



# REMOTE LEARNING Start Up Guide for Students

# START UP GUIDE FOR REMOTE LEARNING

## For Students

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## About Remote Learning

When you start to think about learning from home, remember that no one expects you to be an expert across every element of Remote Learning. The College, teachers, support staff and parents are here to assist you.

## How will the College support you through remote Learning?

We will;

- Communicate with you all work requirements and expectations
- The **weekly notices and lesson outlines** set out the specific requirements for completing Remote Learning across each week for each subject.
- The **[Student Resource for Using SIMON for Remote Learning](#)** will have everything you need to know about using SIMON. From logging into SIMON, accessing classes, downloading resources, submitting tasks, and emailing teachers.
- Staff will also be using Microsoft TEAMS to communicate with you. Check out the **[Microsoft Teams for Education user manual](#)**
- Upload to SIMON Knowledge Banks video tutorials on how to use elements of SIMON and Teams.
- 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@lavalla.vic.edu.au](mailto:HelpDesk@lavalla.vic.edu.au)**
- Or we also have the portal link: **<http://helpdesk.lavalla.vic.edu.au>**

## Online safety

You must remain safe while online. Remote Schooling, where you will be primarily interacting with one another online, may give rise to the possibility of increased online issues. For helpful information about online issues and support, visit the **[eSafety Commissioner website](#)**

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

## Your responsibilities during remote learning.

Your responsibilities include:

- Regularly monitoring digital platforms and communication (Microsoft Teams, SIMON, email, etc.) to check for announcements and feedback from teachers
- Doing your 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 your best to meet timelines and due dates
- Communicating openly with your teachers and tell them if they have any concerns or issues. They are there to help.

- Collaborating and supporting your classmates. Providing support and communication will be invaluable to support each other during Remote Learning.
- Continuing to abide by the school's behaviour guidelines.
- Establishing and/or following a daily routine for learning ([please see page 12](#))
- Identifying a safe, comfortable, quiet space in your home where you can work effectively and successfully
- Complying with the school's Acceptable Use of Digital Devices and Online Services policy

## 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:

You will:

- Log onto SIMON at home between 8:30-10:00 am;
- Complete a simple 'Wellbeing task'
- 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 you are unwell and cannot complete work for the day – this can be done in the usual manner that is currently in place via PAM.

The College's Student Service/Admin Staff will

- Conduct non-attendance data analysis;
- Contact Parents/Guardians/Carers of any students who have not responded by 10:00 am via SMS 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 call an assigned parent/guardian to speak about your wellbeing and learning.

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 you via phone, staff will make contact via your parent/guardian/carer will 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 important 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, 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. You 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.
- Above all, it should be an appropriate space where you and another adult may be present.

## Establishing routines and expectations

Start and end each day with a check-in with your parent/guardian to assist:

- clarify and understand the instructions you have received from your teachers
- organise yourself and set priorities for the day.
- Planning regular exercise breaks. This might mean going for a walk, using exercise apps, dancing, floor exercises or using home exercise equipment.
- Exercise breaks could be done at recess, lunch or even after remote learning day has finished.
- Maintaining healthy eating habits and make sure they drink enough water

## Communicating with your parent/guardian

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, parents/guardians will ask:

- What are your timetabled subjects 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)

**Start by creating a checklist the night before or in the morning to help keep you focussed throughout the day. Tick off each task as you complete it.**

## Afternoon Check-ins

In the afternoon parents/guardians will 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?

**Refer to your checklist. What did you complete today? What needs to be carried over to tomorrow? What adjustments are needed?**

These questions allow you to:

- process the instructions you get from your teachers
- help you organise your day and set priorities.

## 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. Please see the suggestions for technology-free options provided in the **daily outline on page 12**

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 mental health and wellbeing.

As you adjust to the new routine of Remote Learning and not being able to see your friends in person, it is important to be understanding that feelings of frustration, anxiousness, and even anger – can occur.

To access the support, you can use these mental health and wellbeing check-ins to:

- create opportunities to talk to parents/guardians or friends about how you feel
- Discuss with them one or two things you could do to address what you are concerned or angry about
- ask others 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.
- You can do the same

If you have any other concerns about the health and wellbeing, 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, carers and students

[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 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)



# Speak up before it's too late. Let's avoid student abuse.



## Who to see for Help

1

- First Aid Officer / Front Office
- Campus Counsellor - Available at Front Office
- Child Protection Officer

2

- Homeroom Teacher / Learning Adviser

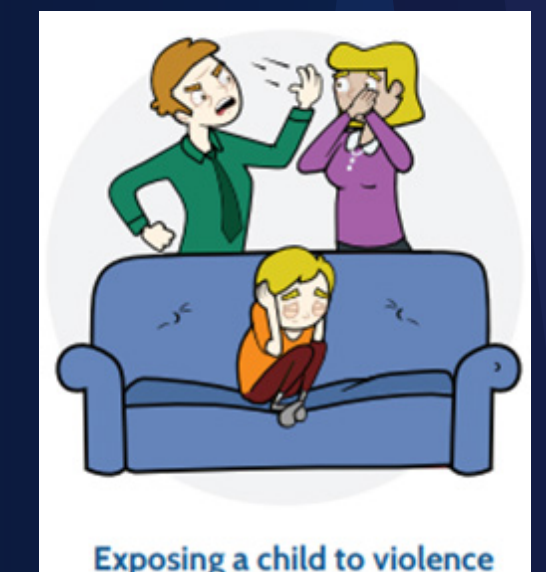
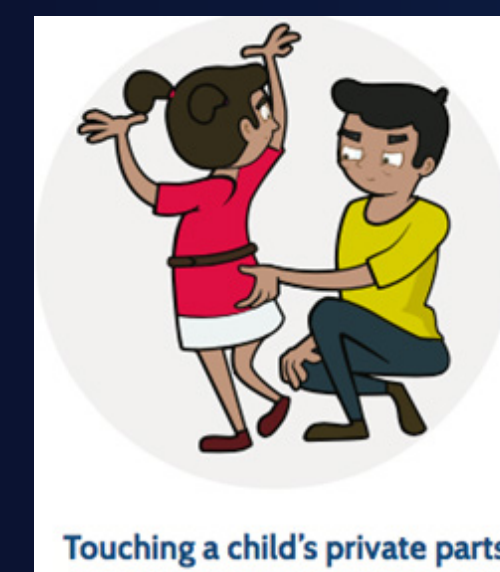
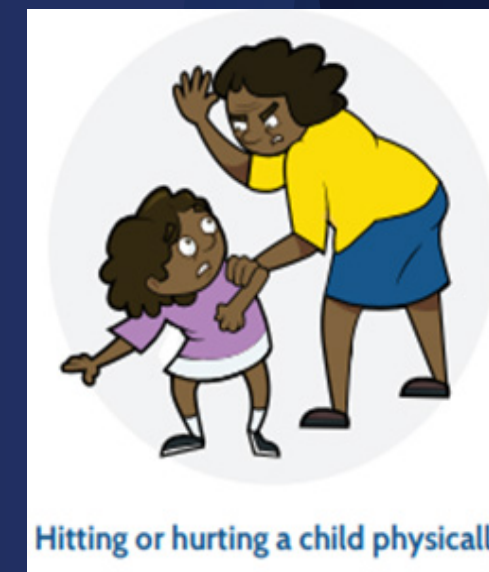
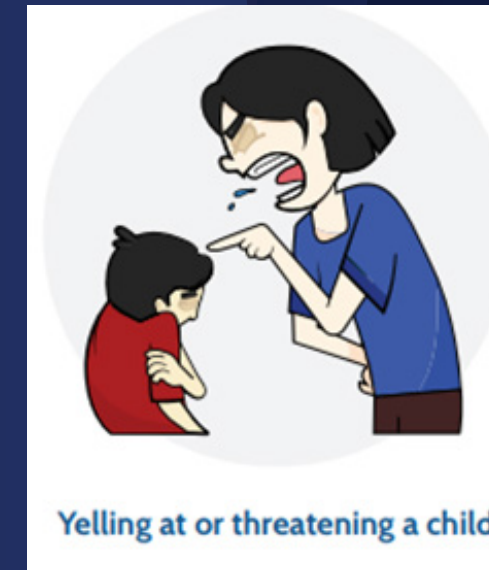
3

- Well-Being Leader(s)
- Heads of House

4

- Deputy Principal - Student Well-Being & Operations

## Things that Must be Reported:



CHILD PROTECTION  
OFFICERS @  
LAVALLA CATHOLIC  
COLLEGE

Mr Doherty



Mr Van Berkel



Mrs Fabris



Mrs Rebbechi



Mrs Gathercole



Mrs Slater



Mrs Marks





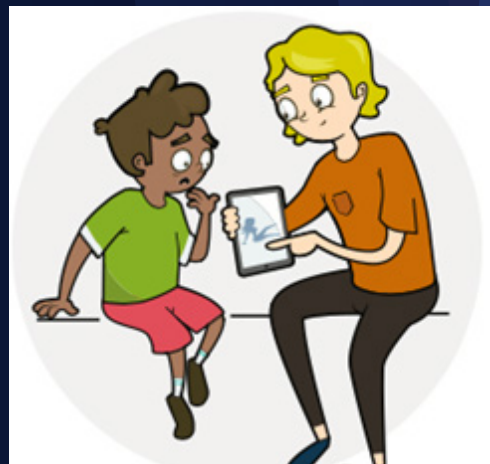
# What is Child Abuse?



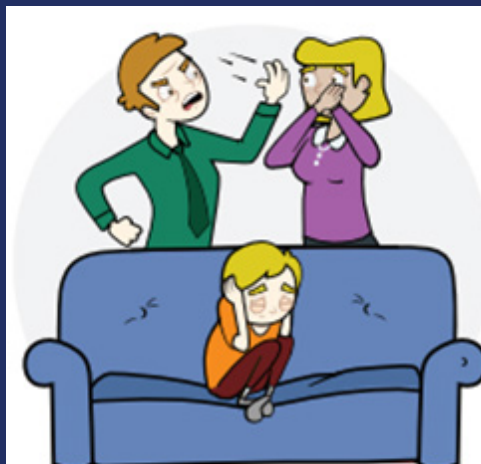
Yelling at or threatening a child



Teasing or humiliating a child



Showing pornography to a child



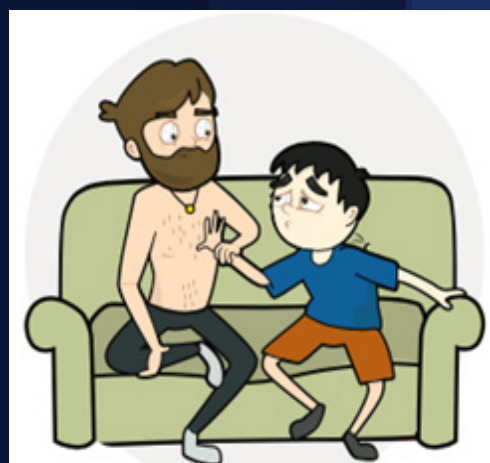
Exposing a child to violence



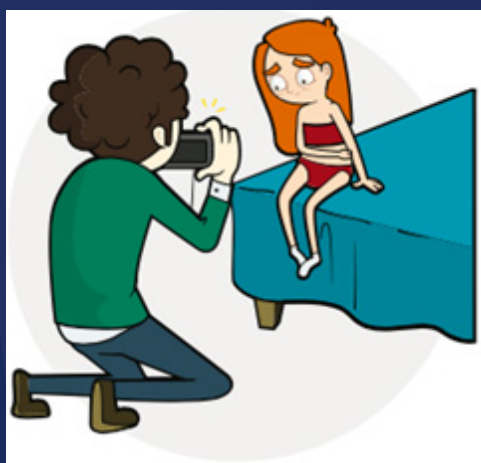
Hitting or hurting a child physically



Touching a child's private parts



Forcing a child to touch you



Taking sexual photos or videos of a child

Every child has...

...the right to be **respected**

...the right to **dream**

...the right to be loved and

**cared** for

...gifts that should be recognized and

**valued**

...the right to achieve their God-Given

**potential**

...the need for

**unconditional love**

-unknown

You can tell an adult at school who will :

**LISTEN** and know what to say;

Make you feel **SAFE**, respected and trusted.

Tell a **CHILD PROTECTION OFFICER** to ensure that you are Safe.

If you are unsure & need help, talk to the following people:

1

- First Aid Officer / Front Office
- Campus Counsellor - Available at Student Services
- Child Protection Officer

2

- Homeroom Teacher / Learning Adviser

3

- Well-Being Leader(s)
- Heads of House

4

- Deputy Principal - Student Well-Being & Operations

If you are in **DANGER**  
Call - 000

Child Protection Officers & College Counsellors can be accessed at any stage.

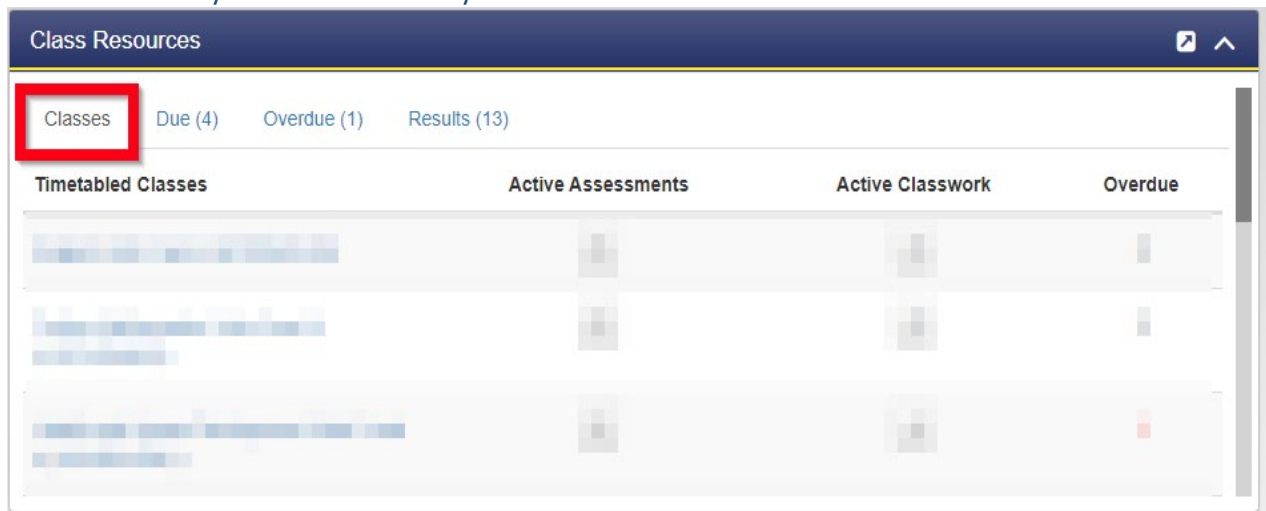
## Getting Started with Remote learning

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

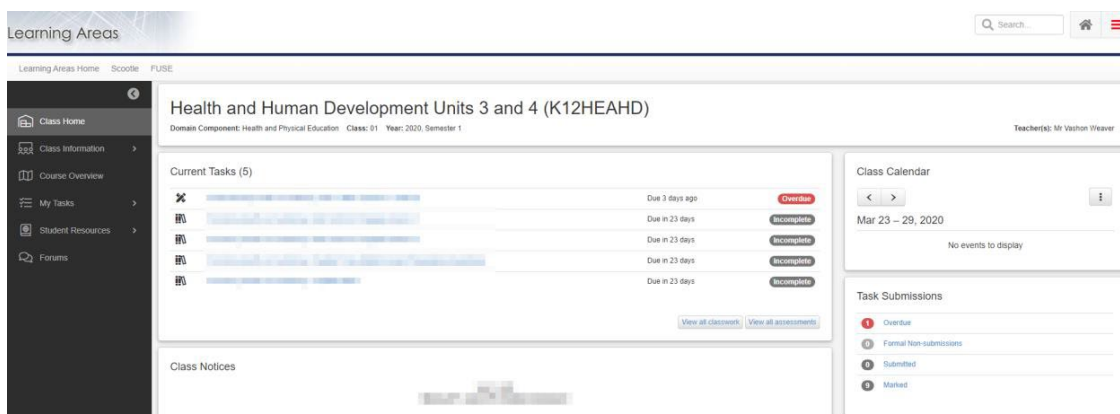
1. Open up Google Chrome
2. Follow the link <https://simon.lavalla.vic.edu.au/>
3. Students will see their personalised student dashboard. If they are required to log into SIMON they would use their Lavalla email and password.

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

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



2. When you click on a class, it will take you 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

The screenshot shows the SIMON Learning Areas interface for 'Health and Human Development Units 3 and 4 (K12HEAHD)'. The left sidebar contains a navigation menu with options like 'Class Home', 'Class Information', 'Course Overview', 'My Tasks', 'My Classroom Lessons', 'Student Resources', and 'Forums'. The main content area displays 'Current Tasks (1)' with a task titled 'Health and wellbeing in a global context: Unit 4 AOS 1 SAC B'. Below this, the 'Class Notices' section is visible, showing a table with columns for 'WEEK', 'LEARNING OUTCOME', 'PRIOR TO CLASS', 'LEARNING & TEACHING ACTIVITIES', 'HOME STUDY SUGGESTIONS', and 'ASSESSMENT RESOURCES'. The 'Active Lessons' section on the right indicates 'There are no active Lesson plans for today'.

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

- 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**
- 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.
- If the teacher runs an online video session they will take place during the scheduled periods of that day.
- 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.
- Please refer to the recommended homework/study guidelines for each Year level.
- Students can access detailed information on how to use the features of SIMON via the [Student Resource-Using SIMON for Remote Learning](#)



## Suggested 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 check in</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). <u>Also, complete one of the suggested technology free activities below</u></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) <u>Also, complete one of the suggested technology free activities below</u></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) <u>Also, complete one of the suggested technology free activities below</u></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) <u>Also complete one of the suggested technology free activities below</u></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

<div>&lt; &gt;</div>		Apr 6 – 12, 2020		<div>⌵ ⋮</div>	
Friday		April 10, 2020			
all-day	<div></div>	Good Friday			
Sunday		April 12, 2020			
all-day	<div></div>	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 you the students continue to learn and grow through these times.

Regards

**Brett Van Berkel**

Deputy Principal of Learning and Teaching  
Lavalla Catholic College