Google Suite* 'classroom' their curriculum planning documents for student, and on XUNO for parents, access and viewing. This should be in the form of a scope and sequence document and a simple subject outline (if available) for that subject. Also included should be digitised copies of all learning tasks and other resources (as necessary) for student learning in that class. Where possible, teachers should endeavor to provide Microsoft Word documents, Google Docs or fillable PDF documents (if practicable).

- Over the course of a week (preferably at the beginning) for Years 7-12, teachers will be expected to provide a message (in the 'Stream' section of each of their *Google Suite* 'Classrooms') that outlines the Learning Intention of the lesson/s for the week (or day if appropriate), the activities required of the students, the Success Criteria, and any other expectations the teacher might have for that learning. Teachers are not necessarily required to provide daily messages, though this has been recognised as a good way of keeping students (and parents) informed and 'on-track'. Some teachers might prefer to provide a weekly message, where appropriate, and should therefore provide this message at the beginning of the week.
- During the scheduled time of the lesson (as per the Edenhope College timetable – on XUNO), secondary teachers are expected to have continuous access to the *Google Suite* 'classroom' stream so that they may respond to student queries and concerns as necessary. Every effort should be made to respond to student queries in a timely manner – however, instant teacher responses to student queries are not an expectation in a remote online learning context.
- While a XUNO timetable exists for Primary, it is expected that Primary 'core' teachers will structure their learning to suit DET recommendations (see insert above). Literacy, Numeracy, Science and Humanities learning times are recommended. Teachers will still provide (via a message) an outline of the expectations for each subject on that day. Primary teachers will also provide a weekly outline to parents/students. Recommended physical education activities will also be provided.
- Non-Core Primary subject teachers (i.e. Textiles, Woods, Foods, STEAM, Visual and Performing Arts) will provide recommended activities, and staff will not always be available for direct contact during that time. However, suggested learning activities will be provided for parents to choose from if they wish at their discretion. Please contact the specialist teachers for these subjects by XUNO if necessary. Specialist teachers will inform parents as to their times of availability for contact.

The following are the daily minimum guidelines schools are expected to meet:

- i. *For students in Prep to Grade 2, schools will provide learning programs that include the following:*
 - *literacy activities that take a total of about 45-60 minutes*
 - *numeracy activities of about 30-45 minutes*
 - *additional learning areas, play-based learning and physical activity of about 30-45 minutes.*
- ii. *For students in Grades 3 to 6 schools will provide learning programs allocated as follows:*
 - *Literacy: 45-60 minutes*
 - *Numeracy: 30-45 minutes*
 - *Physical activities: 30 minutes*
 - *Additional curriculum areas: 90 minutes*

- Year 8-10 Electives – It is advised that teachers structure their teaching and learning programs in accordance with the minimum recommendations on page 10. It is advised that teachers provide learning material but limit assessment in elective subjects. Consultation with students and parents in these matters should be on an individual subject basis at teacher discretion.
- Teachers are expected to ‘invite’ guardians to be members of each *Google Suite* ‘classroom’. Please note that the guardian invite only provides the parent/carer with a weekly report. It does not (at this stage) enable parents to access other materials/work in the ‘classroom’. To do this, parents will need to log-on using their child’s username and password.
- While **Webex** remains the preferred medium for videoconferencing with students, there are no requirements to utilise videoconferencing except at an individual teacher’s discretion.

Please note: while the DET suggestions are focused on mandated literacy and numeracy time, we recommend that teachers allow for variety in student learning activities, particularly in ‘non-core’ subjects. This will enable parent provision of flexibility of scheduling, and a diverse choice of activities to support student engagement and wellbeing.

ON-SITE PROVISION (as per DET guidelines)

- On-site provision will be available at Edenhope College, but only for students as approved by the principal (see page 4).
- When on-site learning is provided, physical distancing will be implemented in classrooms to the extent feasible, and unwell students will be excluded from attending.
- The learning program delivered on-site will be the same as the learning program delivered to students undertaking remote learning. Students learning on-site will be supervised by an on-site teacher but follow the teaching and learning program provided by their classroom teacher.
- Class sizes will be no more than a ratio of 1:10.
- The Principal will plan for overall staffing on a minimum ratio of 1:8 to ensure staff are available to assist their colleagues with breaks, relief and other support where required. This staffing ratio may include the use of appropriate support staff.
- The Principal will consult with staff to identify those willing and able to work on-site, either on an ongoing or rostered basis.
- Onsite supervisors will normally be the only DET staff on-site at any given time. Exceptions will be granted as per principal discretion (see page 13 for further information).

3. EXPECTATIONS FOR STUDENTS AND PARENTS

Purpose:

The purpose of these expectations is to clarify the responsibility of students (and parent/carers) of Edenhope College during a period of remote/online learning.

*Note: The Victorian Government has now advised that all schools will move to remote and flexible learning from 5 August to 13 September. **This means that all students who can learn at home must learn from home.** Access to on-site learning and care will be provided for students only under limited circumstances and on such days when they are not able to be supervised at home and no other arrangements can be made.*

- The parent or carer is responsible for students' general safety at home or elsewhere.
- Communication regarding individual subjects and how students are to connect with their 'classes' within the *Google Suite* platform will be available to each student on XUNO. It is the individual student's responsibility to access that information and 'join' that class.
- To join a *Google Suite* 'classroom', students need to go to the Edenhope College website and click- **Portal > Google Apps > Google Suite** (Login details - are the same as students would enter for their school laptops) Once in *Google Suite* (specifically, the 'classroom' application), students should click the **plus** symbol at the top right of the page and select **JOIN CLASS** ('joining' a class only has to be done on. They should then enter the code as provided by their teacher. This will need to be done for each class/subject.

Secondary Students

- Each student in Years 7-10 should develop their own individual learning plan, in consultation with their parents or carers. Rather than focus on attending online lessons, students should structure a weekly timetable that reflects the varied circumstance in which they are studying. Edenhope College believes that learning time schedules should be based on the following minimum *hourly recommendations per week*.

| Year | English | Math's | Science | Humanities | PE/Health | Tech/ STEM | Art | LOTE | Electives (per subject) |
|------|---------|--------|---------|------------|-----------|---------------|-----|------|----------------------------|
| 7 | 4 | 3 | 2 | 3 | 2 | 1 | 2 | 1 | - |
| 8 | 4 | 3 | 2 | 3 | 2 | - | - | 1 | 2 |
| 9 | 4 | 3 | 2 | 2 | 2 | - | - | - | 2 |
| 10 | 4 | 4 | 2 | 2 | 2 | - | - | - | 2.5 |

Please note that these are minimum recommendations. There are no maximum recommendations. For students who require more extension, or further work, the material will still be made available on *Google Classrooms* for them to access. Elective minimums are *per subject*.

- Wednesdays will become VCE/VCAL 'Flexible Study Days'. This means that students are not normally required to 'join' their online classes on those days. Again, teachers are still available for online contact if necessary. This allows students to structure the day around their own specific subject and study needs within the context of their own remote learning circumstances. Where absolutely necessary, teachers of Year 3 & 4 VCE subjects, will reserve the right to call students to attend online lessons on the occasional Wednesday (at their own discretion).
- Year 8-10 Electives: teachers will structure their teaching and learning programs in accordance with the minimum recommendations above. Students are expected to consult with teachers of their elective subjects on an individual basis in terms of expectations and work requirements.
- Students are encouraged to ask questions of their teachers, though it must be recognised that within the framework of these online arrangements, instant responses from teachers are not always realistic. Please keep that in mind when sending requests to staff.

Primary Students

- Primary learning times are structured to suit the DET recommendations on page 6 (see next dot-point also). Most non-core subjects will consist of suggested or recommended activities, and parental discretion and flexibility of scheduling is encouraged. Parents

may freely choose activities for their children as provided by subject teachers. Edenhope College recommends a variety of learning activities in addition to the mandated literacy and numeracy time. Keeping students engaged with ‘hands on’ and creative learning activities (such as the arts and technologies) will improve engagement and provide variety to each day of learning.

- Each primary student (with their parent or carer) should develop their own individual learning plan. Rather than focus on attending online lessons, students structure a weekly timetable that reflects the varied circumstance in which they are studying. Edenhope College believes that learning time schedules should be based on the following minimum *hourly recommendations per week*.

On the table below, we have outlined our recommended amount of learning time in each subject area **PER WEEK**. Please remember that the minimum recommended amount of learning time for each day is **3 HOURS**.

| | Math’s | English | Humanities | Science | Health | Specialist* |
|-------------------|---------------|----------------|-------------------|----------------|---------------|--------------------|
| Foundation | 4 hours pw | 4 hours pw | 45 mins pw | 45 mins pw | 45 min pw | 4.5 hours pw |
| Year 1/2 | 4 hours pw | 4 hours pw | 45 mins pw | 45 mins pw | 45 min pw | 4.5 hours pw |
| Year 3/4 | 4 hours pw | 4 hours pw | 2 hours pw | 2 hours pw | 30 min pw | 2.5 hours pw |
| Year 5/6 | 4 hours pw | 4 hours pw | 2 hours pw | 2 hours pw | 30 min pw | 2.5 hours pw |

*Specialist subjects include LOTE: German, art (both visual and performing) and technology (food, textiles, woodwork etc.).

- Parents are expected to be ‘invited’ (as guardians) to be members of each *Google Suite* ‘classroom’. Please note that the guardian invite only provides the parent/carers with a weekly report. It does not (at this stage) enable parents to access other materials/work in the ‘classroom’. To do this, parents will need to log-on using their child’s username and password.

- Primary learning time can be subject to much flexibility. While teachers will generally work according to the College timetable, please understand that not all requests for assistance or support can be addressed immediately.
- Parents and carers who require their child to attend on-site school learning will need to complete an on-site attendance application form on the Thursday prior to their child attending on-site. Approval, if granted by the principal, will be communicated by the end of the following day (i.e. the Friday preceding the week where attendance is requested).
- Where students are approved for attendance on-site, supervision by a *Victorian Institute of Teaching* (VIT) registered staff member will be provided. Students will be expected to undertake online learning in accordance with the instructions of their regular (i.e. online) teachers. Supervising teachers will not always be equipped to support onsite students with their learning. Onsite students **MUST** bring their own learning materials and equipment to school on each onsite supervision day.
- When attending school on-site, students should adhere to the requirements of the ***Physical Distancing Guidance for School*** advice.

APPROXIMATE LESSON TIMES

Note: these times differ from normal school times due to the absence of 'transition time' after Recess and Lunch. Parents and students are reminded that these times are provided to inform users of teacher availability, not of class attendance requirements.

| | | |
|-----------------|-------------|-------------|
| Period 1 | 0900 | 0950 |
| Period 2 | 0952 | 1042 |
| Recess | 1042 | 1102 |
| Period 3 | 1102 | 1152 |
| Period 4 | 1154 | 1244 |
| Lunch | 1244 | 1336 |
| Period 5 | 1338 | 1428 |
| Period 6 | 1430 | 1520 |

4. STAFF ACCESS TO SCHOOL

Purpose:

The purpose of these procedures is to ensure that risks to the health and safety of staff and students of Edenhope College are minimised during a period of remote/online learning.

- Staff should not enter the College unless by prior arrangement with the Principal. It is expected that staff who require access to the College (e.g. to prepare work, photocopy materials etc.) do so within the allocated times and only with the prior approval of the principal.
- Approved staff may only enter the College between the hours of 8:30 am and 4:30 pm (on weekdays). At all other times, staff entry to the College is not permitted. All staff (excepting contracted cleaning staff) should be off-site after 4:30 pm each day. Staff/student access to the College is prohibited on weekends.
- Exceptions to this:
 - Where staff are working as rostered supervisors to students who are in attendance.
 - Where arrangements have been made between the principal and the class teacher in regards to a SAC or practical class for VCE/VCAL.
 - Other cases by prior agreement with the principal.
- When the College is open for student access, the western (to the *Centre* and the carpark) and eastern (to the courtyard) exit doors to the main building will be kept physically open to reduce the need to touch door handles. These entrances will be the main entrances to the school for staff and students. The southern primary entrance shall also be utilised in this manner. The main external entrance doors to the Front Office will remain closed. Other doors around the school should remain locked to minimise unnecessary contact. Classrooms used for supervision will have evacuation plans and normal OHS procedures will follow in the case of an emergency (such as fire).
- When on-site, staff and students should adhere to the requirements of the ***Physical Distancing Guidance for School*** advice.

5. COMMUNICATION PLANNING

Purpose:

The purpose of these procedures is to ensure that effective communication channels exist between staff and students (and parent/carers) of Edenhope College, and that the wellbeing needs of students continue to be met.

The following general principles apply:

a) Communication with Parents

The XUNO Learning Management System is still expected to be utilised for communicating student learning and assessment requirements to parents and carers. Parents should be contacted and informed about their child(ren)'s learning via XUNO. The College newsletter will continue to be published on a fortnightly basis and the College Facebook page will also be updated regularly.

b) Communication with Students

Staff will primarily use the XUNO Learning Management System and *Google Suite* platform to communicate with students.

In addition to the above, the following procedures will apply:

- Students are each currently allocated to a home group. The school nominated Home Group Teacher will take responsibility for monitoring the health and wellbeing of the group. That teacher should aim to make regular contact with each student. This should be online via interactive digital technologies, such as email/XUNO, as appropriate.
- Teachers should use *Google Suite* to check in on how students are progressing with set learning tasks and engage with students about their health and wellbeing.
- Sufficient willing and able staff are on site each day to provide support and supervision for students accessing on-site learning. Daily attendance of on-site students is recorded following usual practice.
- Student engagement with flexible and remote learning, and the submission of student work is recorded regularly, with records retained on XUNO LMS (as is the existing practice), or on *Google Suite*.

- Where there is an immediate and high level of concern about a student's health and wellbeing, school-based procedures are followed to notifying Critical Incident Report and Support.
- Where there are general concerns about a student's health and wellbeing, they will be managed by the College's existing student wellbeing team. In addition, a Regional Health and Wellbeing Contact will be provided to schools to facilitate access to additional specialist health and wellbeing referral services.

Phone contact expectations and procedures

It is not expected that individual subject teachers make phone contact with students on a regular basis unless there is a special need for a teacher to speak directly with a student.

Instead, specific staff will be allocated to make phone contact with *families*, rather than individual students, and ordinarily only once a week (unless special circumstances exist). This will limit the amount of phone calls home to a manageable amount.

Therefore:

- XUNO messaging should be considered the primary medium for communication between teachers and parents.
- The principal will develop a list that designates which staff members will contact which families.
- Designated staff will make phone contact with each family at least once a week. This will happen on the same day each week (i.e. Thursday afternoon) so that messages can be distributed and concerns addressed in a timely manner.
- The designated staff member will pass on any concerns raised, or parent requests for a return phone call, to other teachers as necessary (via Edumail).
- Where necessary, parental concerns/queries will be passed to the Principal and/or the Leadership Team for further follow-up.

6. SCHOOL MEETINGS

Purpose:

The purpose of these procedures is to ensure that shared meeting protocols and procedures exist between staff and (where necessary) parent/carers of Edenhope College during a period of remote/online learning.

The following procedures will apply in the scheduling and operation of necessary school meetings:

- The DET preferred platform for meetings is **Webex**. Schools in the DET Wimmera South-West Area have been directed not to use other platforms (such as *Zoom*).
- The leader of the meeting team is the convener, and is responsible for generating a *meeting number* and sharing this through XUNO or Edumail. Existing meeting conveners are as follows:
 - P-12, School Council and Staff Consultative Committee – College Principal
 - PLC Meetings – PLC Leaders at either, P-6, 7-10 or VCE/VCAL levels.
 - Wellbeing Meetings – Wellbeing Team Leader
 - SWPBS Meetings – Teaching and Learning Leader
- Instructions for generating a **Webex Meeting** (this page) and **Webex Teams** (page 15), and for scheduling such meetings, follow:

To establish a virtual meeting space in Webex Meetings

- a) Open your web browser and go to <https://eduvic.Webex.com>
- b) Select **Sign In**
- c) Enter your DET credentials (username@education.vic.gov.au).
- d) You will then see the eduPass login screen. Enter your TO number (this is the 8 digit number you use to access eduPay or your laptop) and password.
- e) Select **Meetings** from the menu on the left of your screen.
- f) Click on the **Schedule** button on the top right.
- g) Enter the details for the session including:
 - Keep default setting of **Webex Meetings Pro**.
 - Meeting Topic - Add a meeting name or topic.



Webex Meetings

- Meeting Password (You can configure this yourself. Make it memorable and easy for the participants to remember).
 - Start date, time and duration of the session.
- h) If you would like this meeting/class to be recurring, enter the recurring pattern.
 - i) If this is a one-on-one or small group meeting, you can enter in the email addresses.
 - j) Click **Schedule**.
 - k) You will receive an email with details, however meeting details will also appear on screen. Copy the 9 digit meeting number and meeting password. These are the details you will share with your invitees.
 - l) The host key should never be shared with invitees (such as students) as this will give them full control. However share this code with colleagues to team teach or collaboratively run a session.

To run your session

- Open your web browser and go to <https://eduvic.Webex.com> and **sign in**. If possible, do this 10 - 15 minutes before your meeting is due to begin.
- The upcoming session will be listed. Click the start button for the class you wish to start.
- You will be prompted to check your audio and video before you are connected.
- You may also be prompted to download some add-ons to **Webex**. Please do this if you are prompted.
- You might find it helpful to set up and run a practice meeting first before running a meeting with others.
- Note: Ensure you allow **Webex** to access your camera and microphone.

To access Webex meetings provided by a meeting convener using your internet browser:

- a) The meeting convener will provide you with a meeting number and a meeting password. This will be 9 digits long (e.g. 123 456 789).
- b) Open your internet browser and go to <https://eduvic.webex.com>
- c) Enter the meeting number in the 'meeting information' field and press 'Enter'.
- d) Enter the password provided by the meeting convener, and press 'Enter'.
- e) Select the 'Join' or 'Join Meeting' button. If you see a pull-down arrow on the button, click the pull-down and ensure 'Use web app' is selected.
- f) When prompted, enter your first name and initial of your last name. Enter an email address. If you don't have an email address, you can enter your parent's email address
- g) Click 'Join Meeting'.
- h) The session will start. You might be asked to allow your microphone and camera to be used in the session. Click 'Allow' then press 'Skip' to continue.
- i) Start the meeting, just like normal.

Using Webex Teams

This platform is best for collaborative learning, meetings and sharing of digital content in real time (i.e. agendas, notes, other resources etc.)



Webex Teams

To establish a learning space in Webex teams:

Open Webex Teams on your DET issued, or personal, device:

- a) If prompted enter your email address. For DET employees, use (username@education.vic.gov.au). For students and parents you should set up Webex Teams using a personal email (not a school email).
- b) DET employees will then see the eduPass login screen. Enter your TO number (this is the 8 digit number you use to access eduPay or your laptop) and password.
- c) To set up a meeting space, click on the '+' symbol near the search bar (top left of screen). Click on 'Create a Space'.
- d) Name you space e.g. 'Year 8 History' or 'Primary PLC Meeting' etc.
- e) Add people by name or email. DET staff will be searchable by name.
- f) Click 'CREATE'.

To schedule a meeting within a learning space in Webex teams

- a) Click on the **Schedule** button on the top right tab. Click the '+' symbol to schedule the meeting. You will be directed to Outlook (i.e. your Edumail email account).
- b) Enter the details (as an email message) for the session including:
 - Date of meeting
 - Start and end times of the session.
 - You can add text, however be careful not to delete the pre-filled content (such as meeting number and joining information)
- c) Click send.

To run your meeting

- Open Webex Teams.
- Click on the desired meeting space.
- Click on 'Meet' – the Green camera button in the top right of the screen. Alternatively, if the meeting is imminent, a reminder will appear – you can click on this reminder to start the meeting.
- A new screen will appear – this will be of your camera feed, and will again prompt you to start your meeting.

To call without having previously scheduled a meeting

- Open Webex Teams.
- Click on the desired meeting space.
- Click on 'Meet' – the Green camera button in the top right of the screen.

To access Webex Teams meetings:

- a) You should have already received an email with meeting information.
- b) Open Webex Teams.
- c) Click on the desired meeting space.
- d) Click on 'Meet' – the Green camera button in the top right of the screen. Alternatively, if the meeting is imminent, a reminder will appear – you can click on this reminder to join the meeting.
- e) A new screen will appear – this will be of your camera feed, and will again prompt you to join your meeting.

7. FREQUENTLY ASKED QUESTIONS (FAQS)

Should I send my child to school?

Generally, no. If students can work from home, they should stay at home.

The Department of Education and Training (DET) is following the direction of the Victorian Government as advised by the Chief Health Officer.

Exceptions can be sought from the principal for students for whom there is no home supervision and other arrangements cannot be made. See page 4 for further details.

Onsite supervision exists to support families where there is absolutely no alternative. Students who attend onsite are expected to bring all learning materials to school each day so that they can access the remote and online learning curriculum *as if they were at home*. Supervising teachers will provide support to students where possible, but are not equipped to 'teach' students as might be expected in a normal onsite school class environment.

How will teachers design and plan, individually and collectively?

For the most part, staff will be expected to work at home. In consultation with the principal, staff may from time to time work onsite at the school, either to undertake necessary preparation or to teach VCE/VCAL students in classes that cannot be operated using the arrangements for distant learning.

Staff will continue to meet in their normal teams, though they will do so via *Webex* and *Google Suite*. Staff meetings will occur at scheduled times, and staff members will be required to log in and attend those meetings in a 'virtual' space.

Edumail will be the preferred medium for general communication between staff. Staff will be expected to check in with their Edumail account, *Google Suite* and XUNO on a regular basis across the working day.

What and how will curriculum content be delivered during the day and across the week(s), including the use of technologies?

Teachers will work according to the existing College timetable as much as possible. For the most part, students will be expected to meet with their teachers virtually (through *Google Suite*) only as requested on certain occasions at individual teacher discretion.

Students are encouraged to develop their own schedule of 'learning time'. While it could equate with the published school timetable, there is no requirement that it do so. Students are provided with learning activities and materials, and are advised (on pages 9-11) of a recommended amount of learning time per subject.

Teachers may still request students to login or connect with their Google Classrooms on occasion, as per teacher discretion.

Where we have identified students who lack sufficient internet capability, we have referred the matter to DET for further support. Additionally, we will endeavor to send out hard copy instructions and materials to particular students. For specific details, refer to policies titled *Expectations for a Classroom Teacher at Edenhope College* and *Expectations of Students and Parents/Carers*.

How will primary classes be managed?

The DET has provided more explicit detail in regards to literacy and numeracy learning time for this term (see Insert on page 6). Our primary core teachers will provide weekly outlines to parents that will have mandated activities that roughly correspond with periods 1-3 of a normal school day (i.e. 9 am to 12 noon). For the remainder of the day, parents will be able to use their discretion to choose from recommended learning activities in 'non-core' areas of learning.

We advise that parents choose these activities with their children's interests in mind. Parents can be flexible here, and choose activities that suit their own personal circumstances at the time. Specialist teachers can still be contactable through XUNO, and will still provide specialist learning opportunities over the course of the term.

How will student learning be assessed and monitored?

Teachers will communicate through *Google Suite* when work requirements are expected. For assessment, both formative (during learning) and summative (at end of learning), these requirements will be explicitly stated in each *Google Suite* 'classroom'. Students will be expected to upload work according to teacher instructions. Results can continue to be presented to parents on XUNO, as is the current practice, or to students themselves through *Google Suite*.

Which student cohorts are likely to need additional support, and how they will be supported?

The College Wellbeing Team has identified a number of ‘at-risk’ students. These students will be assigned ES staff and Home Group teachers who will support them through the duration of the flexible and remote learning period. Families can expect contact from these staff members 2/3 times throughout the week depending on the individual circumstances of that student.

What will school and other leaders’ roles and responsibilities be?

Principal class and Leading Teachers will check in with their PDP groups regularly to monitor staff health and wellbeing. The Principal will also convene Webex meetings for the School Council and the Staff Consultative Committee. PLC/SWPBS and other team leaders will co-ordinate teams to monitor student progress and wellbeing.

How will parents/carers be contacted and communicated with? How, and under what circumstances will parents be able to communicate with school staff, including with individual teachers?

Office staff will contact all families during the first week of Term 1 to confirm parent/carer phone numbers and emails are up to date. Teachers and ES staff can be contacted via the College’s XUNO learning management system.

Generally, parents and carers should continue to stay in touch with staff through XUNO in the usual manner. Students may receive (and send) communications to teachers through either XUNO or *Google Suite*.

How will classroom teachers (P-6) and home group teachers (7-12) contact students regularly to check in with them about learning tasks and health and wellbeing?

Teachers will keep in contact with students via *Google Suite* and XUNO. Parents should use XUNO to contact staff also. A designated staff member will make phone contact with each family at least once a week. During this phone call, parents can request return calls from other teachers, or pass on concerns.

How will daily records on students' engagement with flexible and remote learning be recorded on a regular basis, and records retained?

Teaching staff will be expected to track student engagement and interaction with remote/online learning. They will do this by taking note of their interactions with students, such as online conversations, questions and answers, and the submission of assessment requirements.

Students are assigned to a *Google Classroom* home group, where they will record their attendance once per day (by 3pm at the latest). This Google Classroom home group will be administered by our office administration staff, who will record attendance in accordance with current DET practice.

Onsite attendance (where approved by the principal) will be recorded in the normal way through XUNO roll-marking. Broader engagement will be tracked by each subject teacher, with concerns to be emailed to the relevant PLC leader and cc'd to the College Wellbeing Leader and Principal.

How will equity of access be ensured for all students (this may include access to technology)?

During the first 1-2 weeks some students will require packs to be posted out to them. It is intended that teachers will provide required hard-copy materials by Wednesday for the following week. The Principal, ICT Technician and DET will concurrently work with identified students to provide access to technology, such as through a loaned device or loaned internet capability.

How will students' unique circumstances and needs continue to be understood and met?

The College is currently compiling a list of students who will require extra support, including adjustment of Individual Learning Plans. Our College Wellbeing Leader will be in contact with these students and their families to ensure that general concerns about a student's health and wellbeing will be addressed.

How will teaching and learning be delivered in remote and flexible settings? What online and offline options are available and when will they be used?

Where possible, teachers are asked to limit Webex videoconferencing as many students have access to limited amounts of data. Lesson information will be available for download from *Google Suite* to allow students to work offline for at least some tasks, and students will be able to contact teachers via their school email account. Parents should be copied in to all emails.

Where Webex classes have been live-streamed, teachers will endeavour to provide recordings of those classes to students for download. This action is governed by Department advice. Please see the following link for further information

<https://www.education.vic.gov.au/school/principals/spag/safety/Pages/photoandfilm.aspx>

Edenhope College will develop a local policy in this regard during Term 2 2020.

What behaviours are expected of students participating in flexible and remote learning, particularly online (e.g. video lessons)?

At this stage, normal classroom behaviours (as per the College values and the Behaviour Matrix) are expected during online lesson delivery.

The current SWPBS team will be working with the College Leadership Team to adapt the school's behaviours for learning resources for online/remote learning.

How can the home environment be leveraged for certain learning activities/tasks?

Some tasks, particularly those not traditionally held in a normal classroom, allow scope for students and parents to take advantage of the home environment. In such cases, teachers will endeavour to plan to incorporate the home environment into learning activities. E.g. counting items in the house, simple science experiments, measuring activities.

Parents should feel free to adapt teacher suggestions in such cases to their own circumstances.

What existing learning resources (physical and/or electronic) can be leveraged to support teaching and learning?

Apart from *Google Suite*, students also have access to *ClickView* via the Portal link in the College website. *ClickView* is a repository of a large number of visual resources (such as documentaries and movies). Teacher will be able to provide links to *ClickView* via *Google Suite* and will also be able to link to appropriate *YouTube* content. It is expected that teachers (and parents) will discover other online content to share with the College community as the term progresses.

How can students access teacher and peer support and guidance?

Students can access support from teachers and classmates via their 'classrooms' on *Google Suite*, or via the *Google Hangouts* application.

How will students keep records of their work, and how will this be collected? For example, physical or electronic folios, or a combination of both?

Each student should create a folder on their device desktop (and/or Google Drive) for each subject. This folder should be the central repository for materials downloaded from *Google Suite*. This will enable students to work on tasks 'offline' and to have a permanent record of their work. When staff request copies of the work, it can be sent via XUNO messaging (or through the *Google Suite* application).

How will teachers provide feedback to students and families on student learning progress, and how often will this occur?

Teachers will provide feedback to students and families via comments on XUNO LMS.

APPENDIX

The Principal, Mr. Jon Neall, can be contacted during school hours (8:30 am to 4:30 pm) on:

0478 042 716

The most appropriate way to contact other staff (including 'Front Office' administration staff) is through email or XUNO.

We will be endeavoring to establish a method of connecting to staff working from home such as *Skype for Business*, however until such phone connections are established the best way to reach particular staff members (other than XUNO) is through the following email addresses:

| Key contacts at the College: | | Email |
|--|-------------------|--|
| Principal | Jon Neall | Jon.Neall@education.vic.gov.au |
| Assistant Principal | Trevor McClure | Trevor.Mcclure@education.vic.gov.au |
| Teaching & Learning | Emma Wallace | Emma.Wallace@education.vic.gov.au |
| Business Manager | Lisa Oliver | Lisa.Oliver4@education.vic.gov.au |
| Senior Pathways (VCE/VCAL) | Jennifer Altmann | Jennifer.Altmann@education.vic.gov.au |
| Wellbeing | Katherine Neall | Katherine.Neall@education.vic.gov.au |
| Careers, VET and Workplace Learning | Victoria Rose | Victoria.Rose@education.vic.gov.au |
| Learning Specialist (Numeracy) | Kara Shuttleworth | Kara.Shuttleworth@education.vic.gov.au |
| P-6 Coordinator | Kim Thornton | Kim.Thornton@education.vic.gov.au |
| 7-10 Coordinator | Kara Shuttleworth | Kara.Shuttleworth@education.vic.gov.au |
| Office Administration | Sarah Joubert | Sarah.Joubert@education.vic.gov.au |
| ICT Technician | Varlin Duncan | Varlin.Duncan@education.vic.gov.au |

Learning From Home – Creating a Family Timetable and Routine

- **Give your child some choice**

For most families it may be most appropriate for the adult to develop the learning schedule. But where possible, ask your child what they would like their timetable to look like. Children who set their own goals are more likely to achieve them!

- **Use ‘favourite subjects’ as a carrot on a stick**

Most children have an activity in their schedule that they love. Many will have subjects that they struggle with or do not particularly like. One idea might be to put challenging tasks at the start of the day or week and then let students spend as much time as they like on the activity they really love. Although we have provided a ‘minimum’ time allowance for each day, if your child is really into writing that story- let them go for it! Make the most of the fact that there are presently no ‘bell time’ constraints.

- **Allow for student interest**

Where possible, ensure children are able to choose activities or topics that they enjoy. Perhaps your child hates math’s but loves cooking. Has a measurement task been set? Bake a cake together! Your child will learn lots about measurement and you can take some photos and send it to the teacher to show how you have modified the lesson.

- **Take into account what you know about your child and what they can handle in one day.**

While some students will thrive under the remote learning model, others will find the lack of peer and teacher support incredibly challenging. We understand this! Try to develop a plan that suits your child. If they work better in the mornings, schedule the lessons they find the most difficult in the morning. If they work better in the afternoon, allow them to sleep in and fit the lessons in at a different time. Some students will want to do more than the 3 hours per day- that is okay too!

- **Where possible, allow for independent learning.**

Is there a subject or activity that your child loves? If so, set them up (if you need to) and leave them be. This not only promotes confidence in children but gives them a great sense of pride that they were able to complete something on their own. While younger children may still need a lot of supervision, we would expect many of our older students will be able to find something they can do independently.

- **Mistakes are okay!**
While it may be tempting to look over and correct your student's work before they submit things, you don't need to do this. That is the job of your child's teacher. It helps us understand how your child is learning and enables us to give accurate feedback, and modify work accordingly. We won't know the work is too hard if everything comes to us pre-corrected! Mistakes are an important part of the learning process.
- **Quality beats quantity (Try to fully complete a task before moving on)**
Some students will be able to handle more than one activity per subject per day. For others, it may be more appropriate to let them finish something before moving on. Take into account your child's learning needs and their individual attention span when designing your plan.
- **Be flexible.**
Plan not working as expected today? Feel free to change it up as you go, return to the work later in the day or start fresh tomorrow!
- **Keep connected with your teachers**
Your child's teachers are ready and willing to help you with whatever you need. Where possible, encourage your child to direct their questions to their teacher. Teachers will still be online during the day and every question will eventually get answered.
- **Remember, every child is different. Praise, praise and more praise!**
Even in the one family, children have different interests and needs. You, the parents, are the experts of your own children. It is okay if one child completes more than the other in one day. Just remember, every child requires praise, regardless of their ability level.

Protocols for Onsite Attendance – Staff and Students

STAFF

During this period of Return to School under COVID 19 guidelines, at Edenhope College:

- All unwell staff **must** stay home. Please contact the Daily Organiser as per the *Edenhope College Leave Policy*.
- School assemblies, excursions, camps and other non-essential large gatherings will be postponed.
- We ask staff and parents/carers to observe physical distancing measures by not congregating in areas inside or around the school.
- All staff should undertake regular hand hygiene, particularly on arrival to school, before and after eating, after blowing their nose, coughing, sneezing or using the toilet.
- Staff are reminded to clean their mobile phones regularly.
- Sharing of food is not permitted.
- Keep windows and doors open to promote fresh air flow indoors.
- Organise student traffic in corridors and locker bays (i.e. yard duty staff should ensure that locker bay and corridor areas are cleared of students as efficiently as possible).
- Staff must maintain adult physical distancing as much as practical when working in a classroom together.
- We will limit the number of staff (at Recess and Lunchtime) in the staff recreation side of the Staff room six staff members at the table, two staff in the seating against the wall and one staff member per couch. Additional staff at these times should re-locate to other spaces (e.g. BER library or Food Technology room) where necessary.
- In line with other workplaces across Victoria, we will remind staff to maintain physical distancing from each other as much as possible in the reception, staff room and offices.
- Upon the approval of the SCC, teaching staff will use provided cleaning materials to disinfect tables (and other surfaces as necessary) at the conclusion of each lesson.
- We will be practising hand hygiene immediately before and after use of shared equipment
- Staff and students experiencing compatible symptoms with coronavirus (COVID-19), such as fever, cough or sore throat, will be isolated in an appropriate space with suitable supervision and collected by a parent/carer as soon as possible. Urgent medical attention will be sought where needed. Unwell students will not be permitted to travel home unsupervised.

- If a student spreads droplets (for example by sneezing, coughing or vomiting), surfaces will be immediately cleaned with disinfectant wipes (and using gloves).

STUDENTS

During this period of Return to School under COVID 19 guidelines, at Edenhope College:

- All unwell students **must** stay home.
- School assemblies, excursions, camps and other non-essential large gatherings will be postponed.
- All students will undertake regular hand hygiene, particularly on arrival to school, before and after eating, after blowing their nose, coughing, sneezing or using the toilet. This will be directed or supervised by staff where required.
- Students must bring their own water bottles to school for use (and refilling). It is recommended that students do not drink directly from drinking fountains at this time.
- Students are reminded to clean their mobile phones regularly. The *DET Mobile Phone Policy* remains in place so students will not be handling their mobile phones during the school day.
- Sharing of food is not permitted.
- We will keep windows and doors open to promote fresh air flow indoors – students will be permitted to wear warm weather clothes (such as beanies and jackets/coats) where room heating is insufficient.
- Student traffic in corridors and locker bays will be kept to a minimum. Students must exit locker bays and corridors (i.e. during Recess and Lunchtimes) as efficiently and as quickly as possible.
- Students should avoid congregating in groups between classes unless outside.
- We will be practising hand hygiene immediately before and after use of shared equipment
- Playground equipment can be used. However, students will be directed to practise hand hygiene before and after use.
- Wherever possible, outdoor facilities will be used for physical education and recreational play. Where indoor facilities are used, we will limit the number of students.
- We will encourage non-contact sports at this time. Hand hygiene will be practised before and after use of any sporting equipment.
- Students experiencing compatible symptoms with coronavirus (COVID-19), such as fever, cough or sore throat, will be isolated in an appropriate space with suitable supervision and collected by a parent/carer as soon as possible. Urgent medical

attention will be sought where needed. Unwell students will not be permitted to travel home unsupervised.

- Students experiencing compatible symptoms with coronavirus (COVID-19) will be encouraged to seek the advice of their healthcare professional who can advise on next steps. A medical certificate is not required to return to school after a period of illness, however staff and students should not return until symptoms resolve.

[For detailed guidelines, please refer to the **COVID 19 Return to School** policy]