

# Remote and Flexible Learning Policy

## **Policy No. 81**

**Policy Owner: College Council**

**Responsible Person: Principal**

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## Abbreviations

5-6	Year 5 to 6
7-10	Year 7 to 10
11-12	Year 11 to 12
BSSC	Bendigo Senior Secondary College
CSCC	Creek Street Christian College
ELC	Early Learning Centre
EYLF	Early Years Learning Framework
RFL	Flexible and Remote Learning
K	Kindergarten
K-10	Kindergarten to Year 10
P-10	Prep to Year 10
P-4	Prep to Year 4
SMT	Senior Management Team
Teams	Microsoft Teams
VCAA	Victorian Curriculum and Assessment Authority
VET	Vocational Education and Training
IBDP	International Baccalaureate Diploma Program
VCE	Victorian Certificate of Education

# Part A: General Overview

## Overview

In response to COVID-19 schools have been asked to prepare for a time of sustained RFL. At CSCC this is a complex process because we are a K-10 College and the learning needs in each of our units; ELC, Junior P-4, Middle 5-8, Senior 9-10, IBDP 11-12 are different. We acknowledge that RFL is something that is heavily influenced by home environments and the capacity for parents and carers to support students in their learning. We also recognise that COVID-19 will place different demands on each family.

With all these things in mind, CSCC has decided to take an approach that specifically targets the areas of K, P-4, 5-6, 7-10 and 11-12, with differing expectations at each level. All RFL will be facilitated primarily through Compass, where lesson content is available for teachers, parents and students but will have varied expectations of completion and engagement with teachers. K students will receive a list of suggested activities to complete at home. P-4 students will receive an overview a weekly and daily overview from their teacher. 5-6 students will receive a daily overview from their teacher as well as a weekly overview sheet. Although receiving each lessons' instructions from Compass, the work set is done primarily without the need for technology. 7-10 will receive their instructions from Compass and lessons will incorporate more self-directed learning tasks that require more technology use than the P-6 students. 11-12 students will receive their instructions through ManageBac and will incorporate self-directed learning.

To prevent students from working too far ahead teachers should not provide more than one week of lessons in advance; staff should provide links to additional learning activities or online resources for families who want additional material.

## Roles and Responsibilities Summary

<b>Leadership Team</b>	<ol style="list-style-type: none"> <li>1. Create developmentally appropriate plans for RFL.</li> <li>2. Communicate with staff and parents.</li> <li>3. Support staff and parents during RFL.</li> <li>4. Ensure effective implementation of RFL plan and accountability for student learning.</li> </ol>
<b>Subject Teachers</b>	<ol style="list-style-type: none"> <li>1. Collaborate with colleagues to design RFL experiences for students.</li> <li>2. Develop high-quality student learning experiences.</li> <li>3. Communicate with and provide timely feedback to students parents</li> </ol>
<b>Administration</b>	<ol style="list-style-type: none"> <li>1. Support Staff, Students and parents with the delivery of RFL</li> <li>2. Central communication centre for School</li> </ol>
<b>Support and General Staff</b>	Provide support and assistance to assigned Class levels, individual students and/or subject areas as requested by the Support Coordinator in consultation with classroom teachers.
<b>Parents</b>	Help supervise students learning from home environment (when student is able to work from home)
<b>Student</b>	To participate in the lessons as provided on the school learning platforms.

The Principal and teachers will endeavour, with due regard to practical considerations, to:

- follow procedures for fairness and due process where there is an alleged misuse or breach of this policy including investigating any reported misuse and, where possible, accurately retracing misuse to the offender.
- tailor disciplinary action taken in relation to students to meet specific concerns related to the breach, and assist students in gaining the self-discipline necessary to behave appropriately when using the online services; and
- promptly address the online publication of defamatory material about staff members or students.

## Platforms

RFL will be facilitated primarily through Compass and Teams. Teams will be used for daily check in (P-12), contact with teachers and class discussions (5-11). 7-10 will also need access to Jacplus for textbooks. 11-12 will need access to ManageBac. All students, will to different degrees, need internet access.

## School Materials

When this policy is enacted, along with their pencil case, students will be sent home with the following:

- K
  - Our K students will not require any materials to be sent home; but learning packs will be distributed on a regular basis if an ongoing period of RFL is implemented.
- P-6:
  - Reader bags, readers, English and Maths textbooks, and a RFL exercise book. Learning packs will be distributed if an ongoing period of Remote and Flexible Learning is implemented.
- 7-12
  - Textbooks and workbooks for each subject, but folder should remain in lockers.

## Style of Learning

For any period of sustained RFL the College will adopt two frameworks for delivery. Our P-4 Students will be delivered a curriculum that is primarily Asynchronous, and our 5-12 students will be delivered curriculum which is primarily Synchronous. Teachers have been instructed to record synchronous aspects of lessons to ensure there is maximum flexibility for students working from home.

## Synchronous Interactions

Students will engage in synchronous, or real-time, engagement with their teachers and classmates using Microsoft Teams. These may be recorded for those who are unable to attend.

Teachers will engage in real-time with students in the following ways:

- Morning Check In: Teachers meet with their homeroom via Teams. Junior teachers (P-4) may also incorporate some reading groups or individual time with students at the end of this meeting.
- Individual Student Check In: Students may request help by making appointments with their teachers, guardian or welfare person at an agreed time – via Teams or Phone.
- Scheduled Classes: 5-12 Teachers may invite students to participate in a real time class meeting/lesson or in a small group work session via Teams.

## Asynchronous Interactions

- Learning materials whenever possible will be posted at least two days ahead of scheduled lessons, however at the latest will be posted by 8:00 am prior to the day of delivery. Teachers will also provide a weekly overview of lessons to give families adequate time to prepare for the week; balancing homelife and personal work with students' study.
- Teachers will design learning in multiple tasks that complement each other in the development of understanding.
- Teachers may provide a video and/or screencast to introduce the lesson and/or to provide instructions and record live sessions for viewing at a later time.
- Students may be expected to participate in discussion posts via Compass or Teams.
- The Resources needed to complete a task will not require the use of VPN or streaming/download of files that are excessively large; where possible videos will be embedded into lessons.
- Teachers will clarify in advance how students should contact them if they need assistance and will do their best to respond within 24 hours to all student inquiries on weekdays.

# Part B: CSCC Periods of Remote and Flexible Learning

## Remote and Flexible Learning Procedures

In the light of the global pandemic CSCC is prepared to run RFL during any period as directed by Government.

Students will be welcomed to school as per the Government legislation at the time, but will be supervised by teachers in RFL, as they would at home by their parents. This may well be Essential Services children or children of any family who need the college to support the delivery of education as they are vulnerable or at risk.

This approach to teaching and learning has been decided so staff can put their energies into running a fully remote program well and to ensure that where preventable students will not be disadvantaged by doing their learning at home.

Practically for the running of the school this means teachers will prepare all the lessons as per our RFL Policy and will be required to supervise learning during work hours on a timetable as closely in line with the current timetable as is possible.

**Please note:** *We are open to further feedback we may receive as we go along. We expect to review the remote teaching and learning on a fortnightly basis.*

## Student Learning Timetables

**CSCC will run two learning timetables for students.**

**P-4 will run a mostly asynchronous timetable** (accessible any time), where learning will be set for each day, but it is set in a flexible timetable for students to participate. Everything except the morning Teams meeting can be done in a flexible manner. Work to be completed will be set by P-4 staff and put on Compass in the lesson plan at the start of each day.

Staff should plan a week at a time so parents have the flexibility to complete the tasks with their children when they can.

Staff will be available to each classroom as they normally would be throughout the day but particular staff will be allocated for the Teams class check in each day. Teachers are therefore contactable during their scheduled, timetabled classes.

All work set by staff needs to be able to be completed at any time during the day.

**For 5-12 students learning will run a mostly synchronous timetable** where students can be completing work and virtually attending classes as they would be run at school. In our trial of RFL this group of students were the ones who needed the most direction and were the least engaged.

While this is our expectation, we must also allow for some flexibility determined by parent work commitments.

Each morning at 9:00 am homeroom teachers plus one other, will check in with students, mark the roll and give any daily notices, short devotion and prayer. Classes will then continue throughout the day as per a normal timetable. This Morning Check In will be conducted via Teams.

For optimum learning we need to ensure students are participating in lessons, hence this Morning Check In.

Where classes cannot practically be taught in the same manner remotely the class teacher will set an appropriate, in like kind task which enriches the students learning and then if this is complete they may do private study for the remainder of the time.

Students who are sick, should still make contact with the school via the normal absenteeism line or providing an attendance note in Compass.

## Student Learning Overview

### Prep-Year 4

Daily lessons & weekly overviews need to be put into compass. Specialist teachers can forward their lessons to the class teacher who will add it to their planner.

#### *What might a typical Junior School online learning day may look like?*

*Students can work through their daily allocated tasks at their own pace throughout the day. We have given an outline, based upon a junior school timetable. We are aware that junior school students will require more parental assistance, so a suggestion may be to schedule the more time-consuming tasks at the beginning of the day, allowing for more independent, inquiry tasks in the afternoon, along with Specialist Subjects. Specialist teachers are available at their 'normal' allocated timetable times.*

*Junior school students will commence their day with a class check in. This may be staggered to accommodate for families with more than one child in the Junior School. Parents would need to assist the younger students. Students will then begin their scheduled daily activities as per Compass.*

#### *Morning Check In Times*

Prep	9:00 am
Year 1	9:30 am
Year 2	10:00 am
Year 3	10:30 am
Year 4	11:00 am

*Students need to be prepared. Students were given the materials required to complete their learning (textbooks and RFL Book) These items are required each day for learning.*

### Year 5-Year 10

Classes in these year levels will run as scheduled in Compass. There will be no change to current timetables. Any subject where sustained learning in this format is not realistic or practical (i.e. Food Technology, Woodwork, P.E.,) a teacher may allocate a shorter activity and private study in place of regular lessons.

*Morning Check In- 9:00am for all classes with Home Room Teacher and one other staff member.*

### Year 11 -Year 12

Classes in these year levels will run as scheduled in Compass. There will be no change to current timetables. Class lessons will be provided through ManageBac.

## School Supervision

The College will be open during the period of RFL so students in attendance will be allocated a learning space where they will complete the activities set by the teacher in the RFL format. Students will participate in social distancing and the pandemic protocols set by the relevant State and Federal Chief Medical Officers. Students will be allocated separate bathrooms and hand washing areas depending on year levels.

### *P-4*

Each class will be supervised by a teacher and a support person. The support person will give full attention to the students in the class, like a parent would be at home, helping the students follow the instructions set by the teacher on Compass. The teacher will be balancing both students working from home and in the classroom.

Depending on numbers of students present these classes may be combined for greater efficiency of staffing.

### *5-12*

5-12 teachers will be allocated learning spaces they are to supervise. Teachers are available to their scheduled classes online, while also available to monitor students learning in their allocated learning space. Classes of students will remain in particular classrooms for the day and teachers will move rooms as necessary.

## Teachers and Administration staff:

Staff will be asked to attend work as needed to cover the required tasks of the College. Staff may request approval from the Principal, or their delegate, to work from home.

While at work, all staff will continue to participate in social distancing and the pandemic protocols set by the relevant State and Federal Chief Medical Officers. Staff are allocated separate bathrooms and hand washing areas within the College; separate to students.

All staff should work under the conditions of the Work from Home Policy, and the Remote and Flexible Learning Policy.

If at any time, there are any concerns regarding work place matters these should be directed to the College Principal. The College Principal, together with the Senior Management Team will operate under the Government guidelines and Health Minister recommendations for schools.

## Staff Work Hours:

Staff will follow their usual teaching times and work hours.

As this is a new way of teaching and learning at this time we will be open to feedback and will make a conscious effort to be flexible in our thinking so that we can set staff, students and parents up for success.

## Room availability/ Staff workspaces:

Any classroom not being used by the supervised students at school may be used by staff, who are not timetabled to supervise. Currently we expect these spaces to be: the College library, room 9, stadium and Music room; more rooms may become available if less students arrive at school

The number of students physically present each day will determine the use of these areas. For the most part we expect that these rooms will be available for staff to use for their own planning and recording of lessons.

Should there be limited students physically present in some classes we reserve the right to combine classes and make staffing and room allocation changes as appropriate.

### Working from Home

All staff wishing to work from home must first gain permission from the College Principal. Once permission is given the staff member must fill out the following survey to show they can meet and maintain safe working conditions from home.

<https://forms.office.com/Pages/ResponsePage.aspx?id=FNpT4ybdKEemOPBlwqaS5nHLcAvRISxDgtbLHBJcz9UM1k3RUtLMkc3RE1HQkVFRzJUV1pHS1pWSi4u>

### Staffing Timetables – Onsite Supervision

Due to the volume of students and staff working from home alternative supervision timetables will be developed by the Daily Operations Manager according to the number of students and Government requirements for the period of RFL. Preferably this will be in groups of eight to ten students. If groups can be combined to have less than ten students this may be done in consultation with the Principal or Principal's Delegate.

# Part C: Teachers

## Teacher's Guidelines

### General

All staff are required to put basic instructions in each of the lesson plan sections for each lesson they would have to teach if the school was running as usual. At a minimum, this should be a direction to other learning tasks; online or offline.

While teachers will not be required to teach students face to face, full-time staff will be expected to be available for contact in the hours 0830-1545 and part-time teachers will work according to their current allotment. Staff will be available to interact with students and parents through Compass, Teams, ManageBac, email and phone. Any staff phone calls are to be made via the school primarily and is dependent on staff allowed to work from school. If staff are working from home personal phones are can be used but personal numbers must be hidden. For most mobile phones this can be done by enabling the hide caller ID function.

### K

Staff will communicate a list of suggested learning activities for parents through Compass. This should not be time bound and easy for parents to do without much preparation. An activity pack may be picked up from school or delivered by staff.

### P-4

Staff will be required to create and email a weekly overview for parents, and then put a more detailed explanation of lessons in each day. We want parents to have minimal need for technology so sufficient detail should be given in the plan to eliminate excess technology use. The following documents are a guide of what is expected for a weekly and daily plan. These are available on the server for convenience (T:\-4 WHOLE SCHOOL\RFL Shared Resources\ . Staff should also provide an additional list of learning activities for students who complete the tasks set by the teacher in the weekly overview.

### [Daily Overview Example \(Click to view in Teams\):](#)

What might a typical Junior School online learning day may look like?

Duration	Subject	Activity/Content
30 minutes	Morning Meeting/Devotions	<b>Morning Meeting</b> – Check in at scheduled time with your class via Teams. Each day we begin our school day with God. During this time, we give thanks to God through prayer, praise, worship and learning/reading His word. Suggested worship music links will be available to listen/look to. Teachers will have set scripture from CEP curriculum to focus on and follow up activities. Chapel will be recorded for viewing/uploading on a Tuesday.
60 minutes	English	<b>Perfect Practice</b> – Students independently read text/readers. These may be in the format of take-home readers, online reading, or familiar home text. During this time students are encouraged to read aloud to their parent, and this is to be recorded in their Reading Diary. In addition, any feedback can be emailed to the teacher. <b>Reading Tasks</b> – Reading tasks will be assigned for independent completion. These will be around the teaching focus for the week with a clear learning intention. Such tasks may include spelling, sequencing of text, comprehension, and Reading Eggs. <b>Guided Reading</b> – Students may be asked to remain on Teams Meeting for explicit teaching around the books will be given through posing questions, modelling/shared reading, and group discussion. Students are encouraged to share their knowledge/ideas via the class conference. <b>Writing</b> – Each day there will be a different focus for writing. This will include <b>SHAKIT</b> (Spelling – Michelle Hutchinson), different genre (e.g. narrative, retel, recount), and visual literacy (promoting vocab expansion). At times students may be asked to take a photo of their writing and submit in class folder or share their understanding on a class discussion board.
	Break	Free time for students. Make sure that you have a healthy snack and go outside for some fresh air.
40 minutes	Mathematics	Teachers will have posted on COMPASS what tasks are required to be completed during this time. <b>2-4 Different Maths books will form the basis of the teaching.</b>
	Break	Free time for students. Make sure that you have a healthy snack and go outside for some fresh air.
60 minutes	Integrated Unit Science History Health Geography Specialist Class	Encompasses all the other key curriculum areas such as Science, History, Geography, Health, Music, Art, French and PE, incorporating the application of Maths and English. Students can work through different tasks to acquire knowledge and apply/demonstrate their knowledge in different ways. The use of a Matrix for students will guide this learning and encourage risk taking, promote different thinking skills and allow them to work through and investigate at their own pace. Teachers will request that certain assessment pieces be handed in for marking.

## [Weekly Overview Example \(CLICK for link in Teams\)](#)

Creek Street Christian College Junior School Online and Flexible Learning – Weekly Overview

Year 3 Term 2 Week 2      20/4/20 to 24/4/20

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Devoctions</b> *Prayer *Listen to Christian music. Link to Chapel songs in Week 1 or own choice. Bible Reference Luke 24 Aim: Understand that Jesus is alive	Chapel-Junior School Song, story and memory verse Links on Compass God our Father loves us. He is kind and has given us eternal comfort and a wonderful hope. 2 Thessalonians 2:16	<b>Devoctions</b> *Prayer *Listen to Christian music. Link to Chapel songs in Week 1 or own choice. Memory Verse	<b>Devoctions</b> *Prayer *Listen to Christian music. Link to Chapel songs in Week 1 or own choice. Bible hunt	<b>Devoctions</b> *Prayer *Listen to Christian music. Link to Chapel songs in Week 1 or own choice. Soak time A quiet time to worship
<b>Literacy</b> Reading Perfect Practice Weekly strategy Predicting predict what the story is about or what will happen next-do this each day Spelling SMART Spelling Writing Journal Writing	<b>Literacy</b> Reading Perfect Practice Spelling homework Reading task, Comprehension Retell Writing: Procedural text for making wreath from Monday Art	<b>Literacy</b> Reading Perfect Practice Spelling homework Reading task Grammar & Punctuation Verbs Writing: Handwriting-Targeting H writing Memory Verse in H writing book	<b>Literacy</b> Reading Perfect Practice Spelling homework Reading task: Making predictions Writing: Meaningful sentences using Spelling words	<b>Literacy</b> Reading Perfect Practice Spelling test *Look Cover Write Check Reading task: Characters Writing: Visual literacy
<b>Maths</b> Timetables 11x Oxford Maths Topic: Place value Unit 2: Topic 1 Fractions p 49, 50	<b>Maths</b> Timetables 3x, 3x, 4x Oxford Maths Topic: Unit 2: Topic 1 Fractions p 51	<b>Maths</b> Timetables 2x, 3x, 4x Oxford Maths Topic: Unit 2: Topic 2 Fractions on Number lines p 52,53	<b>Maths</b> Timetables 11x, 5 x, 4x Oxford Maths Topic: Unit 2: Topic 2 Fractions on Number lines P 54,55	<b>Maths</b> Timetables test Oxford Maths Topic: Fractions Challenge AND/ OR Mathematics topics
<b>Integrated</b> Challenges/Puzzles/What If Topic: 'What If' and Construction	<b>Integrated</b> Library read, read, read Topic: Read for pleasure	<b>Integrated</b> Health Topic: Healthy Hearts	<b>Integrated</b> Geography Topic: Australian States, Territories and Features	<b>Integrated</b> History Topic: Anzac Day
<b>Specialist Art</b> Topic: Construction ANZAC wreath	<b>Specialist P.E</b> Topic: Kicking skills, obstacle course	<b>Specialist French</b> Topic: Greeting, School Items	<b>Specialist Music</b> Performing Arts Challenge Cup Rhythm (need a plastic cup)	<b>Specialist P.E</b> Topic: Kicking skills, obstacle course

\*Optional Additional tasks-see daily planners

### 5-6

Staff will be expected to provide enough detail in the lessons on Compass for students to work without the need for a device for the duration of each lesson. The instructions in the lessons form the basis for a learning experience primarily offline, where students are using existing workbooks to complete their work. Our 5-6 Staff will also provide a weekly overview, but the detail for each lesson will still be primarily in Compass; this file is also available on the staff server for staff reference.

## [Weekly Overview Example \(Click here for link in Teams\):](#)

Flexible & Remote Learning Compass Weekly Timetable				
Monday	Tuesday	Wednesday	Thursday	Friday
Check-in Meeting *Prayer *Listen to the Book (Monday-Mon) MM	Check-in Meeting *Prayer *Listen to the Book (Monday-Mon) MM Spelling test	Check-in Meeting *Prayer *Listen to the Book (Monday-Mon) MM Memory Verse MM	Check-in Meeting *Prayer *Listen to the Book (Monday-Mon) MM Spelling test	Check-in Meeting *Prayer *Listen to the Book (Monday-Mon) MM Spelling test
<b>ASSEMBLY</b> English-Living- Big Questions Page	Christian Living- Big Questions Page	<b>CHARGE</b> Christian Living- Big Questions Page	Christian Living- Big Questions Page	Christian Living- Big Questions Page English- Perfect Practice
English- Perfect Practice	English- Perfect Practice	English- Perfect Practice *Fish in a Tree (10:30 MEX)	English- Perfect Practice	Computing- Typing Club
English- Grammar (Support Session) English- Fish in a Tree (10:30 MEX)	English- Grammar English- Fish in a Tree (10:30 MEX)	French- Poetry/Booklet	English- Journal Writing	Maths- Mathematics 2 gold bars in current topic Use Time 10:45-11:55am
Maths- Unit 2 2 Papers *Stress Tables Challenges or tables (writing)	Maths- Unit 2 2 Papers *Stress Tables Challenges or tables (writing)	<b>Creative Arts</b> Textiles	Maths- Maths Mess- Answers and Games Complete the next week's MEX.	Maths *Stress & Post-Task Log English- BTN
French- Poetry/Booklet	English- New Learning Words and activities	SCIENCE Booklet What are the greatest survivors? Adaptations	Health- Healthy Foods *Vegetable Drawing	Humanities- Inquiry Booklet How did Australia become a nation?
Library-Reading Book Report *Fish in Reading Log	Humanities- Inquiry Booklet How did Australia become a nation?	SCIENCE	PE- Choice of 3 activities over each school day	Humanities Additional optional resources and activities

\*Remember to check each lesson on Compass for the lesson specifics and any alterations for each day

### 7-12

In addition to the general guidelines, staff will be expected to provide enough detail in the lessons and through other platforms for students to participate in a full lesson. Each day staff have a scheduled lesson, if applicable to subject content staff will be expected to open a discussion forum

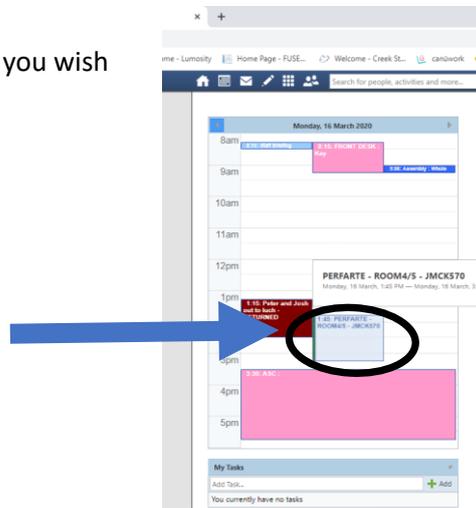
on Teams; they would be available through the day to answer student questions and interact with students regarding the lesson.

## Creating Lessons on Compass

### Basic Lessons

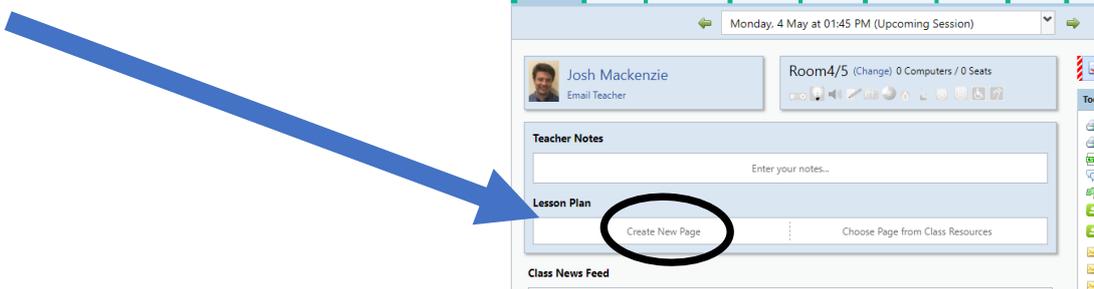
#### **Step 1:**

Open Compass and click on the class you wish to create your lesson in.



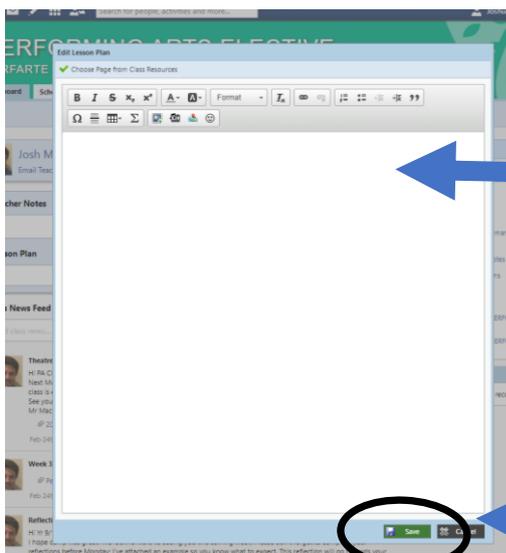
#### **Step 2:**

Click on 'create new page'.



#### **Step 3:**

Type in your lesson instructions and then save



Type in Lesson Content

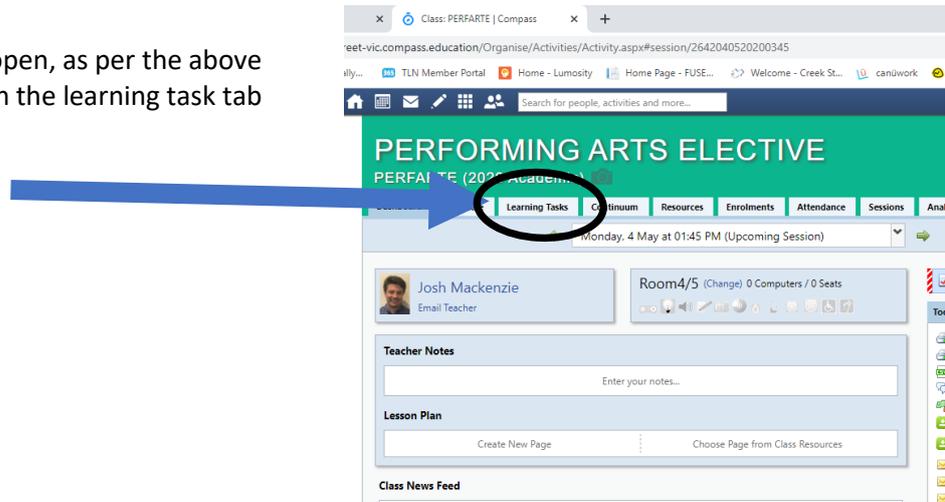
Save

## Differentiated Learning Tasks

Staff can also create learning tasks which can be assigned to different students in your class.

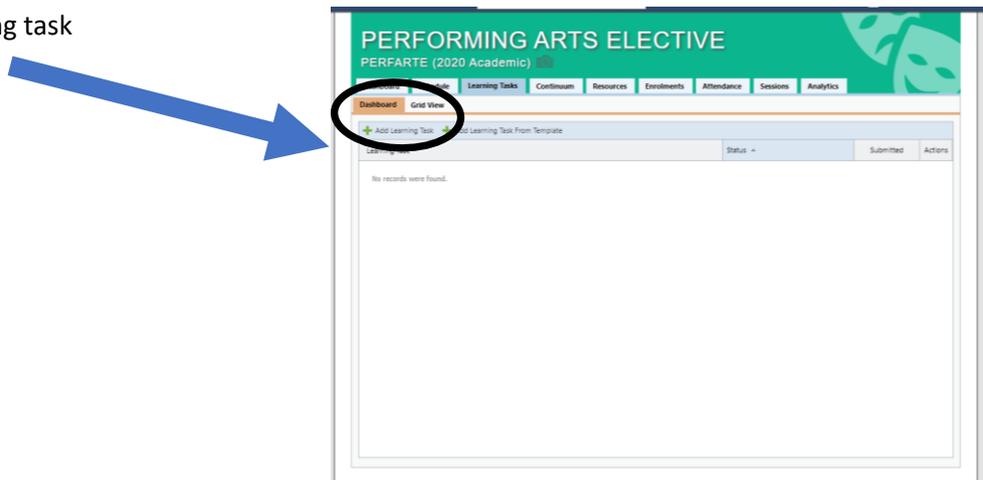
### Step 1:

Once the lesson is open, as per the above instructions, click on the learning task tab



### Step 2:

Click add learning task



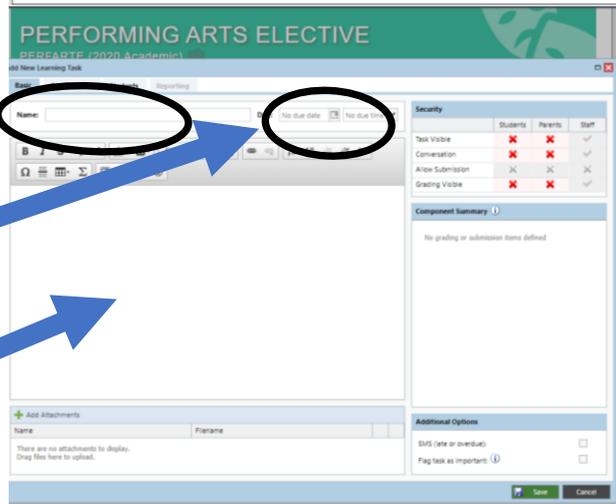
### Step 3:

Enter the details about the learning task and create a due date

Name your learning task

Enter Due date

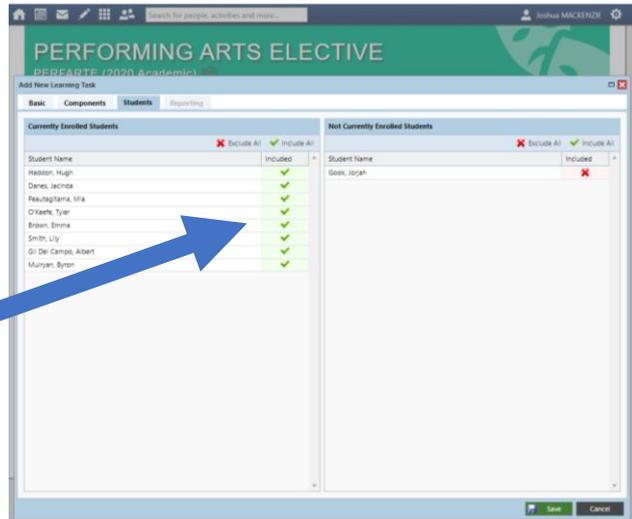
Enter task details



**Step 4:**

Choose the students you want to do the task by clicking on the arrows. A tick means they will be allocated the task; a cross means they will not be allocated the task.

Click here to change allocations of students



**Discussion Forums on Teams**

7-12 staff will be expected to be available to their regular classes on the day the class is timetabled. This is to be done by creating a discussion thread on Teams, where students can engage with teachers by asking questions about the lesson created on Compass.

**Teams**

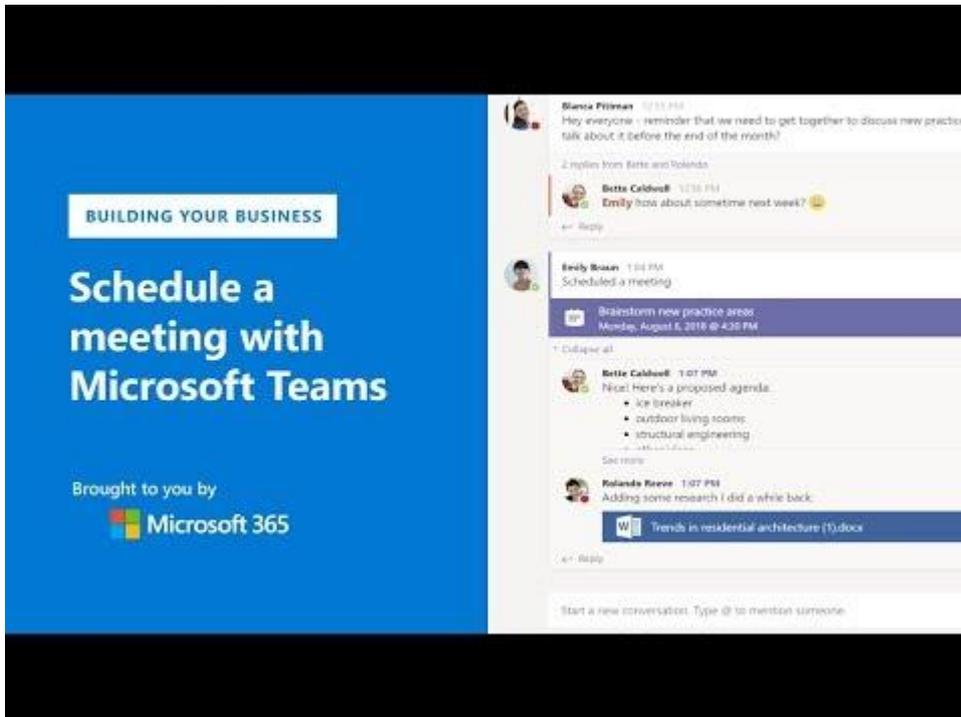
How to access Teams on a School Device

<https://www.loom.com/share/e81617813d9d4b46adfd32e0cc752603>

How to Access Teams on a Personal Device

<https://www.loom.com/share/dfca89a666fe473e908fdd8100e67c63>

**Create a Meeting on Teams**

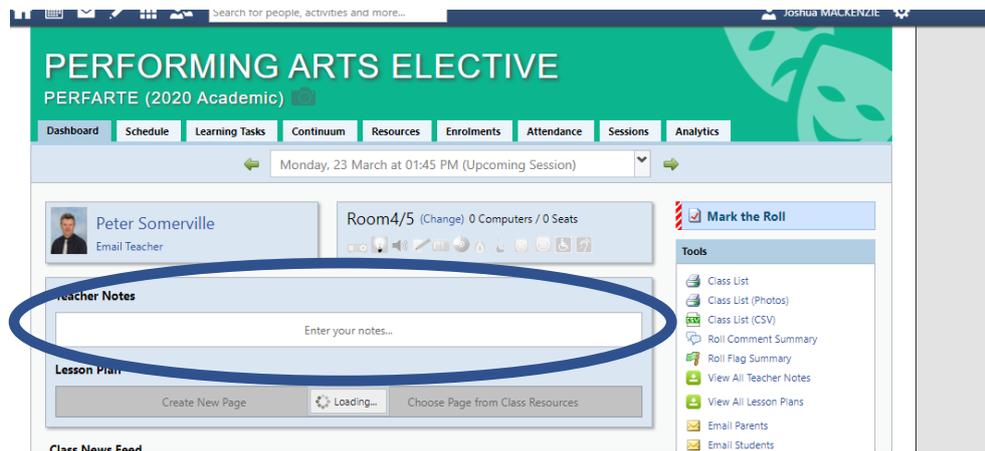


<https://www.youtube.com/watch?v=HjdN1u1Rg34>

## Leaving Notes for CRT's or other Teachers

Staff can leave electronic notes for other people required to facilitate their classes in the teacher notes section of Compass. If this class is transferred to another staff member, these notes will then be visible to the assigned staff member.

When you open up a lesson, you will see the teacher notes section. If you click the teacher notes section, you will be able to type in teaching instructions. Please note teacher's notes are not available for students or parents to view.



## How to word instructions to students and families

The instructions left should be clear and easily understood by parents or students. You need to aim your instructions at the lower end of your class so all students can understand it.

### K

Any learning task distributed by the K staff should be aimed at parents or caregivers; providing adequate information to complete the desired task.

### P-4

Any instructions in the lesson plan component of Compass should be aimed at parents or caregivers; providing adequate information to complete the desired task.

### 5-6

Instructions in the lesson plan component of Compass should be aimed at students being able to understand them without assistance from parents. Students should be able to look at the instructions and have adequate information to complete the lesson offline.

### 7-10

Instructions in the lesson plan component of Compass should be aimed at students' level; being able to understand them without assistance from parents. Students should be able to look at the instructions and have adequate information to complete the lesson. This should include links to external resources where necessary; including textbooks and other web pages.

### 11-12

Instructions in the lesson plan component of ManageBac should be aimed at students' level being able to understand them without assistance from parents. Students should be able to look at the instructions and have adequate information to complete the lesson. This should include links to external resources where necessary; including textbooks, other web pages and Compass.

## Support

### General ICT

General ICT matters can be resolved using our current processes with Hilson Consulting, logging a ticket via the ticketing system already in place.

If you are working from home and are experiencing ICT issues such as logging on, password resets, remote access, please log a ticket with Hilson Consulting by:

emailing [support@hilson.com.au](mailto:support@hilson.com.au) or calling 1800 316 795

## Assessment and Progress Monitoring

Teachers will:

- Use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement.
- Design assessment instruments and create environments that assist students in making good choices related to issues of integrity.
- Establish clear expectations and guidelines for use of sources and collaboration and including them as part of the assessment task.
- Post-assessment authentication through student reflection
- Create assessments that allow for student choice and development for how they will demonstrate learning.

### Formative tasks

- Students must complete assigned assessments that provide a check for understanding. These may include (but are not limited to) discussions, blog posts, forms, polls, reflections and written tasks.
- Teachers monitor student progress with ongoing and regular feedback.
- Teachers will determine when summative assessments are administered based on the data collected from formative assessments.
- Late submissions of formative assessments may not always receive feedback or comparably thorough feedback.

### Graded summative tasks

- Students must complete assigned graded assessments (30-45 minutes, no more than once each week per class) to measure progress against learning targets. These may include (but are not limited to): electronic portfolios, electronic quizzes/tests, writing assignments.
- Graded summative tasks that are performance-based will include a rubric and/or other forms of scoring criteria shared with students as part of the task overview.

Clear instructions on where/how to turn in assignments will be provided to students.

Special arrangements may be made for specific types of assessments (e.g. oral exams, performance assessments, various aspects of course selection). Students will be informed if they must participate in such an assessment.

## Other ICT Issues

Other ICT issues are to be solved through normal channels.

*Compass/Microsoft Teams* – contact Peter Rotherham [peter.rotherham@creekstreet.vic.edu.au](mailto:peter.rotherham@creekstreet.vic.edu.au)

*Jacaranda (Jacplus)* – Contact Peter Somerville [peter.somerville@creekstreet.vic.edu.au](mailto:peter.somerville@creekstreet.vic.edu.au)

## Collegial Support

The first point of reference for staff should always be each other. As staff learn how to use Compass and other learning platforms, the best way to do this is to ask each other questions and to be available to help each other.

To help facilitate this, there will be a folder set up on the drive where staff can share their resources and create instruction sheets for each other on how to complete a task. Please feel free to add to this if you discover something exciting you would like to share with other staff. This is available on the drive at the following location: <T:\-4 WHOLE SCHOOL\Remote and Flexible Learning Shared Resources>

## Communication with Students and Parents

Communication with students and parents should be limited to school-based platforms, email, and Compass. Where possible communication should be in a group setting to prevent teachers from being asked the same question multiple times; for 7-12 classes, this will be in Compass / Teams discussions. K staff may mail out activity packs to students. If a phone call is needed it must be done through a school phone, as per normal policy.

If staff are working from home personal phones are can be used but personal numbers must be hidden. For most mobile phones this can be done by enabling the hide caller ID function.

Most providers also have ways you can hide your number by dialling a number before the number of the person you are calling. For instructions on this please see your relevant providers instructions.

Telstra:

<https://exchange.telstra.com.au/how-to-block-your-number-when-calling-someone/>

Optus:

<https://www.optus.com.au/for-you/support/answer?id=1397>

Vodafone:

<https://www.vodafone.com.au/support/device/caller-id>

# Part D: Students and Parents

## Students and Parents Guidelines

### General

Teachers will provide learning activities for students to complete at home where an extended period of RFL is required. It is suggested that where possible students and parents try and follow timetabled lessons, as they are scheduled at school. However, we know this will not be possible for all families and students. This being the case learning will be structured in a way that can be completed in flexible timeframes; except for live teaching sessions (5-12) and morning check ins (P-12)

The basic idea of our RFL is that students log into Compass and click on their scheduled classes to receive the information they require to complete the lesson. The lesson plan section will direct students and parents to other programs and resources as necessary.

### Expectations

CSCC SMT do not want to burden students or families; we acknowledge that for some people learning at home is not realistic. However, if it is within the capacity of a family unit to continue schooling at home CSCC staff will provide learning activities for students quarantined at home, or in the event the school is closed and learning is expected to continue at home. All students (P-12) will need access to a device for a morning check in and there are varied expectations about device access across different year levels.

### K

Staff are expected to provide K families with activities or strategies that can easily be completed at home, which require minimal preparation, that will encourage students' development in line with the EYLF. Staff may post learning packs to students in any time of sustained RFL.

### P-4

P-4 students are not expected to have a 1-1 device, and thus, students in P-4 will receive a weekly overview of what could be covered at home and a daily plan which will cover the information in more depth. After looking at their daily plan, P-4 students can complete their work without a need for a device. It is essential for future student learning in the classroom that students do not work beyond this in their English and Mathematics workbooks. Students who get through the set work for each week can complete activities from the additional resource list provided by teachers.

### 5-6

Year 5-6 students, while not requiring a 1-1 device will require more technology use than the P-4 students. Students will need a device to access their work for each lesson, but once having instructions for each lesson should not require the device to complete their work.

### 7-12

Our 7-12 students have 1-1 device access, and their RFL Program will be dependent on constant access to Compass and Jacplus. Lessons will be completed 2-3 days in advance, and students will have the freedom to complete their learning activities in their own time; however, it is still suggested that students complete their lessons during the scheduled time.

## IBDP / VCE Students

VCE students must keep up with their work through any period of RFL. As external providers control the assessment schedules and timelines, we have limited control of the deadlines set or the course of action required during any time of school closure.

## VET Students

VET students should continue to complete their modules and seek teacher assistance if they need help. If VET students do not complete any work, they may not have sufficient time left in the academic program when school returns.

## Responsibilities

### Parents

- *Students were given the materials required to complete their learning (textbooks and RFL Book) These items are required each day for learning.*
- *Teachers will provide and receive feedback from students to assess and drive future teaching and learning experiences. Work will generally be based on assessment to give students something tangible to work towards. Teachers will outline details and due dates of work.*
- *If students are not present teachers will know as they are not in the Morning Check-In.*
- *We recommend that the Colleges Mobile Phone and Internet Usage policies are adhered to during school times.*
- *Neat casual attire MUST be worn as students will be required to be on video conference.*
- *Have fun! Enjoy this teaching and learning opportunity together. As teachers (and parents) we are understanding of the fact that this is new to us all. Our Vision, Mission and Purpose Statements have not changed, but we have some new opportunities presented to us. We are partnering with you on this journey and want to embrace these changes with excitement and anticipation of things to come!*
- Commit to support your child/ren in their learning by:
  - Providing an environment conducive to learning (access to technology where appropriate, safe and quiet space during daytime).
  - Engaging in conversations on materials, assignments.
  - Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening).
  - Encouraging attendance, to the regular synchronous engagements offered by each of their child's teacher/s.
  - Supporting emotional balance by providing ample room and time for reflection, physical activity, conversation, and play

**Mobile Phones/devices must not be in the room where students are studying or in the online class environment.**

## For Students

- *Students work best with routine and structure. They will be expected to use the daily timetable and weekly overview as a guide for their learning. **It is not** an expectation that students will cover the same amount of content as they would with face-to-face learning. Their learning will look and feel quite different for the students as we are working towards helping the students become inquirers and independent thinkers.*
- *Students (parents) will access Compass at the start of each timetable session and follow the outline of the Lesson Plan.*

## Students

- Dedicate appropriate time to learning as guided by your teacher/s.
- Check online platforms for information on courses, assignments, resources daily where appropriate.
- Attend, as much as possible, the regular synchronous engagements offered by each of your teacher/s.

For any questions please contact your Class Teacher or Parent

**Mobile Phones/devices must not be in the room where students are studying or in the online class environment.**

## Email

- Students or their carers are expected to check email at least twice a day when RFL is occurring.
- Emails are to be used for education purposes only and is subject to the guidance above.

## Student Wellbeing

*Following a daily routine and being guided by the daily/weekly timetables outlined on Compass, anxiety from both students, parents (and staff) should be reduced. We aim to keep things as 'typical' as they can be. Maintaining home tasks and chatting with friends is important during this time.*

*However, we are aware that some students (and parents) may find this learning a challenge. Teachers are trying to ensure there is a balance of tasks to be completed using technology, 'hands on', interactive and handwritten.*

*At all times the College Technology Policies should be adhered to.*

*If your child (or yourself) are becoming overwhelmed The College Chaplain, Jaclyn McKinnon and Student Support Coordinator, Marnie Pollock, in addition to your child's homeroom teacher are available to provide additional support during this time; please call the school or make individual email contact for assistance. At the College we have a wonderful team of Education Support Staff that can help facilitate learning.*

## List of Required Materials for Students Undertaking RFL

- ▶ All
  - Headphones for video conferencing
  - Computer or device with webcam and microphone and access to Internet browser (preferably Microsoft Chrome)
  - Access to Compass LMS
- ▶ K
  - My Kinder Moments
- ▶ P-6
  - Learning Packs
    - to be picked up fortnightly from school on allocated days
- ▶ P-12
  - Compass
  - Microsoft Teams
- ▶ 5-12
  - Microsoft 365 Suite (including Word, Teams, PowerPoint, Excel, Outlook)
    - This can be accessed by Students with students email by logging into [www.office.com](http://www.office.com)
  - Physical textbooks for each subject
  - Calculator

## Access to Teaching Staff

### General

Students and parents will have access to teachers via the following communication channels during regular school hours.

- Compass – via learning task chat
- Email
- Phone – You can call the school, and if unavailable, the teacher will return the call. Note: this is subject to Government quarantine policy; teachers may not be able to be on campus and may not have access to phones.
- Teams – 3-12 Students may call their teacher via Teams and if the teacher is free they will answer the call. Student may also message teachers via the chat section on this platform.

### 7-12

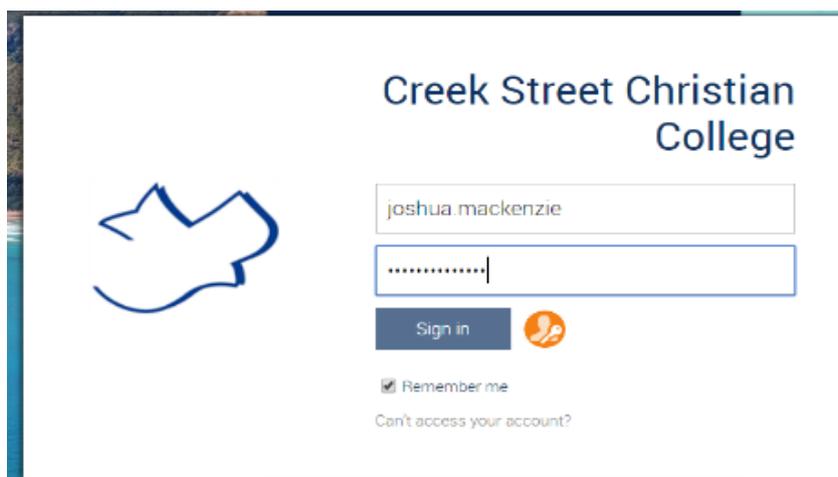
Each day a teacher has a scheduled lesson teachers will endeavour to make a discussion thread in Teams/Compass, or a check-in session in Teams where students can log on and ask questions regarding lesson content.

## Step by step: How to access Lessons via Compass

### Accessing Lessons

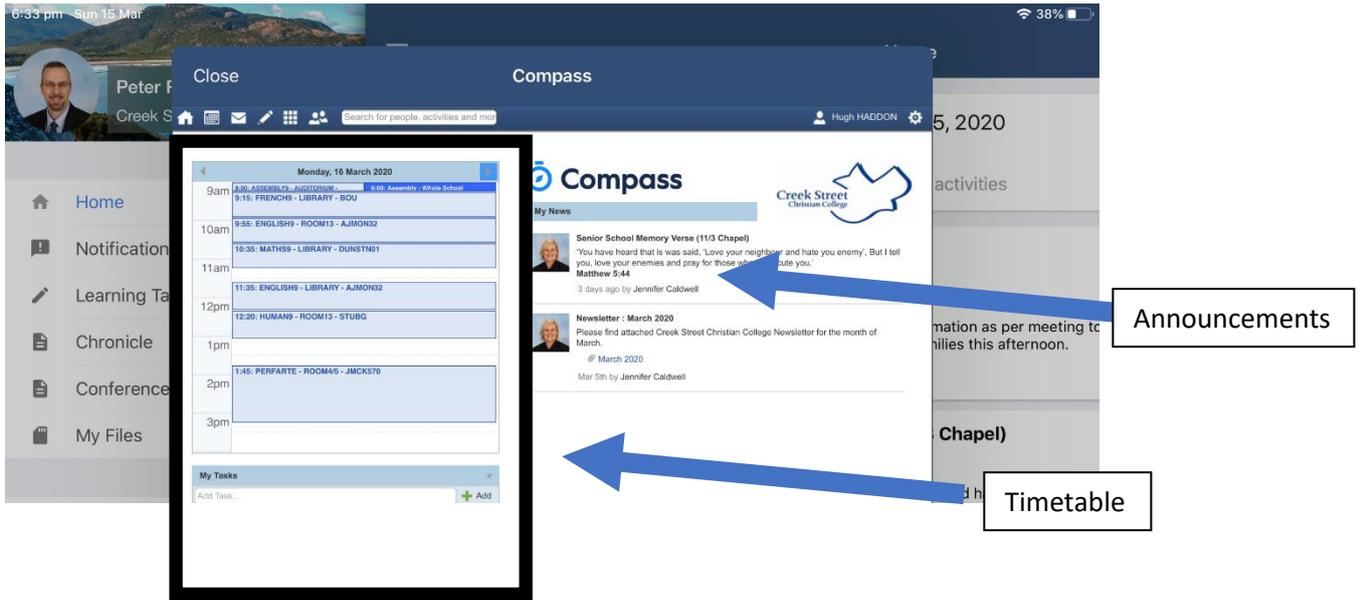
#### **Step 1:**

Log in to Compass via app or web browser. This can be done by visiting the College website or using the app on an iPad. For help with login, issue see the [Compass section in ICT support](#) below



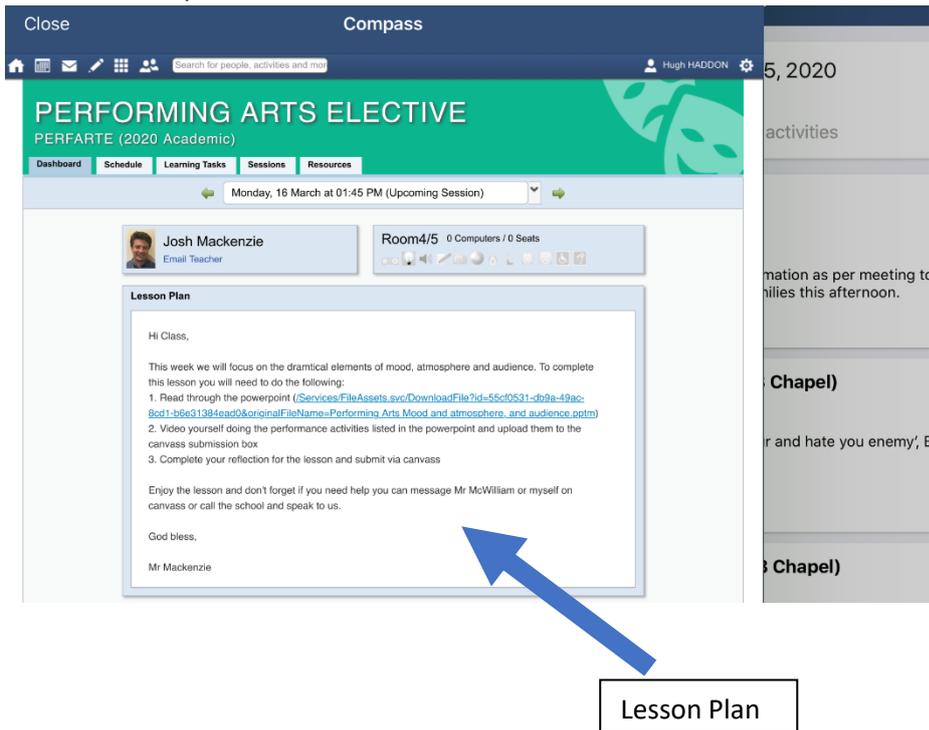
#### **Step 2:**

Click on the scheduled class you want the lesson for. Note: when you log in, you will also see announcements that are relevant to the whole school.



**Step 3**

See the lesson plan section for instructions for the lesson



**Viewing an Assigned Learning Task**

Students may also be set a learning task by the teacher, which may be part of a lesson, but is more specifically aimed at groups of students or an individual student.

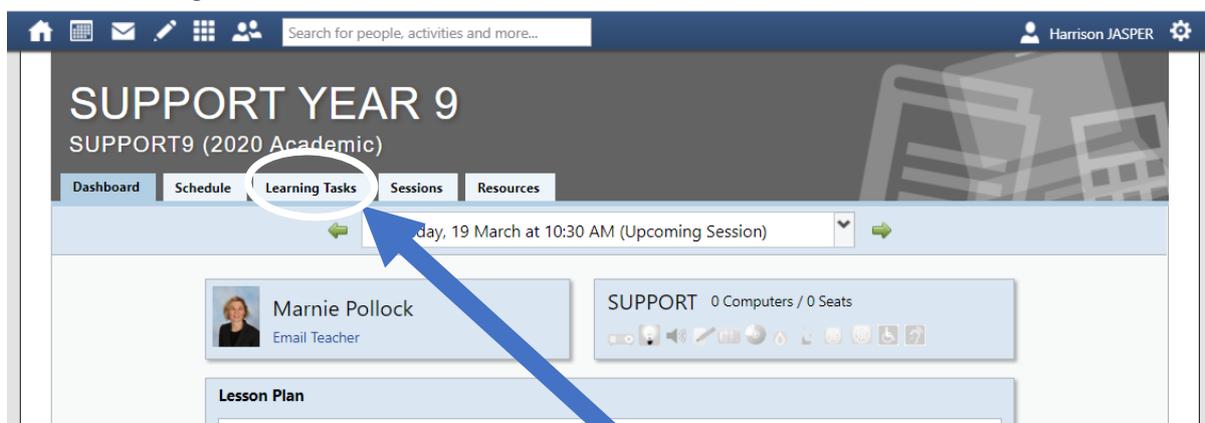
Learning tasks can be viewed by clicking on the learning tasks tab in a lesson.

**Step 1:**

Click on class on scheduled timetable as above

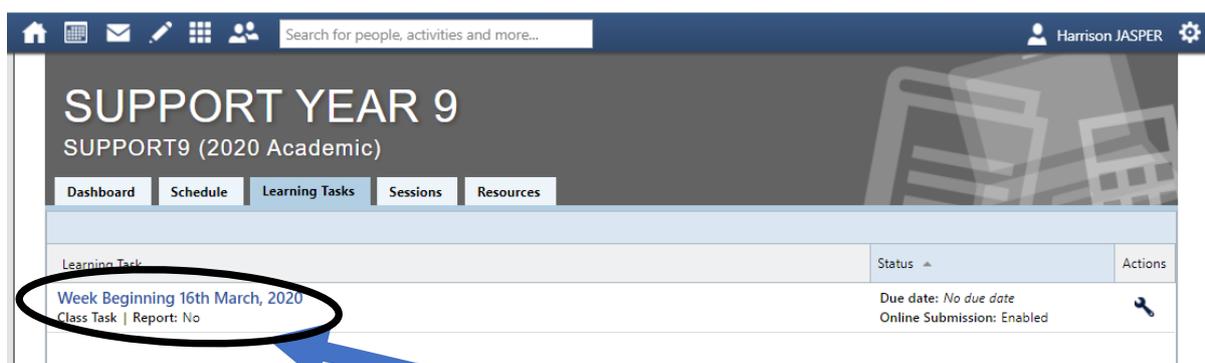
**Step 2:**

Click on learning tasks

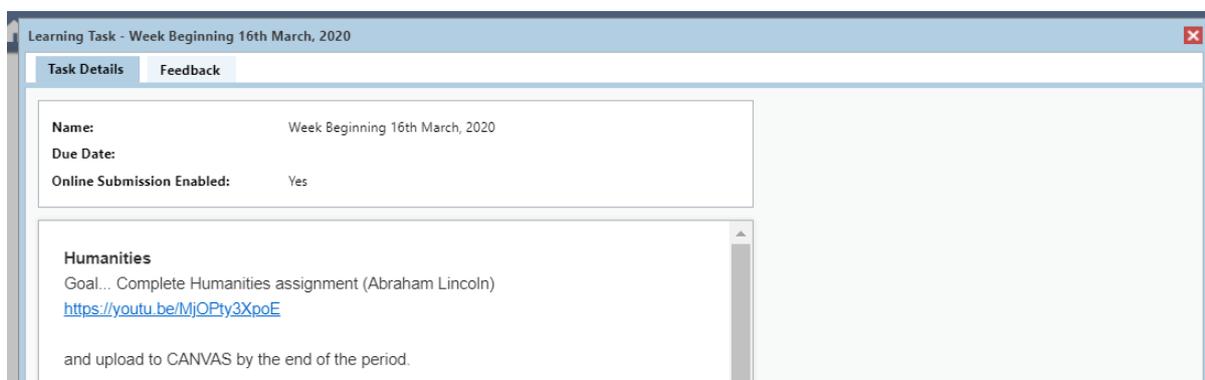


**Step 3:**

Click on learning task to view instructions and details of the task.



Then the Learning task and all the details will pop up for you to see.



**Video Calling via Teams**

See the following video tutorials for accessing Microsoft Teams Video Calling

Joining Teams

<https://www.loom.com/share/c3e3fce9469d4b76acfbba994b2b2b3b>

Students who can't use the app or are having issues logging in.

<https://www.loom.com/share/57a5b3c309314ddf7ac1697db0b24d8>

## ICT Support

### Students

Students in Years 7 – 12 are expected to have their device (iPad or laptop) and have access to the internet at home. They are required to know how to access their College student email account and College Learning Management Systems (Compass/ManageBac).

Students experiencing ICT problems from home are to call the office to see if the issue can be troubleshooted, if not they will be put through to the staff member best equipped to deal with the issue. If the problem cannot be solved immediately a ticket will be logged without ICT provider and you will be contacted when the issue is fixed. If you know specifically that you have an issue with one of the below programs, please contact the person responsible directly.

*General IT issues* – Phone the college office.

*Compass* – contact Peter Rotherham [peter.rotherham@creekstreet.vic.edu.au](mailto:peter.rotherham@creekstreet.vic.edu.au)

*Jacaranda (Jacplus)* – Contact Peter Somerville [peter.somerville@creekstreet.vic.edu.au](mailto:peter.somerville@creekstreet.vic.edu.au)

*Password Issues* - If a student is unable to access their email or their password is not working, then they will need to ring the school office on 03 5442 1722 and ask for their password to be reset. Password issues will affect access to Compass, Office applications (Teams, Word, PowerPoint etc.) and Email

*ELC* – Contact Louise Nott [louise.nott@creekstreet.vic.edu.au](mailto:louise.nott@creekstreet.vic.edu.au)

### Parents

Parents are expected to have access to a personal email account as the primary method of communication between the College and the parent. Parents are also expected to be able to login into the College Learning Management Systems (Compass) to monitor their child/ren's academic progress and be informed of relevant information concerning their child's learning.

If parents are experiencing issues with Compass, they are best to phone the school on 03 5442 1722 or email [info@creekstreet.vic.edu.au](mailto:info@creekstreet.vic.edu.au) and their query will be directed to the most relevant person.

## Additional Support

We understand that RFL may pose difficulties for many in our College community and those difficulties are likely to be quite different for each person. The policy is broad in nature so if you have any individual concerns regarding this policy please contact the principal: [coral.maxwell@creekstreet.vic.edu.au](mailto:coral.maxwell@creekstreet.vic.edu.au) .

If you have any specific concerns about device accessibility at home, we have some limited College resources for families to access during any period of RFL. If you would like to enquire about accessing a school device for your child to use please contact our Business Manager via email: [peter.rotherham@creekstreet.vic.edu.au](mailto:peter.rotherham@creekstreet.vic.edu.au) .

## Appendix

### Appendix 1

#### CSCC RFL Protocols – COVID 19

Creek Street Christian College is aware of the ongoing and evolving threat that COVID-19 poses to the Victorian community. CSCC is committed to having a set of protocols in place that, should the school be required to close, enable students to continue with meaningful learning for the duration of the school closure.

These protocols have been designed to ensure staff and students are prepared to continue with learning activities in the event of a mandated school closure due to COVID-19.

Broadly speaking, CSCC will aim to run regular scheduled classes using a combination of Compass and Teams. Each scheduled class will be replaced either in total or in part by an online synchronous session, with other learning support materials used as appropriate, according to the protocols below.

Teams is an online meeting program similar to Skype. However, Teams allows a teacher to run a class with up to 250 attendees. The teacher can either broadcast themselves via their laptop camera or project their laptop screen (with a program such as PowerPoint running) while talking to the content on the screen. There is a 'whiteboard' function which allows drawing/marketing up as on a physical whiteboard. Students can either type questions into a chat bar or use their microphones to ask a question. Teams meetings can be up to 40 minutes in length. The meetings can be recorded and stored for later use.

The CSCC protocols for using virtual classrooms are described below.

#### Key Summary for Teachers

- CSCC will run online classes for the duration of a school RFL.
- Teachers will be asked to run a virtual class for each scheduled lesson for a maximum of 40 minutes (note – here the term 'lesson' covers both a single or a double period – i.e. where a class has a double period, that will count as one 'lesson'.)
- Teachers will be asked to conduct a portion of each lesson online using Teams.
- In addition to the use of Compass and Teams, teachers can (and are encouraged to) use other strategies such as, online textbooks, previously distributed class handouts, etc. While the use of supplementary technologies is actively encouraged, teachers should not use a different program in place of the above mentioned platforms and Teams Morning Check In remains compulsory.
- Teachers will be asked to note Teams attendance. This will constitute the roll for the day.
- Teachers of subjects at all year levels and subjects are not required to provide virtual lessons for each timetabled lesson.

#### The Protocols

##### *IT staff*

- IT staff will set usernames and passwords for all teaching staff and ensure that they are all able to access their Teams and Remote accounts.
- IT staff should be accessible via email during normal school hours to help teachers troubleshoot problems.

- IT staff, will create instruction sheets for teachers to access which explain how Teams sessions can be recorded and loaded into the LMS.
- The Teams capability will be set-up on all staff and student pages for ease of access in joining a 'meeting'.

### **Teachers**

- Teaching staff are expected to activate their Teams account.
- Appropriate training will take place at whole staff professional learning sessions.
- It is expected that all students are shown how to access a virtual classroom. This will be completed by classroom teachers, in conjunction with the IT staff to ensure that all students are aware of how to access Teams, Compass and ManageBac. This will ensure that students feel comfortable to access the classroom, and teachers are able to use IT support to troubleshoot any potential challenges.
- Where students are unable to access Remote lessons, teachers should make note of those students and email them with the appropriate resources.
- It is expected that teachers are available to teach their class during the same times as they would normally teach their class during face to face class time. For each lesson Teachers can choose how to structure their lesson – for example, they may begin with a video session and then set follow-up tasks that students work on for the remainder of the usual class time. Alternatively, teachers may set beginning tasks (such as reading from a textbook) and then schedule a Teams session to discuss the material with the class. It is possible to begin a lesson with a Teams session, then set students individual work, and then hold another Teams session later in the lesson.
- Staff can set up Teams/compass lessons to show themselves using the laptop camera or to cast their screen and talk to a PowerPoint if they prefer, or a combination of both.
- The Teams session should commence at the scheduled period start time. The session does not need to be as long as the entire class time.
- Teachers should be accessible to students via email for follow-up questions during normal school hours (8:30am-3:45pm).
- Where possible, teachers should aim to complete the same type of material that they would normally cover in face-to-face lessons. There are some examples where this will not be possible (e.g practical classes.)
- Teachers are asked to put an outline of the material being covered on Compass. This should cover the upcoming 2 days (5-12) one week (P-4).
- Teachers are reminded that if they are working from home they are still expected to be presented professionally during all video or Team sessions.
- Should a teacher become unwell during a school shut down, they are asked to contact the Daily Organiser to record their inability to take a lesson. The teacher should still set work and distribute to students via email as per a normal class, but no replacement teacher will be assigned unless they are unwell for a prolonged period of time. Where a teacher is too unwell to set classwork, HODs or teachers teaching the same subject may be asked to help set classwork, as is the current expectation when teachers are too unwell to set work for classes.

### **Support Staff- if working at home**

- Must ensure they have their Laptops and chargers with them at home.

- Have working internet and ensure they have access to all of their usual school networks from home.
- Aides who teach a Learning Support Group (LSG), are asked to make sure they attend the staff professional learning session to understand how to utilise Teams.
- It is expected that aides run learning support classes over Teams, and practice logging on to the program with their students before this policy is enacted.
- Aides who don't teach a LSG should be in regular contact with the classroom teachers of students they support in order to modify work in support of these students.

### **Student protocols**

The aim of learning via a virtual classroom is to replicate the classroom experience as much as possible i.e. in general terms all normal classroom expectations apply. As such, students should sit at a desk, bench, or table. Wherever possible, students should have workbooks and other relevant stationery at hand.

- Students will have access to their daily timetable through Compass and are expected to be available to join Teams lessons as scheduled by the teacher.
- Students will be expected to have their laptops/iPads with them at home, and earphones/earbuds as appropriate.
- During these lessons, students are asked to set their microphones to silent. They can then type in a question in the typing box when necessary.
- While accessing online lessons, students should avoid other programs and websites that will reduce their concentration. The CSCC mobile phone policy should also be followed during Teams lessons.
- Any questions or answers that students type into the "In Meeting Chat" should be relevant and respectful.
- Students are expected to complete class work and any homework tasks in preparation for their next timetabled class.
- Students are expected to participate in any online discussions that take place during the Teams meeting.
- Students are not expected to wear school uniform when accessing Teams or Compass at home but are asked to dress respectfully given the Teams session is a part of a timetabled school day.

### **Online submission of work**

Wherever possible, students should submit work via the online submission facility, or via email directly to their teacher.

### **Parents**

- Parents are asked to monitor their child's access to Teams/ Compass and highlight to classroom teachers or their child's tutor if they are having trouble accessing online lessons.
- Parents should continue to access Compass for feedback about their child's progress.
- Parents are asked to help with the management of their child's timetable. Parents have access to student timetables through Compass and are asked to ensure their child is participating in scheduled classes at the appropriate times.

### **Student protocols**

The aim of learning via a virtual classroom is NOT to replicate the classroom experience as much as possible i.e. in general terms all normal classroom expectations apply. As such, students should sit at a desk, bench, or table. Wherever possible, students should have workbooks and other relevant stationery at hand.

- Students will have access to their daily timetable through Compass and are expected to be available to join Teams lessons where scheduled by teachers.
- Students will be expected to have their laptops/iPads with them at home, and earphones/earbuds as appropriate.
- During these lessons, students are asked to set their microphones to silent. They can then type in a question in the typing box when necessary.
- While accessing online lessons, students should avoid other programs and websites that will reduce their concentration. The CSCC mobile phone policy should also be followed during lessons.
- Any questions or answers that students type into the “In Meeting Chat” should be relevant and respectful.
- Students are expected to complete class work and any homework tasks in preparation for their next timetabled class.
- Students are expected to participate in any online discussions that take place during the Team/Compass meeting.
- Students are not expected to wear school uniform when accessing Teams at home but are asked to dress respectfully given the Teams session is a part of a timetabled school day.
- Students will be required to submit work via the Compass online submission facility, or via email directly to their teacher.

## Appendix 2 - Working from Home Policy

### Purpose

To provide parameters when a working from home arrangement has been enacted in response to the COVID-19 pandemic.

To document the expectations of how work will be performed for CSCC during a period of working from home

### Scope

This policy applies to the Education Faculty of CSCC.

### Working from home

#### Definition

Working from home is a concept where the employee can perform their role [or components of their role] from a home based environment.

Working from home is not a statutory entitlement.<sup>1</sup>

The aim of working from home is to:

- ensure that the business of the school can continue
- maintain continuity of employment

### Circumstances for Working from Home<sup>2</sup>

Working from home may be approved in the following circumstances:

- in response to the need for self isolation arising from the employees exposure to
  - a confirmed case of COVID-19
  - a person who is currently being tested for COVID-19,
- compliance with government mandated social distancing requirements requiring workplace separation measures,
- as a control measure to manage a work health and safety risk of contagion,
- in response to the requirement to either temporarily or for an indefinite period of time fully close the school premises or sections of the school. Roles that are able to be performed in a alternative environment will be approved,
- when deemed necessary by the Principal.

### Work Health and Safety

Work Health and Safety legislation<sup>3</sup> commits both the employer and employee to the creation and sustaining of a safe workplace. This includes a home workplace. It is an expectation that the employee identify a suitable home-based workplace and establish and maintain its safety during the period of any working from home arrangements. Employees are responsible for costs associated with compliance.

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<sup>1</sup> Under the FWA 2009 a request for flexible work arrangements may result in altered hours or for components of the role to be performed at home.

<sup>2</sup> See section: *Working From Home Expectations*

<sup>3</sup> Safe Work Australia, (May 2018) *Managing the Work Environment and Facilities* retrieved from [https://www.safeworkaustralia.gov.au/system/files/documents/1901/code\\_of\\_practice\\_-\\_managing\\_the\\_work\\_environment\\_and\\_facilities.pdf](https://www.safeworkaustralia.gov.au/system/files/documents/1901/code_of_practice_-_managing_the_work_environment_and_facilities.pdf).

In accordance with the general workplace health and safety policies of the School any employee working from home must identify and communicate hazards [and potential hazards] of their home based workspace in accordance with that policy so that the school can manage this risk. To confirm that you have a suitable area to work safely from home You are required to fill out the online form (see link following).

<https://forms.office.com/Pages/ResponsePage.aspx?id=FNpT4ybdKEemOPBlwqaS5nHLCaVRISxDgtBLHBJcz9UM1k3RUtLMkc3RE1HQkVFRzJUV1pHS1pWSi4u> .

The school, upon being informed of any hazards, will undertake a risk assessment and implement relevant actions. The College will act in accordance with its risk assessment protocols in determining the continuation of a working from home arrangement.

It is expected that foundational work health and safety precautions are taken by the employee in a working from home arrangement.

### Child Protection

Compliance with all applicable child protection legislation and relevant school policies remains a high priority for the School during any working from home arrangement. It is important to ensure that applicable protocols for communications with students are maintained including –

- Staff are required to maintain the schools online safety protocols
- Staff are only to contact students within school hours
- Staff are not permitted to communicate with students via social media for non school/education purposes
- Staff who become aware of online bullying or become concerned of a students wellbeing are to inform the school immediately
- Mandatory reporting requirements are to be upheld in the online environment
- Parents to be informed of the use of any new online learning tools that students may be required to use
- The protection of student data is to be maintained in accordance with the school IT policy
- Teachers are not permitted to arrange home visits or face to face meetings with students or parents. If face to face contact is required please contact the Principal to arrange.

### Confidentiality

The confidentiality expectations of all employees extend to work performed under a Working from Home arrangement. A failure to comply with the schools confidentiality requirements may result in disciplinary action. It is expected that an employee who believes that the confidentiality of the school has been compromised under this arrangement is expected to promptly inform the Principal so that corrective actions can be implemented.

### Information Technology

The school will provide employees with access to iPad. In addition, employees may want to seek independent tax advice in relation to potential tax deductibility of 'home office expenses'..

### Communication and accessibility

Working from home requires a high level of trust and personal accountability. The decision to approve such an arrangement is made on the understanding that the employee will be available to

the school so that the business of the school can continue. The school also seeks confirmation of its employees health and wellbeing and achieves this confirmation via regular communication.

Whilst a benefit of working from home is flexibility in when hours of work are performed the employee is expected to be available during the normal hours for contact for the roles they perform. It is up to the employee to inform College Principal or their representative if there will be periods of time when they are not contactable.

If you are unable to work due to illness or injury you are required to contact the school so that the applicable leave can be applied and to ensure that you are not unnecessarily interrupted by the school for work related purposes.

Employees working from home are required to maintain the following:

- Daily email contact with PLG
- Daily contact with allocated staff buddy
- Attendance for online meetings
- Daily Teams Morning Briefing

### Work Standards

During this period it is acknowledged that there may be difficulty performing work to normal standards and we expect a degree of fluctuating productivity. Should it become apparent that the working from home arrangement is inhibiting you from performing the majority of your tasks we require you to notify the school so this can be discussed.

In the event that the working from home arrangement cannot support you to perform your role the option of leave [either paid or unpaid] may need to be pursued.

### Self Management Expectations

Working from home requires a high degree of self motivation. In agreeing to work from home employees are expected to schedule their work day in such a manner as to support the achievement of work outcomes.

Working beyond contracted hours, if applicable, will require pre approval from the Principal.

### Working From Home Expectations

**Period of Approval to Work from home:** Commencing

A working from home arrangement is a significant expression of trust between you and the school. This arrangement

- does not remove the responsibility of either party to provide and participate in a safe environment
- requires that both parties are accessible for ongoing communication during the scheduled work day
- requires that you continue to perform your role to the expected and agreed standards
- requires that confidentiality requirements be maintained.

You are required to inform the school immediately should any of the following occur

- You identify a hazard within your work space that may lead to an injury
- A breach of confidentiality has occurred [examples may include household members have read confidential school material or accessed your work email or message facility]
- You anticipate that agreed work outcomes may not be achieved

- You cannot be available as required for routine or scheduled contact during the course of your work

We ask that as you establish your work space you consider the following:

- Privacy of work space
  - For work related phone calls/emails/online meetings
  - Storage of work information is managed so that exposure to family members and household visitors is avoided.
- Environment
  - Ensure you create a space that supports you to work productively
  - The upholding of the schools professionalism in terms of engagement by others to your work space: example include background presentation if attending online meetings, background noise if answering work calls.
- Health and Safety
  - Computer set up and use meets ergonomic guidelines
  - You take appropriate breaks
  - You identify and remove hazards: examples include trip hazards, correct use of powerboards, appropriate positioning of computers so as to reduce glare and support posture.

## Junior School Flexible and Remote Learning - Parent Fact Sheet

### Managing Flexible and Remote Learning at home

- There is no expectation that ALL work set be done
- You can follow the timetable or create your own schedule that best suits YOUR family
- You should only work for 2-3 hours maximum in a day. Just do what you can with the priorities Reading, Writing and Math.
  - At home student learning is 1:1 focused so much more intensive than in a classroom
    - Remember to set a timer for recess and lunchbreaks 😊
    - Your children will be learning much just from being with you.

School may look different but we can all do this together.

#### Communication

- Your child's homeroom teacher will post on Compass your child's weekly overview. This is just an overview
- Teachers will also post on Compass a daily plan. This is more comprehensive than the weekly overview and is the main source of information
- Your teachers may also talk to you and your child via Teams
- Teachers may schedule Guided Reading sessions following the Morning Check In to allow for explicit teaching and student feedback
- Teachers are available to be contacted Monday to Friday 8:30am to 3:45pm.

#### Attendance

- We ask that all students attend the Morning Check In session so they can have some fun seeing their teachers and classmates. This is also when the roll will be marked
- If your child is absent or unwell please follow the normal procedure for notifying the school. Absence Line: 54412442

#### Feedback

- Your child's teacher will be mostly using Compass and Canvas to give you written feedback
- Feedback may also be given via email
- Further information regarding Semester Reports will go out later in the term.

#### Student Wellbeing

- Maintaining a positive student teacher relationship is important so teachers will enjoy contacting your child personally during this period of flexible and remote learning. This may happen via a phone call, Teams chat or letter
- NOTE: When students do return to school-teachers will look at where they are at and adjust their teaching as required.

#### Support

- Flexible and Remote Learning support contact your Homeroom teacher
- IT support contact the College office - 54421722
- Personal or social/emotional support contact Chaplain : [jadyn.mckinnon@creekstreet.vic.edu.au](mailto:jadyn.mckinnon@creekstreet.vic.edu.au)
- Student Support Coordinator : [mamie.pollock@creekstreet.vic.edu.au](mailto:mamie.pollock@creekstreet.vic.edu.au)
- Principal: [coral.maxwell@creekstreet.vic.edu.au](mailto:coral.maxwell@creekstreet.vic.edu.au)



## Year 5 and 6 Flexible and Remote Learning - Parent Fact Sheet

### Start the Day Well

- If you are at home with your child, please ensure that they have had breakfast and are dressed in neat casual clothes and ready to learn before the 9:00am Morning Check In
- Check communication from your child's teachers on Compass on go to each subject learning area for the day
- If your child is unwell or unable to attend classes, please contact the College or phone the absence line. Phone 54412442.

School may look different but we can all do this together.

### Creating a Learning Space

- Your child's learning space should be tidy, comfortable and as quiet as possible
- Make sure your child is sitting on a chair at a desk or table
- Ensure that your child has a charged device and is able to log in to Teams and Compass
- Students need to have pens, paper and required books nearby
- Students can use headphones to remove distractions

### Communication

- Your child's teachers will post on Compass your child's daily schedule and an overview of the week
- Check in to Compass each day to see notices from the College or updates to lessons or additional instructions from your child's teacher
- Encourage your child to use the Teams chat facility to ask questions about course content
- Teachers are available to be contacted Monday Friday during their timetabled classes

### Feedback

- Your child's teacher will be using Compass, Canvas and Teams
- Students can submit any work requirements on Canvas
- Further information will be sent regarding Semester 1 reports later this term

### What parents can do

- Parents can support their children by encouraging them to plan times and breaks ahead, and when to work on the different tasks
- This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks
- Encourage your child to practice healthy habits
  - Take breaks every 40 minutes
  - Have recess and lunch breaks and eat healthy food
  - Engage in exercise and rest each day
- Please keep in communication with your Homeroom teacher

### Student Wellbeing

- The teachers would love to contact your child personally over this period of flexible and remote learning. This may happen via phone call, Teams chat or letter.

### Support

- Flexible and Remote Learning support contact your Homeroom teacher
- IT support contact the College office - 54421722
- Personal or social/emotional support contact Chaplain : [jaslyn.mckinnon@creekstreet.vic.edu.au](mailto:jaslyn.mckinnon@creekstreet.vic.edu.au)
- Student Support Coordinator : [marie.pollock@creekstreet.vic.edu.au](mailto:marie.pollock@creekstreet.vic.edu.au)
- Principal: [coral.maxwell@creekstreet.vic.edu.au](mailto:coral.maxwell@creekstreet.vic.edu.au)

## Year 7 to Year 10 Flexible and Remote Learning - Parent Fact Sheet

### Start the Day Well

- If you are at home with your child, please ensure that they have had breakfast and are dressed in neat casual clothes and ready to learn before the 9:00am Morning Check In
- Check your child's timetable for the day as posted on Compass
- If your child is unwell or unable to attend classes, please contact the College or phone the absence line. Phone 54412442.

### School may look different but we can all do this together.

#### Creating a Learning Space

- Your child's learning space should be tidy, comfortable and as quiet as possible
- Make sure your child is sitting on a chair at a desk or table
- Ensure that your child has a charged device and is able to log in to Teams, Compass and Canvas
- Students need to have specific materials for each subject ready
- If your child is using the devices' camera please ensure they are sitting in front of a blank background
- Students can use headphones and should remove all distractions including mobile phones

#### Communication

- Your child's teachers will post lessons on Compass two days ahead
- Please check in to Compass each day to see any additional notices from the College, updates to lessons or additional instructions from your child's teacher
- Encourage your child to use the Teams chat facility to ask questions about course content
- Please contact the subject or Homeroom teacher if you have any specific questions regarding your child's learning
- Teachers are available to be contacted during their timetabled lessons

#### Feedback

- Your child's teacher will be using Teams to answer questions and have daily conversations
- Students are to submit any work requirements on Canvas
- Students marks and feedback on set tasks is provided on Canvas
- Further information will be sent regarding Semester 1 reports later this term

#### What parents can do

- Parents can support their children by encouraging them to set goals, plan and manage their time, effort and emotions
- This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks
- Encourage your child to practice healthy habits
  - Take breaks every 40 minutes
  - Have recess and lunch breaks and eat healthy food
  - Engage in exercise each day - outside if possible
- Please keep in communication with Homeroom teachers if you have any concerns regarding your child's overall learning or wellbeing

#### Student Wellbeing

- The teachers would love to contact your child personally over this period of flexible and remote learning. This may happen via phone call, Teams chat or letter.

#### Support

- Flexible and Remote Learning support contact your Homeroom teacher
- IT support contact the College office - 54421722
- Personal or social/emotional support contact Chaplain : [jaclyn.mckinnon@creekstreet.vic.edu.au](mailto:jaclyn.mckinnon@creekstreet.vic.edu.au)
- Student Support Coordinator : [mamie.pollok@creekstreet.vic.edu.au](mailto:mamie.pollok@creekstreet.vic.edu.au)
- Principal: [coral.maxwell@creekstreet.vic.edu.au](mailto:coral.maxwell@creekstreet.vic.edu.au)

