



# REMOTE LEARNING Start Up Guide for Parents

# START UP GUIDE FOR REMOTE LEARNING

## For Parents

### Contents

<b>About Remote Learning</b> .....	2
How you can support your child? .....	2
Supervision.....	3
Online safety .....	3
Location of devices .....	3
Parental controls.....	3
<b>Your child's responsibilities during remote learning.</b> .....	3
<b>Attendance and participation requirements</b> .....	4
<b>Interaction with school staff</b> .....	5
<b>Setting up a Learning Environment</b> .....	5
<b>Establishing routines and expectations</b> .....	5
Communicating with your child .....	6
<b>Morning Check-ins</b> .....	6
<b>Afternoon Check-ins</b> .....	6
<b>Managing screen time and online safety</b> .....	6
<b>Mental health and wellbeing check-in</b> .....	7
<b>Further information and references for parents, guardians and carers</b> .....	7
<b><i>Getting Started with Remote learning</i></b> .....	8
<b>Step 1- Students are to login to their SIMON</b> .....	8
<b>Step 2- Students are to Access their classes</b> .....	8
<b>Step 3- Suggested student Remote Learning daily outline</b> .....	9
<b>Suggested daily outline timetable</b> .....	10
<b>Step 4- Daily Attendance</b> .....	11
<b>Step 5- Contacts</b> .....	12

## About Remote Learning

When you start to think about helping your child to learn from home, remember that no one expects you to be a subject matter expert or teacher. The most important thing you can do is to continue to provide support and encouragement to your child.

You can help your child to learn from home by working with the College and your child as they undertake the activities provided.

## How will the College support your child?

We will;

- Communicate with you and your child about teacher responsibilities and what you and your child need to do.
- Communicate with you and provide learning activities for your child to do at home. Please refer your child to the link– [Student Resource Using SIMON for Remote Learning](#). This will outline how to access Learning materials supplied by teachers weekly via SIMON.
- Provide video tutorials- will be available on the student SIMON Knowledge Banks.
- Use normal communication tools such as emails, Microsoft Teams (new) and other online tools.
- Provide teacher contacts Year 7-9 – [Email List](#)
- Provide teacher contacts Year 10-12 – [Email List](#)
- Provide technical support with ICT, as needed. Email – HelpDesk helpdesk@lavalla.vic.edu.au

## How you can support your child?

You can support your child by:

- Establishing routines and expectations. You should use the timetable or schedule provided please refer to- *Remote Learning Daily Outline on page 11*
- Making sure your child has a space to work in
- Providing a level of supervision suitable to your child's stage of development
- Monitoring communications from teachers to both yourself and your child
- Beginning and ending each day with a check-in
- Checking in with your child often to help them manage and pace their work
- Monitoring how much time your child is spending online
- Taking an active role in helping your children process their learning
- Encouraging physical activity and/or exercise
- Keeping your children social, but set rules around their social media interactions
- Keeping normal bedtime routines

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

## 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](#)

Lavalla Catholic College will publish weekly safeguarding activities and advice that should be reviewed with a parent/guardian.

## Location of devices

Electronic devices should be located in appropriate areas of the home so that you can 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.

## Your child's responsibilities during remote learning.

Your child's responsibilities include:

- Regularly monitoring digital platforms and communication ( Microsoft Teams, SIMON, email, etc.) to check for announcements and feedback from teachers
- Doing their best work by completing tasks with integrity and academic honesty

- Plagiarism is not accepted in any form. Students must adhere to the assessment procedures around this. No copying/sharing of other student work is acceptable. This could result in a zero or Not assessed result and follow up action by the subject teacher.
- Doing their best to meet timelines, commitments, and due dates
- Communicating openly with their teachers and tell them if they have any concerns or issues
- Collaborating and supporting their classmates
- Continue to abide by the school's behaviour guidelines.
- 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
- Complying with the school's 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**

Schools still have the responsibility to ensure students are attending school every day, even during this period of Remote Learning. Accordingly, our process will be:

The **student** will:

- Log onto SIMON at home between 8:30-10:00 am;
- Complete a simple 'Wellbeing task' asking about their wellbeing feelings and upload;
- When completed, the task is to be uploaded (this activity will be transferred as attendance data);

The **parent/guardian/carer** will:

- Advise the school if their child is unwell and cannot complete work for the day – this can be done via PAM in lodging a student absence.

The **College's Student Service/Admin Staff** will

- Conduct non-attendance data analysis;
- Contact Parents/Guardians/Carers or another contact of any students who have not responded by 11:00 am to state that their child has not yet logged on to the remote learning school;
- Record an unauthorised absence until parent/guardian responds regarding their student;
- Apply usual protocols to unauthorised absences;
- Refer this information to the relevant College Counsellor and Homeroom/LA teacher & Well-Being Team if a student has indicated a trend of negative wellbeing in their tasks;
- Once a fortnight admin staff will call an assigned parent/guardian to speak about the wellbeing and learning of their child.

The Homeroom/LA Teacher will:

- Contact parent/guardian once a week via email (a request for telephone contact can be made by responding to this email).

Please note that these processes will be reviewed on an ongoing basis. Updates will be provided as we attain a better understanding of what is optimal for students, families and the school.

## Interaction with school staff

If staff need to speak to a student via phone, staff will make contact via the parent/guardian/carer and 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.**

## Setting up a Learning Environment

Every home is different, but it's essential to provide a quiet and comfortable space in which to learn. Where possible, extended learning should take place in a space your family shares. For example, a lounge room or dining room.

**It should be a place;**

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

## Establishing routines and expectations

Start and end each day with a check-in to help your child:

- Clarify and understand the instructions they get from their teachers
- Organise themselves and set priorities for their learning at home.
- A healthy daily routine is great for mental and physical health, as well as concentration and learning.
- Encourage regular exercise breaks. This might mean going for a walk, using exercise apps, dancing, floor exercises or using home exercise equipment.
- Encourage healthy eating habits and make sure they drink enough water

## Communicating with your child

We encourage you to start and finish each day with a simple check-in. These check-ins can be a regular part of each day.

### Morning Check-ins

#### In the morning, ask:

- What are your timetabled subjects today? Please refer to the Remote Learning daily outline below.
- What are you learning today?
- What are your learning goals for today?
- How will you be spending your time?
- What resources do you need?
- What support do you need?
- Have you submitted your morning Homeroom/LA task? (due by 10 am)

### Afternoon Check-ins

#### In the afternoon ask:

- What did you learn today?
- What was challenging? You could come up with a way to deal with the same problem if it comes up again.
- Consider three things that went well today. Why were they good?
- Are you ok? Do you need to ask your teacher/s for something? Do you need help with something to make tomorrow more successful?

These questions allow your child to:

- process the instructions they get from their teachers
- help them organise themselves and set priorities.

You could also check-in with your child throughout the day. This depends on your child's needs

## Managing screen time and online safety

It's important you keep a balanced approach to home learning. Time spent using digital devices for learning should be broken up with physical exercise and offline learning tasks often.

It's also important that during this time of remote learning that we maintain safe and responsible use of information and communication technologies. This includes:

- the appropriate use of digital platforms, privacy and information protection
- respectful online communication

## Mental health and wellbeing check-in

Just as you set aside time for physical exercise, it is important to make time each day to check in on your child's mental health and wellbeing.

As your child adjusts to their new routine and not being able to see their friends in person, it is essential to be understanding of their feelings of frustration, anxiousness, and even anger – every child will react differently.

To support your child, use these mental health and wellbeing check-ins to:

- provide an opportunity to talk about how they feel and listen to what they say
- identify one or two things they could do to address what they are concerned or angry about
- ask how they are going, whether they are finding it easy or hard to learn remotely, and if there is anything they'd like your help with.

If you have any other concerns about the health and wellbeing of your child, please refer to the 'Student wellbeing and remote learning support' section of the [Remote Learning Handbook](#) for contacts.

## 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 Wellbeing

If you have any concerns regarding your child's safety or wellbeing please contact the school. The following email - [childprotection@lavalla.vic.edu.au](mailto:childprotection@lavalla.vic.edu.au) – will be directed to the College's Child Protection Officers and the Principal.

The following supports are also available:

- **E-Safety Commission** <https://www.esafety.gov.au/>
- **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)



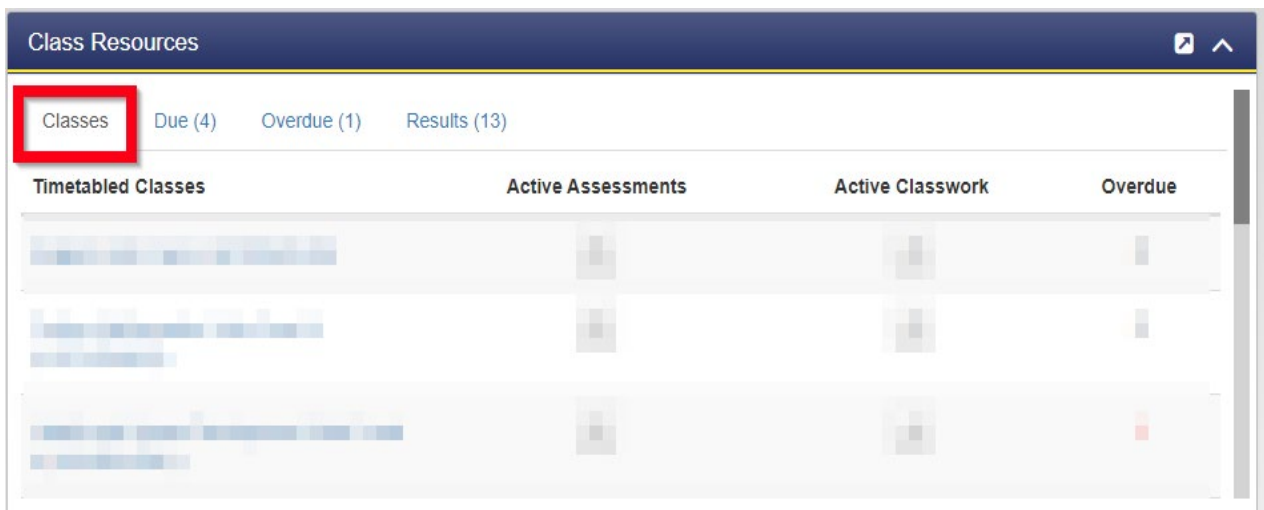
## Getting Started with Remote learning

### Step 1- Students are to login to their SIMON

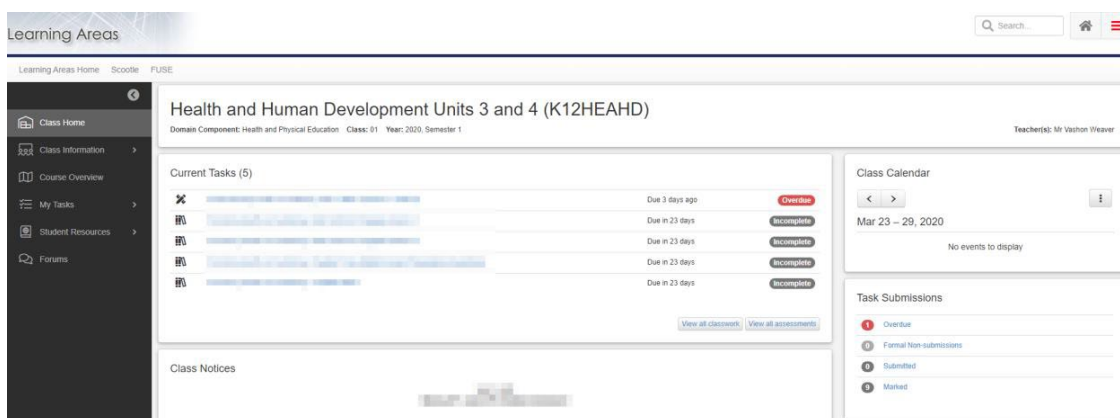
1. Open up Google Chrome
2. Follow the link <https://simon.lavalla.vic.edu.au/>
3. Students will see their personalised student dashboard. If they are required to log into SIMON they would use their Lavalla email and password.

### Step 2- Students are to Access their classes

1. At the bottom of your child's dashboard, you will see a section called Class Resources. Click the Classes Tab and you will see a list of your classes.

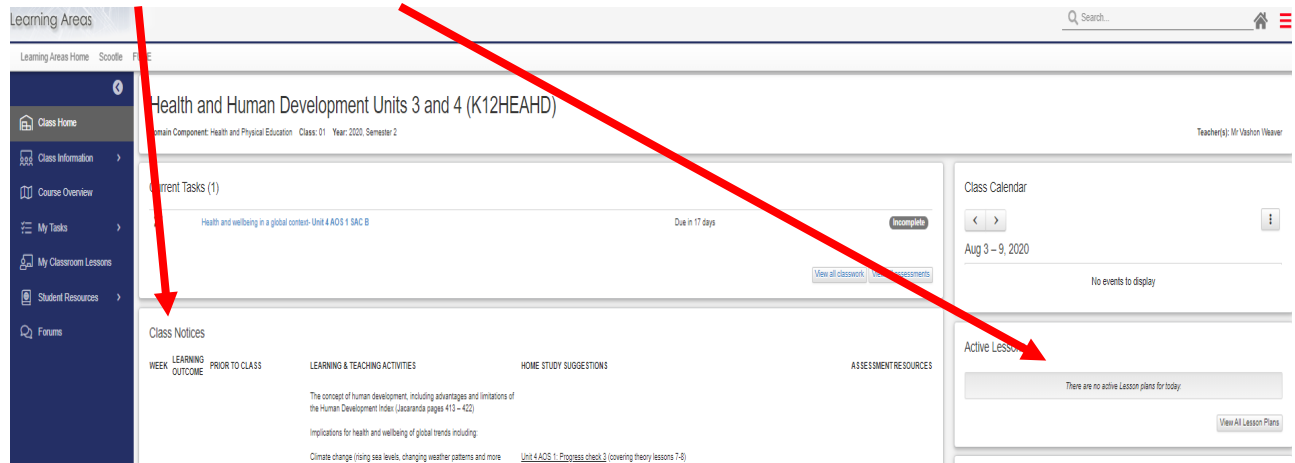


2. When your child clicks on a class, it will take them to that Class Homepage



3. The Class Notices or Lesson Plans section is where the teacher will put the work instructions for the coming week. These will appear each Monday morning at approx. 8.45 am. Your child will follow these instructions to complete specific tasks for the week.

### Class Notices or Lesson Plans



4. This is where you will be able to follow the outlines provided by staff for the week. If your child is unsure about the information provided they should contact their teacher via email or if a Microsoft Teams via the chat function on the class page.

5. All feedback will be provided in PAM. Please refer to the [PAM – Learning and Teaching Module Access Information](#)

### **Step 3- Suggested student Remote Learning daily outline**

1. Below we have provided an outline for the structure of a remote learning daily outline. Students would refer to their timetable regarding the subjects being held on that day. We start on a **Thursday 2 timetable**
2. Please take note of the changed timing of the day. We have reduced lessons down to 45 minutes based on recommended timing for online classes.
3. If the teacher runs an online video session they will take place during the scheduled periods of that day.
4. The afternoon flexible learning options are to allow students to complete any work from the day, research tasks, extra video or chat sessions with teachers.
5. Please refer to the recommended homework/study guidelines for each Year level.
6. Students can access detailed information on how to use the features of SIMON via the **Student Resource-Using SIMON for Remote Learning**

## Daily outline timetable

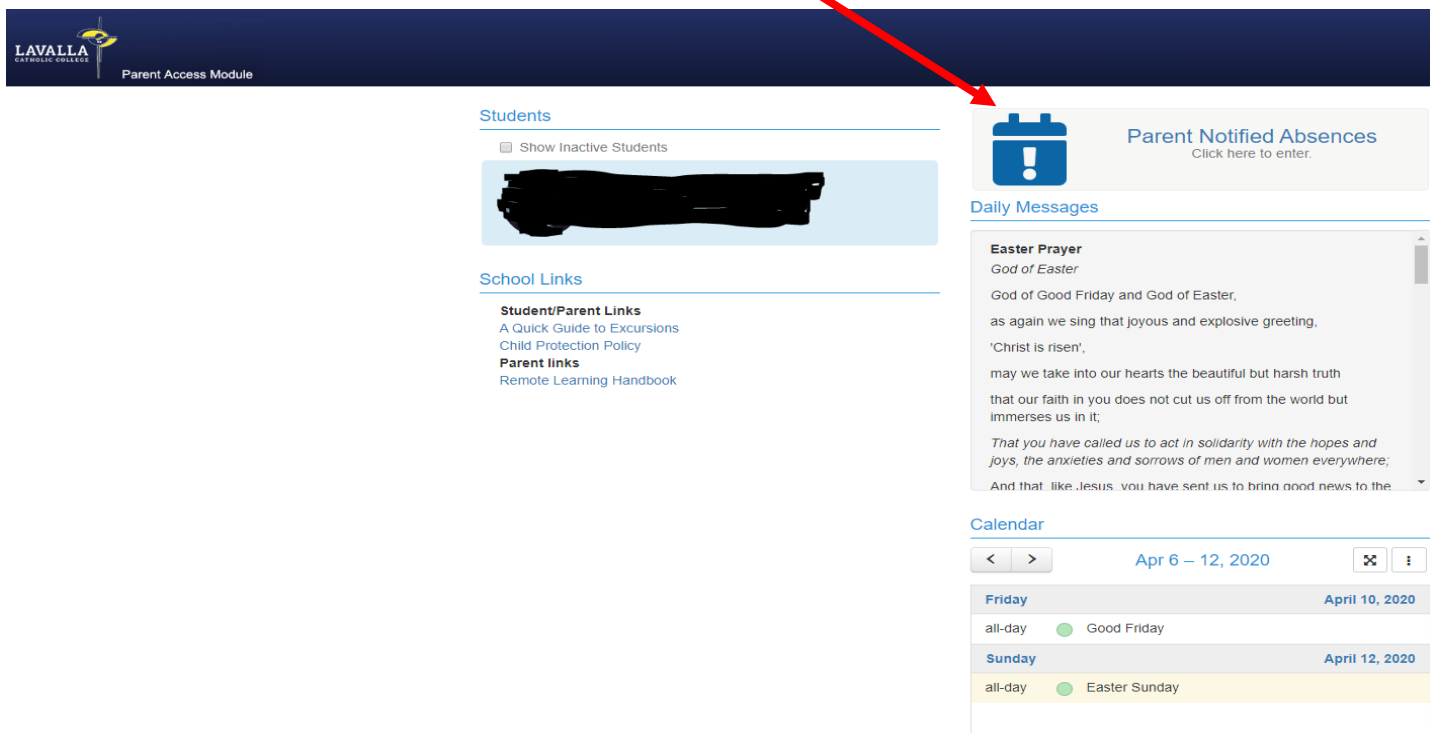
Period	Day Timings	Teacher actions
Attendance	<b>8:30- 10.00am</b>	<i>Check in with morning Homeroom/LA task (10 mins)</i>
HR/LA	<b>8.40am-8.55am</b>	<i>Wednesday &amp; Friday only- Teams checkin</i>
1	<b>9.00-9.45am</b>	Period 1 class scheduled activity/task
	<b>9.45-10.00am</b>	Break
2	<b>10:00-10:45am</b>	Period 2 class scheduled activity/task
	<b>10.45-11.15am</b>	Break- Recess
3	<b>11.15- 12:00am</b>	Period 3 class scheduled activity/task
	<b>12.00-12.15pm</b>	Break
4	<b>12:15 - 1:00pm</b>	Period 4 class scheduled activity/task
	<b>1.00-1.45pm</b>	Break- Lunch- technology break- physical activity, read etc
5	<b>1:45pm – 2.30pm</b>	Period 5 class scheduled activity/task.
	<b>2.30pm-2.45pm</b>	Break
Afternoon Flexible Learning options	<b>2.45 – 3.15pm</b>	Scheduled assessments/research tasks Students will work on assigned tasks/activities that may have been scheduled from the day <b>OR</b> <b>Practical activities</b>
Homework/study recommendations	<p><b>Year 7-9-</b> complete any outstanding tasks from the day and complete at least 20 minutes of reading per day (technology free). <i><u>Also, complete one of the suggested technology free activities below</u></i></p> <p><b>Year 10-</b> Complete at least 1 hour of study (revising the work from the day or uncompleted work) &amp; 20 mins of reading (prescribed text or choice of reading material. technology free) <i><u>Also, complete one of the suggested technology free activities below</u></i></p> <p><b>Year 11</b> Complete at least 1-2 x 45min of study (revising the work from the day or uncompleted work) &amp; 20 mins of reading (prescribed text or choice of reading material. technology free) <i><u>Also, complete one of the suggested technology free activities below</u></i></p> <p><b>Year 12</b> Complete at least 2-3 x 45min of study/revision from the day, (Edrolo, draft essay, Studyclix etc or uncompleted/set work) &amp; 20 mins of reading (prescribed text or choice of reading material. technology free) <i><u>Also complete one of the suggested technology free activities below</u></i></p>	

Technology free suggested activities but not limited to....

- Read
- Building/making something/passion project
- Drawing
- Playing/learning an instrument
- Playing cards/board games with family
  
- Making a phone call and talking to a friend or extended family
- Writing a letter
- Going for a walk/run
- Playing a sport in the backyard
- Doing a workout via gym equipment, app, Youtube
- Assisting with making a meal/bake something
- Assisting siblings with remote learning

### Step 4- Daily Attendance

1. The student will be provided a task to complete via their Homeroom or Learner Advisor class page each morning.
2. These tasks will be simple tasks that must be uploaded AM between 8.30am-10.00 am
3. If the student does not upload the morning task before 11.00 am an SMS will be sent notifying you of the students' non-attendance' at the morning remote learning sessions.
4. If a student is sick or unable to attend the remote learning sessions please record the absences via your PAM account for your child



**Students**  
 Show Inactive Students

**School Links**  
**Student/Parent Links**  
 A Quick Guide to Excursions  
 Child Protection Policy  
**Parent links**  
 Remote Learning Handbook

**Parent Notified Absences**  
 Click here to enter.

**Daily Messages**  
**Easter Prayer**  
*God of Easter*  
 God of Good Friday and God of Easter,  
 as again we sing that joyous and explosive greeting,  
 'Christ is risen',  
 may we take into our hearts the beautiful but harsh truth  
 that our faith in you does not cut us off from the world but  
 immerses us in it;  
*That you have called us to act in solidarity with the hopes and  
 joys, the anxieties and sorrows of men and women everywhere;*  
 And that like Jesus, you have sent us to bring good news to the

**Calendar**  
 Apr 6 – 12, 2020

Day	Date
Friday	April 10, 2020
all-day	Good Friday
Sunday	April 12, 2020
all-day	Easter Sunday

## Step 5- Contacts

1. If you have any concerns or questions please contact your child's Homeroom teacher or Learner Advisor. They will be able to assist you or if not seek support to do so.
2. If you have any subject-specific questions please contact the subject teacher via email. Teacher contacts Year 7-9 –[Email List](#). Teacher contacts Year 10-12 – [Email List](#)
3. Any wellbeing issues concerns please refer to the 'Student wellbeing and remote learning support' section of the [Remote Learning Handbook](#) for contacts.
4. Any Learning Adjustment Support issues or concerns please contact the -\_NCCD Team- [nccdc@lavalla.vic.edu.au](mailto:nccdc@lavalla.vic.edu.au)

Lavalla Catholic College thanks you for your support during this time. The partnership between parents, students, and teachers will be critical to the success of Remote Learning moving forward. In the coming weeks, we will seek feedback on what is going well and what can be improved. We are all learning together.

I would encourage you to communicate with us if you need any support concerning Remote Learning we are here to serve and ensure our students continue to learn and grow through these times.

Regards

**Brett Van Berkel**

Deputy Principal of Learning and Teaching  
Lavalla Catholic College