

8 April 2020

Dear Parents/Guardians

I hope this email finds you well and enjoying quality time with family members. By now you will be aware that the State Government has decided school will commence on Wednesday 15<sup>th</sup> April for all students under Remote Learning provisions.

This email is to assist you in setting up a Remote Learning environment for your child(ren). Please also refer to the document that was sent on the 27<sup>th</sup> March.

Please be aware a number of other information letters will be forwarded to you tomorrow and on Tuesday. All students will be learning from home, except in particular circumstances.

### **Parent Guide to Remote Schooling and Child Safety**

#### **Parent, guardian and carer responsibilities during Remote Schooling**

Provide support to your children by:

- establishing routines and expectations;
- defining a space for your child to work in;
- monitoring communications from teachers;
- beginning and ending each day with a check-in;
- taking an active role in helping your children process their learning;
- encouraging physical activity and/or exercise;
- checking in with your child regularly to help them manage stress;
- monitoring how much time your child is spending online;
- keeping your children social, but set rules around their social media interactions.

#### **Establishing routines and expectations**

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

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

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

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

#### **Setting up a learning environment**

Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time.

A space/location for Remote Schooling may be a public/family space, not in a bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible.

Above all, it should be an appropriate space where you or another adult may be present and your children's learning can be monitored.

A Learning Environment Checklist is provided for your information.

## **Supervision**

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

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

## **Online safety**

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

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

## **Location of devices**

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

## **Parental controls**

Parental controls are software tools that allow you to monitor and limit what your child sees and does online.

The following are examples of controls that may be considered:

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

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

## **Student responsibilities during remote schooling**

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

- establishing and/or following a daily routine for learning;
- identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully;
- regularly monitoring digital platforms and communication (O365, G-Suite for Education Seesaw, Canvas, email, etc.) to check for announcements and feedback from teachers;
- completing tasks with integrity and academic honesty, doing your best work;
- doing their best to meet timelines, commitments, and due dates;
- communicating proactively with their teachers if they cannot meet deadlines or require additional support;
- collaborating and supporting their classmates in their learning;
- complying with the schools Acceptable Use of Digital Devices and Online Services policy (where applicable);
- seeking out and communicating with school staff as different needs arise in accordance with school procedures.

## Attendance and participation requirements

### Student Expectations:

- Engage with pastoral teachers through a 'Pastoral check-in' each school morning at 8.45am. A pastoral roll will be taken;
- Students are advised to continue to follow their normal lesson times during any absence from school (five one hour lessons per day). They should use the **SIMON Learning Areas** as their first port of call to check for any learning activities. This will be set by their teacher and listed in the 'Class Notices' section;
- It is the responsibility of each student to use their school email to seek any clarification or highlight any difficulties completing the set activities;
- Students must also use their school email to seek immediate assistance if they have difficulty in accessing resources involved in the activities from the ICT helpdesk.

### Parent Expectations:

- Parents are expected to support the College and their children in the continuation of their education. Parents are advised to work with their children to develop a manageable routine. Parents are also advised to regularly check-in to see student progress through P.A.M (Parent Access Module). Parents are also encouraged to support their child to make the initial contact with their teacher if they are having difficulties;
- It is the responsibility of parents to contact the College if there is a reason their child will not be able to access online learning resources during the period of Remote Learning. In this instance, teachers will work to provide a suitable alternative arrangement;
- Parents with children who will not be able to complete set tasks due to illness must report this through the Parent Access Module via the Parent Notified Absences. The College will then notify teachers of the child's absence;
- If a student who does not have a parent notified absence does not respond to the 'Pastoral Check-In' an SMS from the College will be sent notifying the parents/guardians their child is not present for Remote Learning. The College requests a response text from the parent so the College can support their child's subsequent learning;

### Interaction with school staff

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

## Further information and references for parents, guardians and carers

### Department of Health and Human Services - Information and advice about coronavirus infection.

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

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

### Safety and Well-being

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

The following supports are also available:

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



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### Learning environment checklist

**In setting up this space the following should be considered:**

- ☐ Is the area free of distraction?
- ☐ Is there excessive noise in the area?
- ☐ Are there trip hazards in the area?
- ☐ Is the area exposed to direct glare or reflections?
- ☐ Does the area have sufficient power points available?
- ☐ Is equipment (extension cords etc.) in good, safe, working condition?
- ☐ Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- ☐ Is the chair adjusted correctly?
  - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
  - The chair backrest should support the lower back and allow your child to sit upright.
  - The chair should move freely and not be restricted by hazards such as mats and power cords.
  - Chair arm rests should be removed or lowered when typing.
- ☐ Is the computer adjusted correctly?
  - The screen should be positioned directly in front of your child.
  - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
  - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
  - The mouse should be placed directly next to the keyboard.
- ☐ Are their most frequently used items within easy reach from a seated position?