



# Remote Learning - Parent Guide



## Things to remember...

This is not a normal situation- it's natural for it to take some getting used to.

It will take time to establish routines that work for you – Everyone's situation is different.

Check each teacher's instructions in SEQTA and seek clarification whenever you need it

Highview staff are here to support you - We always work in collaboration with parents

Check how other parents are coping – there is a wealth of experience between us.

Establish a specific place at home where your child will work each day.

## Introduction.

### Delivering a remote learning and teaching program.

This parent guide has been developed to address parent queries as to how a Remote Learning and Teaching Program might be delivered at Highview College in the event of an extended school closure.

Whilst every effort has been made to establish procedures and processes for managing student learning in a way that provides the most continuity to delivery of the curriculum, changes may need to be made in response to the circumstances surrounding a closure, as well as in response to the extent of the closure.

Support of our students both academically and pastorally will be of paramount importance; both student and parent feedback will be sought throughout any closure to allow the school to adapt what is being offered in response to the needs of the community.

At the heart of how we make the transition from face-to-face to entirely on-line learning will be the school values of GRACE (Growth, Respect, Aspiration, Compassion and Excellence). We will continue to support each other in challenging and uncertain times.

### Who to contact.

IT Assistance	Lucas and Dave	<a href="mailto:servicedesk@highview.vic.edu.au">servicedesk@highview.vic.edu.au</a>
SEQTA Assistance	Leisha Skilton	<a href="mailto:seqta@highview.vic.edu.au">seqta@highview.vic.edu.au</a>

<b>Absences</b>	5459 1000	<a href="mailto:highview@highview.vic.edu.au">highview@highview.vic.edu.au</a>
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#### Administration

Reception	Sarah & Sharon	<a href="mailto:reception@highview.vic.edu.au">reception@highview.vic.edu.au</a>
Principal	Melinda Scash	<a href="mailto:mscash@highview.vic.edu.au">mscash@highview.vic.edu.au</a>
Dir Administration	Stuart Mandersloot	<a href="mailto:smandersloot@highview.vic.edu.au">smandersloot@highview.vic.edu.au</a>
Business Manager	Chris Plucke	<a href="mailto:cpluke@highview.vic.edu.au">cpluke@highview.vic.edu.au</a>
Accounts	Karen Crutchfield	<a href="mailto:kcrutchfield@highview.vic.edu.au">kcrutchfield@highview.vic.edu.au</a>
Public Relations	Melissa Adams	<a href="mailto:madams@highview.vic.edu.au">madams@highview.vic.edu.au</a>

#### Student Wellbeing

Head of Year 7	Brogahn Richards	<a href="mailto:brichards@highview.vic.edu.au">brichards@highview.vic.edu.au</a>
Head of Year 8	Luke Treacy	<a href="mailto:ltreacy@highview.vic.edu.au">ltreacy@highview.vic.edu.au</a>
Head of Year 9	Chris Egan	<a href="mailto:cegan@highview.vic.edu.au">cegan@highview.vic.edu.au</a>
Head of Year 10	Samantha Kent	<a href="mailto:skent@highview.vic.edu.au">skent@highview.vic.edu.au</a>
Head of VCE	Dean Langley	<a href="mailto:dlangley@highview.vic.edu.au">dlangley@highview.vic.edu.au</a>
Chaplain	Mitchell Lovell	<a href="mailto:mlovell@highview.vic.edu.au">mlovell@highview.vic.edu.au</a>

#### Student Learning

Professional Practice	Wendy Hare	<a href="mailto:mhard@highview.vic.edu.au">mhard@highview.vic.edu.au</a>
Head of English	Karen Lenk	<a href="mailto:klenk@highview.vic.edu.au">klenk@highview.vic.edu.au</a>
Head of Mathematics	Jordan Forster	<a href="mailto:jforster@highview.vic.edu.au">jforster@highview.vic.edu.au</a>
Head of Science	Andrea Youren	<a href="mailto:ayouren@highview.vic.edu.au">ayouren@highview.vic.edu.au</a>
Head of Humanities	Amy Knott	<a href="mailto:aknott@highview.vic.edu.au">aknott@highview.vic.edu.au</a>
Head of Technology	Neil Holton	<a href="mailto:nholton@highview.vic.edu.au">nholton@highview.vic.edu.au</a>
Head of PE	Lucy Freemantle	<a href="mailto:lfreemanle@highview.vic.edu.au">lfreemanle@highview.vic.edu.au</a>
Learning Support	Lorraine Caldwell	<a href="mailto:lcaldwell@highview.vic.edu.au">lcaldwell@highview.vic.edu.au</a>

## General information.

### Communication from the School.

Communication from the School will still occur through SMS and EdSmart, as well as via direct emails. Students should continue to access the Daily Notices in SEQTA to view updates and information.

Information and updates on school closure will be sent via email. Should you have any questions or concerns, Reception will be the point of contact for families 5459 1000 or [highview@highview.vic.edu.au](mailto:highview@highview.vic.edu.au)

Teachers will not be able to provide information on the expected duration of any closure.

### Student absences.

Recording accurate attendance records continues to be a legislated responsibility. Rolls will be marked in the first 10 minutes of every class. Your child will need to be present in that time in order to be recorded as 'attending'. This may change in time but is how we will commence.

Parents are asked to follow the normal procedure of advising Reception regarding absences.

### Parent access to teachers.

Contact time and direct instruction when engaging in remote learning will necessarily be different to your child's experience when attending school and receiving face-to-face instruction. The amount of direct contact time will likely be less; however, the time that your child spends engaging in direct instruction with teachers may be as part of a smaller group in a tutorial-style setting, and they will therefore continue to receive valuable support in learning activities.

Response times by teachers to parent or student enquiries will continue to be as timely as possible.

Please only contact teachers by email and do not expect a response during the school day. Teachers will be spending time preparing learning materials for their students to access remotely in between delivering direct instruction.

Highview College will continue to use SEQTA as the learning management system in which all resources and course outlines will be available for parents as well as students.

### Parent support for students.

Secondary students are expected to operate more independently than younger learners when attending school. These expectations necessarily roll over into a Remote Learning environment.

Parents continue to be able to access SEQTA to gain oversight of the learning expectations of their children but we are not handing responsibility for progress over to family members during this period. The kind of assistance you usually provide by ensuring students have a place to study and time set aside to complete tasks remains useful support. .

### Authentication of student work.

VCE requires that all work completed by students is able to be verified by the teacher as their own. For this reason there will need to be some arrangements made for students at VCE level.

For students in Years 7-10 it remains important that teachers see evidence of work under development.

## Setting up for remote learning.

### **Following routines.**

The School day will follow the same timetable as Term 1. Time allocation to each 'lesson' will remain the same. There will be time within most lessons for students to complete work independently.

Students need to be signed in at the beginning of each lesson, including DELTA, STRIVE and Private Study.

### **Dressing for school.**

It may seem strange to expect students to dress for school when they are working from home. The act of learning is a commitment built on mutual respect and this will be no different in remote learning. Staff will dress professionally and students should similarly ensure that they dress according to the out-of-uniform guidelines on the website.

### **Establishing a school workspace.**

Although it may be tempting to let our son/daughter stay in their room to engage with the school day, this is not a good idea. They need to consciously begin and end the school day. Study and revision is a separate task. If you can, establish a space for the school day to be completed. Even requiring siblings to swap rooms will be better than staying in one environment all day.

### **Separating work from leisure and sleep.**

Healthy sleep patterns remain critical to learning. Leisure time is also important. Physical activity will become even more important without the usual movement of the school day.

Try to assist your child to recognize when they start and stop each activity. Maintain routines in relation to access to television and digital devices for relaxation.

### **Printing, scanning and photographing.**

Students will not do everything electronically. There remains a need to handwrite and create manually. For that reason some work may need to be photographed or scanned in order to provide evidence of work in progress. If you have these facilities it would be helpful. Most modern printers also scan and photocopy.

### **Homework and revision.**

Completing homework and revision remain important ways to consolidate learning. These routines need to continue. Well-organised students may find they can fit more into their school day without interruptions. If that is the case they should take the opportunity to do more reading in the homework periods.

# Technology.

## Connectivity challenges.

We are aware that some families have poor internet connection. Wherever possible we have provide dongles to assist those families. Please contact us if you have difficulty with internet.

## Participation in video conferencing.

In order to maintain personal connection to the School and to maximise opportunities to continue learning without interruption, your child may be requested to participate in video conferencing, which will frequently be recorded for use by other members of the class who are unable to participate live.

Recorded content is saved directly to the teacher's device, and is then available for them to upload to the secure environment of SEQTA. This service is not accessible to users outside of the Highview College community.

In order to safeguard the privacy of our students and staff, we request that no part of video conferencing is captured by parents or shared on social media or spaces outside of the official school channels.

## Use of technology in the home.

In the event of a school closure, use of technology in the home will be a requirement for students to engage in activities to continue their education with minimal disruption. Due to the remote nature of learning and teaching in these circumstances, the oversight that the School would normally have over devices enrolled on the School network will be unavoidably disrupted.

Student devices will not have the same level of web-filtering as they would normally experiencing when accessing the internet via the School network; as such, we would advise parents to check on the filtering provided by their home network and to consider tightening restrictions if they feel that it is prudent.

Students are also necessarily going to spend more time than is perhaps usual accessing devices at home. Wherever possible, particularly with younger students, the School would advise that this happens in the presence of a parent or responsible adult. School work should take place in a common area of the house, rather than in an isolated space. An area with some degree of foot traffic and supervision is preferable to being alone in a room.

Use of the Screen Time feature can provide families with some oversight of what students have been doing on their devices throughout the day; this can be a useful point of conversation for older students who might be allowed more independence and freedom to complete learning tasks independently on their own terms away from parental oversight.

For more information on leveraging the use of Screen Time, we suggest accessing this article: <https://www.parents.com/kids/safety/internet/best-apps-for-parents-to-monitor-and-limit-screen-time/>

## Who to Contact for IT help.

For assistance with poor connectivity please contact the IT team on [servicedesk@highview.vic.edu.au](mailto:servicedesk@highview.vic.edu.au)

For SEQTA assistance please contact Leisha Skilton on [seqta@highview.vic.edu.au](mailto:seqta@highview.vic.edu.au)

Our Service agreement remains in place. If a student's laptop is damaged or not working properly a technician will come to you home to repair it. Please contact Lucas Fitt or David Delves [servicedesk@highview.vic.edu.au](mailto:servicedesk@highview.vic.edu.au)

## Approved software.

### Applications.

We are choosing to use programs which are familiar and which we know are compatible with our systems. We will be able to support the effective use of these programs for all families.

We ask that you do not use other programs, despite the probability of others have superior functionality. There will be reasons we have made these decisions. These reasons may be related to the restricted band width of some families, costs associated with ongoing licencing or support factors.

The list of applications Highview staff and students are being asked to use will expand in time. For each program that we introduce we will supply training packages and ensure that these are compatible with SEQTA.

Please raise suggestions by emailing Lucas or David at [servicedesk@highview.vic.edu.au](mailto:servicedesk@highview.vic.edu.au)

### Approved software.

Video conferencing – Google Meet <https://meet.google.com/>

File Sharing – Highview Cloud <https://cloud.highview.vic.edu.au/>

Recording – Open Broadcast Studio (OBS) <https://obsproject.com/download>

Video Editing - OpenShot (<https://openshot.org/download>)

Inter-class communication – SEQTA Forums <https://engage.highview.vic.edu.au/>

Intra-class communication – Email  
“Outlook” on laptop

Video Sharing – Youtube Studio (<https://studio.youtube.com>)



## Video conferencing.

### Video conferencing etiquette and parent support.

Students across the school will also be able to access live video conferencing with their teachers. Although it seems obvious to us, students may need guidance in understanding the etiquette surrounding participation in video conferencing.

Examples of this might include:

- Being appropriately dressed for engaging in conferencing with teachers and peers- casual clothes are fine, but students need to be dressed for the day with the same requirements as an out of uniform day.
- Avoiding eating and drinking when participating in calls; students should be focused on the learning and discussion, and just as they would not eat and drink in class, they should avoid this when engaging remotely

- Being polite and respectful to peers and teachers- a video conferencing call may seem more casual, but student engagement and communication will be expected to meet the same high standards as face to face interactions would at school
- Notifying a teacher if they are unable to participate- just as students would be expected to let a teacher know if they are unable to attend a class or activity, the same will be expected for video conferencing (unless there is a known issue around network access).
- Attendance and participation will be recorded so that pastoral care staff can offer support to students who might be struggling.
- Locating themselves appropriately- finding a relatively quiet space will enable students to focus on engaging with their teacher and peers

### Student collaboration.

Students will be working together on line to study and complete coursework. We will also be encouraging them to meet on line for social purposes.

### Social media.

Beware of allowing younger students access to social media during this time of remote learning.

There is a strong likelihood that unscrupulous people will be on-line without purposeful intent. Encourage your sons and daughters to stay in touch only with people they know on-line.

## Communication and continuing learning.

### Daily instructions.

Daily activities will be posted in SEQTA; students are encouraged to check this each morning to see what they need to do to maintain their learning in all of their subjects. The tasks may link to or reference online materials, digital subscriptions or textbooks; here, teachers will provide relevant and differentiated learning materials to minimise the disruption to your child's education.

Students should also check the Daily Notices in SEQTA where activities and tutorials will be advertised.

If your son/daughter is in Year 11 or Year 12, you can expect to hear any communications regarding adjustments in light of school closures from the Head of Senior School, Mr Dean Langley or the Director of Professional Practice, Mrs Wendy Hare. Queries about circumstances surrounding any exams or scheduled assessments should be directed to them.

Wendy Hare [whare@highview.vc.edu.au](mailto:whare@highview.vc.edu.au)

Dean Langley [dlanglely@highview.vic.edu.au](mailto:dlanglely@highview.vic.edu.au)

### Connecting with teachers.

Teachers will maintain contact with students; this may take the form of the opportunity to engage in live chats or video conferences, alongside maintaining written or verbal feedback provided on work that students submit in response to tasks that have been set. There will be an expectation that students make every effort to engage live when the opportunity is available, however, teachers are aware that individual circumstances may prevent engagement at times and will support students on a case by case basis by adjusting expectations and making allowances.

Teachers may make the decision to utilise 'Google Meet'. This tool allows the teacher to set up and monitor a text chat between students, and to use it for instant feedback on learning tasks. Should this be the case, teachers will communicate this to families and students through SEQTA, and will provide instructions on how to get connected.

### Reporting student progress.

Teachers will continue to report no fewer than two summative assessments each term. They may also provide formative feedback on work in progress. This may take the form of comments on drafts or feedback on preliminary plans for responses. Students should take advantage of every opportunity for teacher feedback.

At times, feedback will be provided to an entire class as an overview of strengths and weaknesses being typically demonstrated by members of the group.

Parents are invited to seek clarification if a SEQTA comment is unclear to you. Please provide staff with the full 14 day assessment period, as this provides an opportunity to accommodate Year 7-10 students who have been unwell or unavoidably absent.

## Maintaining strong connections with communities.

### Highview community.

We are working to promote a continuing sense of community for all members of the Highview community. We are here for all extended families, for all community groups and for all students, parents and staff.

If we can assist in any way, please let us know.

### Local community.

Despite not being able to physically visit neighbours and friends there may be ways that students can continue to be involved in their local communities.

They may be able to mow lawns for neighbours, or walk dogs for people who may not be able to leave the house. If you have a veggie patch students could deliver goods to neighbours.

It will be important for students feel they are able to do something tangible to assist others.

### Broader community.

We are encouraging students in Years 10-12 to continue to pursue on-line short courses, apply for scholarships and record community service.

They may be interested in supporting the broader community in support of things such as the Good Friday Appeal.

### Global community.

No doubt students will want to contribute to global action. The School Councils will continue to be a means through which students can share ideas and priorities.

### Social communities.

It is important that students stay connected with friends during this period. Please actively promote on-line opportunities for them to connect with friends remotely.



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With thanks to St Peter's College Adelaide