ELTHAM HIGH SCHOOL

FLEXIBLE AND REMOTE LEARNING

Expectations for Students, Teachers and Parents/Guardians

April 2020

Flexible and Remote Learning Plan

As a school community, we are committed to our *School Values* and the *Deeds that Count* of **Pursuit of Excellence, Individuality, Creativity, Social and Environmental Responsibility, Respect for Diversity** and **Integrity.** As a school, we acknowledge the importance of setting high expectations and taking a consistent approach to pursuing these values in all aspects of our students' education. By highlighting them we also emphasise the important role that students have in their own learning.

There is good evidence to suggest that clear learning gains can be made through the adoption of consistent teaching and learning protocols, and setting high expectations for all students[1].

The way that teachers go about their work in and out of the classroom, the attitudes and approach that students bring to their learning, the support and encouragement from parents when students are away from school and the level of the expectations that we set as a learning community are all significant in achieving the best possible outcomes for our students. Flexible and Remote Learning is governed by these same philosophies and principles.

The *EHS student* recognises that there are positive outcomes for appropriate behaviour in and out of school and being engaged in their learning, including;
- Feeling valued and cared for, with strong engagement in the school culture
- Personal motivation, resulting in enhanced learning and confidence
- Participation in the academic, social and extra-curricular opportunities of the school.

The aim of this document is to:
- contextualise student learning and wellbeing within a framework of Flexible and Remote Learning
- outline our Flexible and Remote Learning strategy for all stakeholders – students, parents, staff
- clarify expectations
- be dynamic so that the document is updated as we learn, adapting our flexible and remote learning practices

Flexible and Remote Learning concepts:
- Each class will "run" at its scheduled Compass time
- Teachers will be connecting with each class within the scheduled 72 minute block
- Resources, other than physical books, will be provided online
- Students will complete class tasks and make one submission each week per subject undertaken
- Parents and guardians are not expected to teach, but to support their children

Communication:
- **Compass** will be the primary online learning platform, as it always has been
  - Students will see tasks set by their teachers in the Lesson Plan section
  - Learning Tasks will be visible to students and parents – there is no change here
  - The Learning Task *Feedback* tab will contain both formal results and notes in the *Conversation* area, where students can respond to teacher questions
  - Teams of teachers may also use OneNote, or another platform such as Webex, which is very easy to use while being safe and secure.
- **Email** can be used to communicate with teachers and support staff as usual
- **Phone** access will be limited.

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[1] Craig, Hopkins & Knight, 2015, Curiosity and Powerful Learning, McRel.

Expectations around Flexible and Remote Learning: Students

All students are expected to be learning from home. Students with exceptional circumstances may be considered to attend school.

Students will be encouraged to establish learning routines that enable them to meet the subject requirements. This includes:

Self-care:
- Plan regular breaks
- Eating healthily and drinking plenty of water
- Exercise
- Good sleep patterns
- Good hygiene practices
- Make use of available resources such as reachout.com

Time management:
- Establish a daily routine to help you plan, understand and complete your tasks
- Check Compass every session for learning activities, tasks and feedback from teachers
- Check emails at least once per day, respond if needed

Learning:
- Make sure you have a dedicated learning space which has enough room, light and the resources you need
- If you need access to Microsoft Office 365, please go to office.com and use the online versions or download the desktop version using the "Install Office" menu. Use your school email address and password to access this.
- If your teacher uses OneNote, this will continue
- If you use another online platform such as Webex, make sure that you set up your computer in a space that is not private. Check where you are sitting and be mindful of what is behind you and what can be picked up by your computer camera. You may be able to blur your background.
- Be safe online and model responsible use of online communication tools
- Expect to submit one task per subject per week
- If you are unwell and unable to complete school:
    - Make sure your parents enter this into Compass as usual
    - Catch up on missed lessons to see what work was missed by clicking on the classes or using the navigation arrows to move backwards and forwards to other sessions

Getting help and feedback:
- Ask for help when you need it
- Your teachers will be available to you during your scheduled classes. They will be at their computers
- Email your teacher if you have a question, or if you are using another online platform with chat, post your questions on the chat page.
- Collaborate and communicate with your classmate
- Your teacher will inform you if they are using another online platform to connect with you
- Contact your Integrated Studies / Involve / Tutorial teacher if you are stressed or anxious
- If your teacher has graded a piece of work, click on the Learning Task and then click on the Feedback tab – there may be a message in the *Conversation* area from your teacher asking you to add or change something
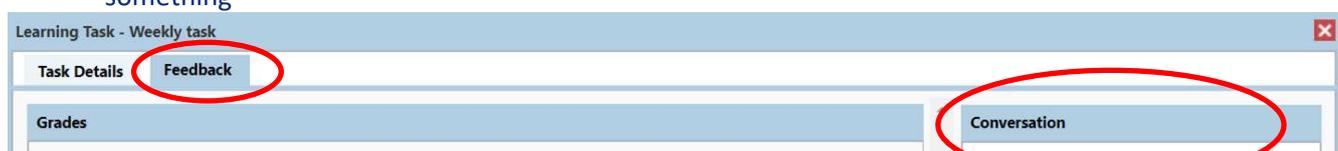
Expectations: Work Authentication while using Flexible and Remote Learning

Students will still be expected to complete formal assessments to demonstrate acquired knowledge and skills. This is separate to the weekly check-in tasks and Learning Tasks, which are informal.

Years 7-10:
Teachers will:
- Specify the submission date of the CAT on *Learning Tasks* and attach any guiding documents
- Attach the *CAT authentication sheet* for parents/guardians to sign
- Inform students the CAT has been uploaded to *Compass Learning Tasks* through a notification in the Compass lesson plan section

On the due date:
- Students upload completed CAT by/on the due date together with the signed authentication form by the parents/guardians
- Teacher updates Compass *Learning Tasks*- read: task submitted /not submitted (as required)
- Teacher provides feedback via *Learning Tasks* in alignment with the school's assessment and reporting timeline

VCE & VCAL:
Please refer to the communications from Senior School around these assessments for the most up-to-date information.
The teaching staff will advise students as to the Learning task(s) to be completed as *Remote assessments* and a derived score will be determined from this.

Students will need to adhere to authentication requirements and submit the signed authentication sheet with the assessment task by the due date in order to receive a preliminary assessment that is then subject to moderation. If they are unable to print, they should save the file and open the Authentication Sheet PDF document 'open with' Adobe Acrobat DC, then they will be able to complete and sign the document electronically. **Students must only undertake the assessment when a parent/guardian is home to authenticate the work being done.**

The teacher will assess this task and inform the student of this preliminary result and provide feedback. This result will be subject to moderation.

Information in this space may change as further advice is received from the VCAA.

In summary:
- Teachers will upload a *Remote SAC/SAT/assessment* for students via *Compass Learning Tasks* assessing the key knowledge and key skills for the Area of Study, with instructions and set date for submission of task
- *Remote SAC/SAT/assessment* will be undertaken under strict SAC/SAT conditions as indicated by the Area of Study
- Teachers will attach the *VCE Authentication sheet* for the student and parents/guardians to sign

On the due date:
- Student uploads the completed SAC or SAT by/on the due date together with the signed authentication form by the parents/guardians. The learning task will not be accepted without a signed Authentication Sheet.
- Teacher updates Compass *Learning Tasks*- task submitted / not submitted (as required) Note: If not submitted the student will not qualify for a scored assessment unless a medical certificate is forwarded to the class teacher and coordinator
- Teacher will provide feedback via *Learning Tasks* in alignment with the school's assessment and reporting timeline

Graded assessment:
- Teachers will utilise the remote SAC preliminary result and will moderate this against any other task(s) set to derive an assessed score for the outcome.

Expectations around Flexible and Remote Learning: Teachers

Teachers must work from home, with only those who have agreed to deliver the on-site educational program for students in exceptional circumstances to attend the school.

Teachers will be assisting students in their Flexible and Remote Learning journey. They will design and implement learning activities and tasks and give feedback, communicating with students and parents/guardians when needed. Teachers will focus on the following:

Self-care:
As for students, self-care is important for all of us. The focus on healthy diet and exercise, good sleep, regular breaks and good hygiene is a priority for all of us at this time.

Staff should also make use of available support such as the DET tips for remote learning and reachout.com

Class activities- teachers will:
- upload class intentions into the *Lesson Plan* section of Compass for every class
- set appropriate tasks, being mindful of student workload
- be online for the duration of every scheduled class
- record student interaction so that roll marking can take place
- set high expectations, but be aware that current research indicates that students working in isolation may not be able to complete the same amount of work or work to the same standard that they would produce when being supported face-to-face.
- be aware of differentiation requirements and opportunities
- if using platforms such as Webex (DET approved), make sure that the computer is set up in a space that is not private. Be mindful of what is in the background and what can be picked up by the computer's camera. Backgrounds can be blurred. **<u>Do not</u>** use unapproved platforms such as Zoom or Facetime.

Weekly check-in tasks – teachers will:
- Set a minimum of one task every week for each class. This could be:
  - a small check-in task, such as a self-reflection, summary, photograph, online quiz, screenshot of course completion, a statement of which question they are up to, a list of recordings listened to, a photograph of a mindmap or journal
  - a Learning Task or Common Assessment Task (CAT)

Feedback:
- Provide timely feedback for each submitted task. Formal and informal feedback are critical in remote learning; this must be provided in alignment with the school's assessment and reporting timeline, provided in the accompanying document.
- Written comments for Common Assessment Tasks
- Requests for extra information/resources in *Conversation* box in Compass

Communication:
- Check emails regularly:
  - Beginning and end of each work day
  - Beginning, middle and end of each scheduled class
- Email parents if weekly tasks are not submitted
- Email coordinators if a series of tasks have not been completed
- Integrated Studies / Involve / Tutorial teachers should contact their students at least once a fortnight to check on student wellbeing – this could be a class email through Compass or a Microsoft Form. There will not be a formal Involve / Tutorial class running the usual program.
- Teachers are available for the duration of a usual workday – 8.50am – 3.40pm
- Scheduled meetings will occur remotely using Webex

Support / Illness:
- If unavailable for any reason, place an out-of-office reply email that directs contact to the most relevant person such as KLA Coordinator, Sub-school Coordinator, Assistant Principal, Replacement Teacher.
- KLA Leaders, Learning Specialists, P&D Facilitators, Leading Teachers, the Principal Team are available to assist if you have any concerns
- Continue using existing support mechanisms (VIT, KLA, mentors, colleagues)
- Log IT concerns with the EHS helpdesk email. Do not email IT staff individually.
- Follow usual procedures, leaving work on Compass where possible

Expectations around Flexible and Remote Learning: Parents/Guardians

All students are expected to be learning from home. Students with exceptional circumstances may be considered to attend school. Parents/Guardians are the most important support for students in Flexible and Remote Learning. They provide a safe place for students to live and learn.

Please visit https://www.education.vic.gov.au/parents/learning/Pages/home-learning.aspx for a comprehensive parent guide to home-based learning, published by the Department of Education. It includes a link to a fact sheet with many useful hints and tips, particularly around managing screen time, checking on wellbeing and supporting students with additional needs.

We acknowledge that some parents/guardians may not be able to supervise their children's learning every day. The school's expectation of parents/guardians is not to teach but to support their child's learning by providing comfort, support and clear expectations in relation to their learning program.

We ask parents/guardians to focus on the following:

Self-care:
As for students, self-care is important for all of us. The focus on healthy diet and exercise, good sleep, regular breaks and good hygiene is a priority for all of us at this time. Help your children to maintain healthy routines, and remember that resources such as reachout.com are also available to parents and carers.

Environment:
- Continue to provide a working Surface Pro with a connected pen (stylus) as some classes may need this
  - If there are issues around this, please contact the relevant Sub-school **immediately** (details on last page) as EHS can assist with the provision of loan devices for families in need
  - If there are any technical problems, email or call the Helpdesk (details on back page)
- Provide a designated workspace for your child:
  - Quiet, away from distractions
  - Enough room to use the resources properly
  - Good light
  - Internet access. Please inform the relevant Sub-School if your child does not have internet access.
- Encourage good posture and eye care – take regular breaks

Routine:
- Set clear expectations with your child in relation to their learning program
- Assist your child to establish a routine:
  - Regular class / study times – every teacher will be available during the scheduled class times
  - Stick to regular times for getting up, getting dressed, meals, family activities
- Ensure your child spends some time each day outside, as per the current government requirements
- Ensure your child has regular breaks from viewing screens
- Expect safe and responsible use of online communication tools

School work:
- Check Compass at least twice a week to:
  - See what tasks have been set
  - Check that required Learning Tasks are being submitted
  - See what your child is working on – this can be discussed with the family and could lead to some investigative learning for the whole family
- Monitor communication from teachers, through Compass and email

Feedback:
- Any questions about particular subjects or Learning Tasks should be emailed to the subject teacher – the easiest way is to log in to Compass, click on a class and click *email teacher* near their profile photograph
- Be mindful of staff work hours, 8.40 – 3.40. They **will not be available** outside these times.
- If you are aware of another family without access to digital technologies and/or the internet, please inform the relevant Sub-School Team Leader

Wellbeing:
- Any concerns around your child's wellbeing can be emailed directly to your child's coordinator. A list of the Sub-School Team Leaders and the coordinators and their contact details is provided on the next page
- For urgent or highly confidential concerns, please contact Louise Heathcote directly (details on next page)

Contact details:

Email is the preferred way to communicate with staff during remote learning period.
Please be patient as we are expecting the volume of email to be significant. Phone calls will be redirected to voice mail, which is emailed to the relevant staff member.

Vincent Sicari	Principal	sic@elthamhs.vic.edu.au
Anna Panas	Assistant Principal	pan@elthamhs.vic.edu.au
Darren Squires	Assistant Principal	squ@elthamhs.vic.edu.au
Fran Mullins	Assistant Principal	mul@elthamhs.vic.edu.au
Kristina Elvey	Business Manager	ely@elthamhs.vic.edu.au
Louise Heathcote	Student Services Leader	hea@elthamhs.vic.edu.au
(94305123 or 0417 364 940 – leave a voice message)		
IT helpdesk	Laptop issues	helpdesk@elthamhs.vic.edu.au
(9430 5121 or 9430 5184 – leave a voice message)		

Junior School Team Leader	**Melissa Hughes**	huh@elthamhs.vic.edu.au
7A, 7B, 7C, 7D	Dominic Molinari	mol@elthamhs.vic.edu.au
7E, 7F, 7G, 7H,	Suzy Oates	oat@elthamhs.vic.edu.au
7J, 7K, 7L, 7M	Jim Petridis	pet@elthamhs.vic.edu.au

Middle School Team Leader	**Ross McKinnon**	mki@elthamhs.vic.edu.au
8B, 9D, 9H	Jon Baly	bay@elthamhs.vic.edu.au
8H, 9A, 9K	Simon Maurdev	mau@elthamhs.vic.edu.au
8K, 8L, 9G, 9J	Tracey Parker	pak@elthamhs.vic.edu.au
8A, 8G, 9C, 9E	Peter Seymour	sey@elthamhs.vic.edu.au
8E, 8F, 9B	Chris Serong	sen@elthamhs.vic.edu.au
8C, 8D, 8J, 9F	Natalie Tate	tat@elthamhs.vic.edu.au

Senior School Team Leader	**Amanda Saliba**	sai@elthamhs.vic.edu.au
10A, 11A, 12A	Nural Seker	sek@elthamhs.vic.edu.au
10B, 11B, 12B	Hannah Allen	ale@elthamhs.vic.edu.au
10C, 11C, 12C	Michael Doherty	doh@elthamhs.vic.edu.au
10D, 11D, 12D	Mark Jackman	jak@elthamhs.vic.edu.au
10E, 11E, 12E	Ashlea Oates	oae@elthamhs.vic.edu.au
10F, 11F, 12F	Diane Parry	par@elthamhs.vic.edu.au

Terri Wood	VCAL / VET Coordinator	woo@elthamhs.vic.edu.au
Ross Pringle	Careers/Pathways Coordinator	pri@elthamhs.vic.edu.au
Lyn Davis Apr 15 – May 18	Additional Needs Coordinators	dav@elthamhs.vic.edu.au
Sue Pickett May 18 – Jun26		pic@elthamhs.vic.edu.au