

Dear parents, families and students,

As you are aware, the situation regarding coronavirus (COVID-19) continues to evolve. I would like to take this opportunity to thank you for your support during the early commencement of the Term 1 holidays as well as your patience as we work towards the start of a very different Term 2.

As previously communicated the Victorian Government has officially advised that all schools will move to remote and flexible learning for Term 2, beginning on Wednesday 15 April.

**This means that all students who can learn at home must learn from home.**

This is a very clear directive by the Victorian Government **based on the advice of the Chief Health Officer.**

All students will be learning from home, except for students who have been identified as vulnerable or at significant risk of harm should they not be at school. Our wellbeing staff will be making contact with potential students and agencies to ensure the safety and wellbeing of our vulnerable students in a remote learning setting is in place.

At this stage we do not have any confirmed cases of students requiring supervision at school and this will support the government objective of minimising transmission of COVID-19 by keeping all students at home wherever possible.

Should you believe that your child fits the eligibility of being at risk by being at home, you will need to:

- Contact the College for an on site attendance application form

Then,

- Application forms will be reviewed including follow up phone conversations
- A decision will then be made and the student will then be invited into the school the following week.
- Approved eligible students who are invited in will be expected to follow social distancing rules in place
- Students will receive the same work as their peers at home.
- Students will be supervised by any available staff member (not their regular teachers as they will be teaching their classes remotely from home)

You may have heard the Minister say that approval has also been given for schools to have small groups of senior students on-site to complete their learning requirements if this is necessary and cannot be undertaken at home. Further information about this will be provided to the relevant students and their families if these arrangements are necessary. All appropriate physical distancing and hygiene measures will be put in place if this occurs.

This is not an action being taken lightly, and I understand it may cause you and your family concern and stress. Please know that these steps are being taken to slow the spread of the virus and ensure the health and safety of all Victorians.

Our teachers will also be working from home. All of them have been working hard to put curriculum plans in place to ensure continuity of learning and to support the wellbeing of all our students.

Work began late in Term 1 to identify students who do not have access to digital technologies and or the internet at home. In these cases, work can be made available in hard copy for collections from the College. The Victorian State Government have also indicated that devices and internet access will be provided to students and families in need. I support this in principle and will communicate with you when I know more.

This is clearly going to be a challenging time for all of us. It's going to be critically important that we work very closely together to ensure that we provide the very best possible support for the ongoing wellbeing and learning of our students and your children.

Attached to this letter is some additional information about remote learning at Cranbourne Secondary College. Please read this carefully and contact the College should you require more information.

Please stay connected and remember we will do everything we can to be responsive to your child's learning needs and ask that any concerns regarding class based learning should be raised through our Compass email system. I have also included some of the most relevant key leadership contacts for your reference and support.

Thank you for your support during this time.

Yours sincerely,

David Caughey  
College Principal  
caughey.david.d@edumail.vic.gov.au

#### Key Contacts and roles:

Position	Name	Key responsibilities
Assistant Principal	Joanne Cucchiaria <a href="mailto:cucchiaria.joanne.j@edumail.vic.gov.au">cucchiaria.joanne.j@edumail.vic.gov.au</a>	Yrs 7-10 learning and assessment
Assistant Principal	Catherine Gilchrist <a href="mailto:Gilchrist.Catherine.C@edumail.vic.gov.au">Gilchrist.Catherine.C@edumail.vic.gov.au</a>	Yr 7-12 Student Well Being and engagement. Senior School leadership
Assistant Principal	George Massouris <a href="mailto:massouris.george.g@edumail.vic.gov.au">massouris.george.g@edumail.vic.gov.au</a>	IT / Digital technology, Occupational Health and Safety
Leading Teacher	Marney Mclean <a href="mailto:McLean.Marney.M@edumail.vic.gov.au">McLean.Marney.M@edumail.vic.gov.au</a>	Junior Years Leader (Yr 7/8)
Leading Teacher	Rick Taig <a href="mailto:taig.rick.r@edumail.vic.gov.au">taig.rick.r@edumail.vic.gov.au</a>	Middle Years Leader (Yr 9/10)
Leading Teacher	Tim Bray <a href="mailto:bray.timothy.j@edumail.vic.gov.au">bray.timothy.j@edumail.vic.gov.au</a>	VCE Team Leader
Leading Teacher	Brad Gauci <a href="mailto:gauci.brad.b@edumail.vic.gov.au">gauci.brad.b@edumail.vic.gov.au</a>	VCAL Team Leader
Leading Teacher	Paul Evans <a href="mailto:evans.paul.p@edumail.vic.gov.au">evans.paul.p@edumail.vic.gov.au</a>	English Leader
Leading Teacher	Corey O'Shea <a href="mailto:O'Shea.Corey.J@edumail.vic.gov.au">O'Shea.Corey.J@edumail.vic.gov.au</a>	Maths/Numeracy Leader
Business Manager	Lydia Sayer <a href="mailto:sayer.lydia.l@edumail.vic.gov.au">sayer.lydia.l@edumail.vic.gov.au</a>	Business management, Front office leader

#### For IT support please email:

7747-techs@schools.vic.edu.au

IT technicians are available during normal office hours

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## EXPECTATIONS

**STUDENTS** - I understand that this situation is not something you were expecting. It will take some time, patience and determination to make it work and to make it work well.

I understand that it will take some getting used to.

Some simple messages from me to help you get started:

- Monday to Friday are school days. Make sure you keep to the normal school day routine.
- Your teachers will be available to assist, make the most of this - they want you to succeed.
- Look after yourself, physically, mentally and emotionally - There are resources and supports available, both on line and through the school.
- Look after your family and friends - make sure you are kind and patient with those closest to you, they are probably feeling similar things to you.
- Make a space in the house where you can learn
- Take breaks when you need to
- Reach out for support when you need it

**PARENTS** - Just like the student message, I am sure this is something that you may not have been expecting and I understand that this may take time and patience on everyone's behalf to make it work well.

I am also very mindful that you may be under additional pressures due to the effect that COVID-19 has had on our economy and workforce.

If you require any additional supports from the College please let us know and we will do what we can, where we can, to support your family. Contained in this guide are some resources that may be helpful.

Some simple messages from me to help you get started with remote learning:

- No one expects you to be the teacher. I do not expect you to direct all of your child's learning from home. checking in at the start and end of each day is a good way of staying in touch with what your child/ren are working on.
- Do your best to make sure your child/ren has an appropriate place to learn
- Encourage your child/ren to contact their teachers and engage with the on line environment

## WHAT WILL A STANDARD REMOTE LEARNING DAY INVOLVE?

### Form Assembly

Students will be contacted by 9am from their Pastoral Care teacher. Students will need to respond to the pastoral care teacher to indicate their 'attendance'

Any student that does not respond will be marked absent and parents will be contacted by the relevant sub school assistant.

### Timetabled classes

Students access Compass (or hard copy materials) to follow their daily schedule of classes. Teachers will leave instruction for students per class. To access these materials students will need to go to their schedule tab and select the class that appears in the corresponding period.

Subject teachers may also use Microsoft Teams as part of Office 365. If this is the case teachers will let their classes know. Further instructions and guides can be located in the back of this guidebook.

Subject teachers will be available during normal school hours as well as during the scheduled lesson time according to the schedule on Compass.

### Breaks

Regular breaks are recommended. Tasks have been devised to reduce the amount of time that students are sitting and looking at a screen.

## THE LEARNING PROGRAM

### WHAT ARE THE EXPECTATIONS OF STUDENTS DURING REMOTE LEARNING?

To provide learning continuity for students during remote learning, teachers will be available to their students on a daily basis and will be using a variety of platforms to provide lesson activities, explain concepts, answer questions and provide both whole-class and individual feedback.

#### Getting started.

Ensure students:

- Set up a 'learning from home station.' This should be somewhere where you can have limited distractions.
- Have the right equipment – pen, pencils, a computer, books and resources for that class ready to use.

#### Each day, students are to follow their usual timetable.

If a student has English on Period 1, Wednesday 15<sup>th</sup> April, he/she will access his/her English class page through Compass and undertake the learning activities and tasks their teacher has created for that period. A student will be able to communicate directly with their teacher through:

- Email
- Conversation in Compass Learning Tasks
- Online face-to-face classroom discussions, and/or written communication through Microsoft Teams, OneNote or equivalent if the teacher uses these features and has instructed you how to do so

#### Each day, students are expected to:

- Access lessons/learning tasks for each timetabled lesson through their Class Page via Compass (*Refer to [PARENT/GUARDIAN AND STUDENT ACCESS TO REMOTE LEARNING TASKS](#) document for support*)
- Notify their teacher that they have logged on at their scheduled lesson time via an email
- Access resources, submit work and participate in set activities
- Provide evidence of their participation and learning progress to their teachers through completing and submitting work to a classwork Learning Task
- Submit learning and assessment tasks by the published due date. Ask questions of and engage with feedback from their teachers to inform their learning
- Maintain evidence of their efforts to engage through remote learning by taking lots of notes. Teachers will be maintaining records of student participation during class time.
- Check the Compass news feed each day for a list of teachers who may be unavailable (e.g. due to illness). For incidental absences, we won't be assigning replacement teachers, and the teacher will set a self-guided lesson outline on Compass.
- If a student is not able to access the internet from home the school, the College will provide hard copy materials which can be collected from the Main Office or alternatively posted home.

#### For practical activities, students are expected to:

- Adhere to the following conditions:
  - Adequate and safe space (free from objects that may get in the way)

- Appropriate clothing for the activity and area that you will be working in (e.g. wear sport shoes when undertaking physical education activities)
- Ensure you are completing all activities at an appropriate level for you

## PARENT/GUARDIAN AND STUDENT ACCESS TO REMOTE LEARNING TASKS

Students and Parents,

While the school transitions to remote learning, teaching and learning needs to continue and will do so in a remote learning environment. This period is not a holiday but a time in which every student needs to be following a structured learning routine.

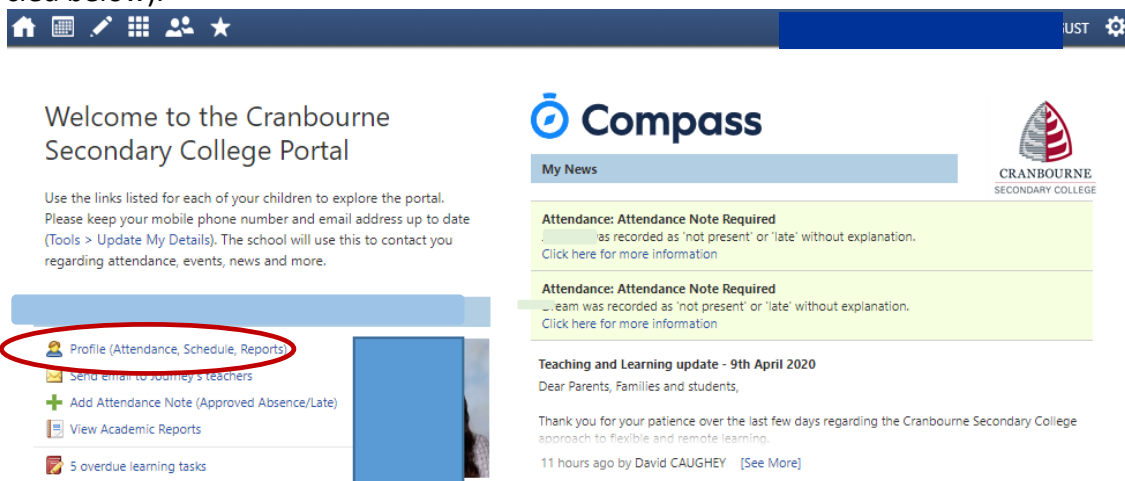
During the remote teaching and learning period, teachers at the college will share lessons with students using Compass learning tasks. **Learning tasks** are the central point which will be used to communicate lesson instructions and provide access to additional files and links to facilitate student learning. These lessons will outline what students are required to complete for each lesson/task and will also allow for the submission of formative assessment work.

Please note that some students may be required to access other online platforms when engaging in class activities, however these will be clearly communicated by their subject teacher and will also be **outlined in the Compass learning task**.

## LEARNING TASKS ARE VISIBLE VIA BOTH THE STUDENT AND PARENT/GUARDIAN LOGIN.

To access learning tasks log in to Compass <https://cranbournesc-vic.compass.education/>

Below is an example of a parent/guardian homepage. To view your child's learning tasks, click on their *Profile* (circled below).



Once the student dashboard has loaded, **click on the *Schedule* tab** (circled below) and select the subject in which you would like to view all uploaded learning tasks. **This is also the same way that a student can access their learning tasks.**

Dashboard **Schedule** Learning Tasks Attendance Reports Analytics Insights

Today Jump to: 19/04/2020 L9 Go

	Apr 19, 2020	Mon 20	Tue 21	Wed 22	Thu 23	Fri 24
8am						
9am	8:48: FA - FA11A - V4 - BU 9:00: 1 - PY011A - V9 - BU	8:48: FA - FA11A - V4 - BU 9:00: 1 - VC011A - VA2 - SV	8:48: FA - FA11A - V4 - BU 9:00: 1 - AR011A - VA4 - ML	8:48: FA - FA11A - V4 - BU 9:00: 1 - L501 - V9 -	8:48: FA - FA11A - V4 - BU 9:00: 1 - VC011A - VA2 - SV	
10am	10:00: 2 - VC011A - VA2 - SV	10:00: 2 - STEP11A - V9 - VR	10:00: 2 - AR011A - VA4 - ML		10:00: 2 - EN011A - V1 - S1LN	
11am	11:25: 3 - L5011B - V9 - ME	11:25: 3 - EN011A - V1 - S1LN	11:25: 3 - EN011A - V1 - S1LN	11:25: 3 - EN011A - V1 - S1LN	11:25: 3 - VC011A - VA1 - MV	
12pm	12:25: 4 - L5011B - V9 - ME	12:25: 4 - PY011A - V9 - BU	12:25: 4 - VC011A - VA1 - MV	12:25: 4 - VC011A - VA1 - MV	12:25: 4 - L5011B - V9 - MV	
1pm						
2pm	2:10: 5 - VC011A - VA1 - MV	2:10: 5 - PY011A - V9 - BU	2:10: 5 - PY011A - V9 - BU	2:10: 5 - PY011A - V9 - BU	2:10: 5 - AR011A - VA4 - ML	
3pm						

The subject page will load, click on the Learning Tasks tab (circled below), and you will see the learning tasks set.

**VCE SOCIOLOGY UNITS 1-2**  
SO011A (2020 Academic)

Dashboard **Schedule** Learning Tasks Sessions Resources

Learning Task	Status	Actions
<b>Youth SAC</b> Class Task   Report: Yes	Due date: No due date Online Submission: Disabled	
<b>Generational power point or poster activity</b> Class Task   Report: No	Due date: 02/03/20 04:00 PM Online Submission: Enabled	
<b>Week 1 - Lesson 1 - Introduction to family</b> Class Task   Report: No	Due date: 15/04/20 04:00 PM Online Submission: Enabled	
<b>Week 1 - Lesson 2, 3 &amp; 4 - Institutions</b> Class Task   Report: No	Due date: 17/04/20 04:00 PM Online Submission: Enabled	
<b>Week 2 - Lesson 5, 6, 7 &amp; 8 - Types of Families Report</b> Class Task   Report: No	Due date: 23/04/20 04:00 PM Online Submission: Enabled	
<b>Week 3 - Lesson 9 &amp; 10 - Diversity in family types over time</b> Class Task   Report: No	Due date: 28/04/20 04:00 PM Online Submission: Enabled	

By clicking on the title of the learning task you will be able to see all of the task details, and have access to any additional attachments. You can also access any feedback for work that is submitted for the associated task.

Learning Task - Week 2 - Lesson 5, 6, 7 & 8 - Types of Families Report

Task Details Feedback

Name:	Week 2 - Lesson 5, 6, 7 & 8 - Types of Families Report
Due Date:	23/04/2020 04:00 PM
Online Submission Enabled:	No

Read page 68

Read article <https://www.theage.com.au/articles/2003/02/26/1046064096428.ht>

Complete Activity 1.38 - Many Types of Families Questions 1 & 2 in the OneNo

Read the different Family Types PowerPoint

You need to complete research on a family type, choose one of the following;

- Nuclear family
- Extended family
- Cohabitation Family
- Single Parent Family

## ADDITIONAL ON LINE RESOURCES

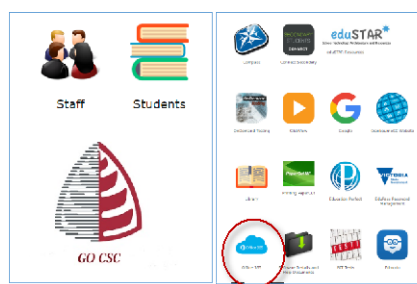


### STUDENT ACCESS OFFICE 365 APPLICATIONS

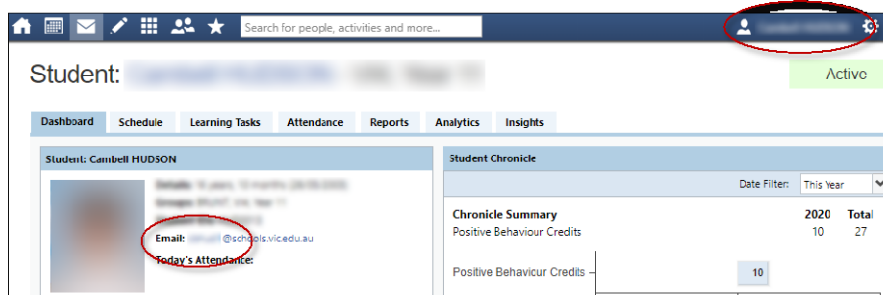
All students have access to the *Office 365* suite and Cranbourne Secondary College will be utilising some of its key applications during the remote learning period. Some students may have already downloaded its applications to their netbook and are already using them regularly.

To access Office 365 homepage go to Cranbourne GoCSC: <https://go.cranbournesc.vic.edu.au/>

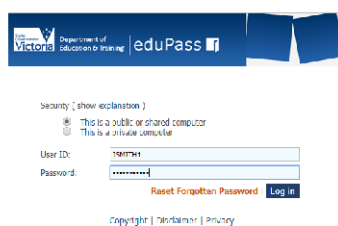
Click on the student icon, and then scroll down and click on the Office 365 icon.



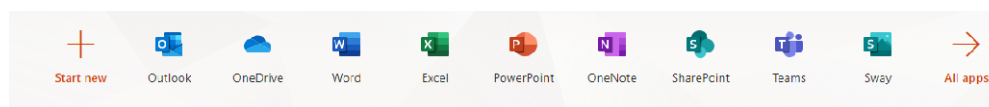
Log in using your **edupass** username (Office365/Clickview username). This information was distributed at the start of the year. If you are unsure of your Edupass username; it is the beginning of your CSC email address. To find it, login to Compass, click on your name to the right of the screen and you will see your email address.



To login to Office 365 online enter your **edupass** details in the login screen as shown below. The password is same as your netbook and Compass password.



After you have logged in to Office 365 you will see some of the applications available, clicking on any of these will open the online version of these files.





## STUDENT ACCESS OFFICE 365 APPLICATIONS

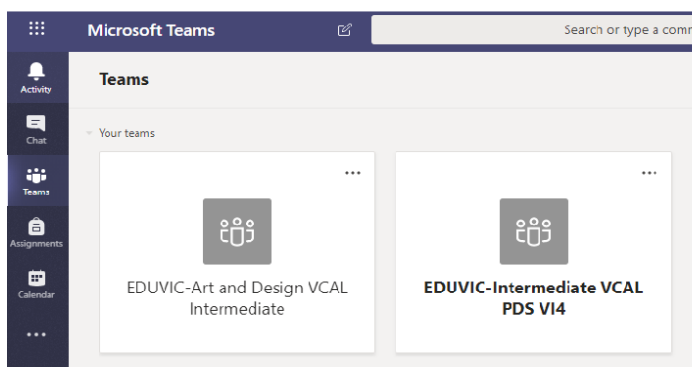
### MICROSOFT TEAMS

One of the Office 365 tools teachers will use is Microsoft Teams. This application allows for one-on-one and group communication, video conferencing and file sharing.

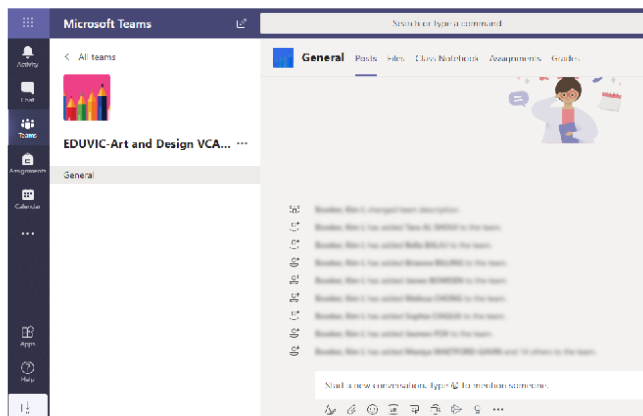
To access Microsoft Teams after logging into Office 365, click on the Teams icon.



A new web page will load and any Teams that have already been assigned will be visible.



Double clicking on one of the teams will open a team page. Here staff and students can chat and use other features.



To view a video tutorial on accessing, installing and using Microsoft Teams more extensively, please go to:

<https://www.youtube.com/watch?v=HqVIDgyrYg&t=69s>

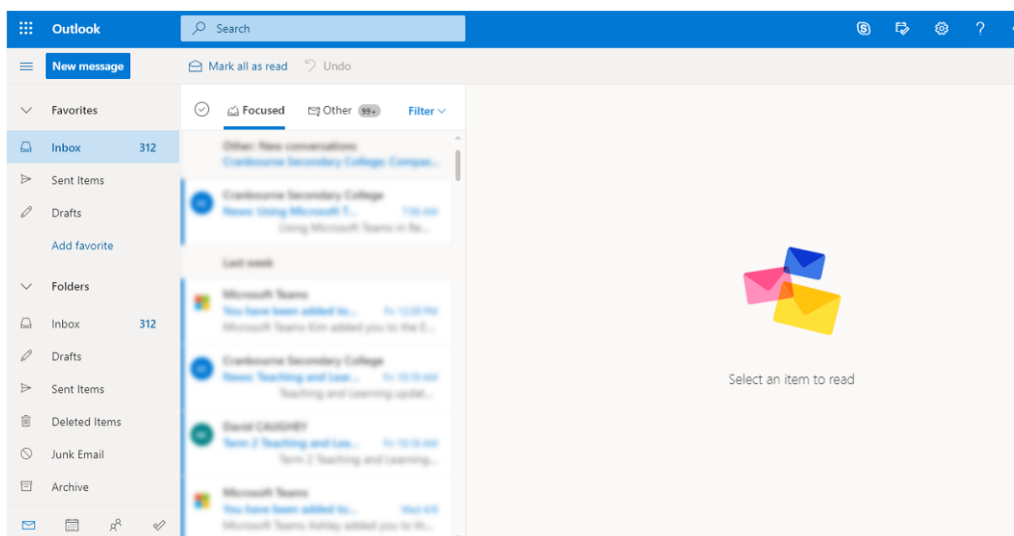


## STUDENT ACCESS OFFICE 365 APPLICATIONS

### MICROSOFT OUTLOOK (

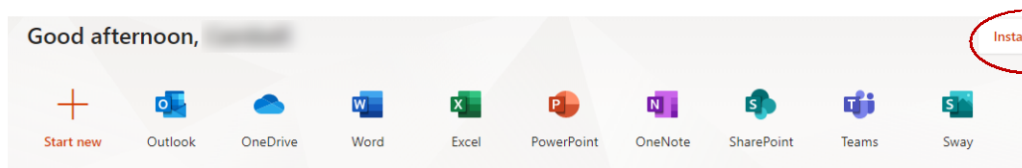
To access email, click on the Outlook icon, a new page will load with the Outlook inbox.

It is good practice to check emails daily.



### INSTALL

To access to these applications offline, you can do install them from the Office 365 homepage. Click on the **Office** button and select “Office 365 apps” from the drop down menu that appears. Follow the command to complete the installation. The downloaded version of the applications have greater functionality and require an internet connection once installed.



The following information is related to senior student work during the transition to flexible and remote learning and remote wellbeing.

All classes will run online at the same day and time that classes would normally run. This will present some challenges but we are as well placed as we can be.

All senior schools students have access to Compass and Office 365 (Microsoft Teams) for each subject, content and lessons for work can be found on one or both of these platforms. It is expected that students engage with this work and ensure that it is completed within the identified timeframes.

Students should ensure that they log onto compass at the beginning of each day, (no later than 8.48am) and again for each of their timetabled classes. Students are required to engage with their teachers on days that they have timetabled classes to ensure attendance and authentication requirements are being met.

Teachers will be available as per the normal timetable via compass, email, Microsoft Teams or other medium's as specified by the individual teacher. Teachers will be checking in regularly with students to ensure things are progressing satisfactorily.

With regard to VCE and VCAL – the **ATAR** is happening. While the majority of classes will run remotely there may be occasions where certain subjects will run short session's onsite. This may include some of the science subjects which require practical, on site participation and some other subjects in the VCAL / VET program. You will be notified when this will be happening. In cases where this does need to occur, social distancing measures will be applied.

**VCE study scores** will continue to be a combination of school-based assessment and external exams. VCAL students will have more time to complete their courses and this will be consistent with the revised dates for the VCE.

The **GAT** will run later in the year, around November and the **exams** will occur in December. We will continue to run **SAC's** remotely other than where there is a practical based component, in which case students' will be required to attend in small groups for short periods of time.

VCAL classes will continue remotely and we anticipate that many of our Year 12 students will have sufficient credits to qualify for their certificate by the end of year.

**VET** classes that traditionally run at Cranbourne Secondary College will continue to run remotely. VET courses that traditionally run off site with external Registered Training Organisations (EG. Tafe's) will contact students directly through their normal communication mediums and will communicate directly with students in regards to their operations.

**Our wellbeing team is still available for social and emotional support.**

As parents / caregivers you can assist your child in learning remotely by:

- Setting up a suitable workspace for your child/children
- Encouraging your child to follow the schools' structured timetable by having a regular wake up time and starting classes at regular times
- Logging onto compass to help them find their work for the day
- Helping your child communicate via email with the classroom teacher if required

If you have any questions regarding the above please do not hesitate to contact:

Mr Tim Bray - VCE Team Leader (bray.timothy.j@edumail.vic.gov.au)

Mr Brad Gauci - VCAL Team Leader (gauci.brad.b@edumail.vic.gov.au)

## STUDENT HEALTH, WELLBEING AND ENGAGEMENT PROCESSES AND ADVICE

These are unprecedented times for all of us, and we know that everyone will manage and respond to this situation differently. As always, we encourage you to please seek support if you or your child are experiencing difficulties. Whilst we won't be able to speak to you face to face, we are still here and we can offer suggestions or refer you to other services that you could access for support. Below, we have provided some resources that you may all find valuable. A more detailed student booklet that includes information regarding healthy eating, sleeping, exercise and tips for a healthy mind will be posted to the Compass Newsfeed in the coming days.

### PASTORAL CARE TEACHER SUPPORT

Cranbourne Secondary College recognises that maintaining pastoral care relationships with students during the period of remote learning is important. During this time we have expanded our Pastoral Care program to include all Senior School students. Once a fortnight, Pastoral Care Teachers will make a phone call home to speak with each student from their home group to check in on their wellbeing and see how they are progressing with their remote learning. These calls will take place during school hours, in most instances Pastoral Care Teachers will schedule an appointment with the student the previous day. However, students and parents can still feel free to email Pastoral Care Teachers at any time, should they have queries or need support; Pastoral Care Teachers will then follow up ASAP within business hours.

#### Form Assembly Roll

Each morning your child's Pastoral Care Teacher will post a morning message in their Form Assembly Microsoft Team page. Your child will need to respond to this message before 9am to support roll marking. Usual school process in following up non-attendance will remain in place. Please record any illness on Compass prior to 9:00am.

### HOW CAN I AS A PARENT/GUARDIAN SUPPORT THE PASTORAL CARE PROGRAM?

We ask that you support your child to be ready to check in with their Pastoral Care Teacher each morning at 8:48am. 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.

In the morning, ask:

- What are you learning today?
- What are your learning targets or goals?
- How will you be spending your time?
- What resources do you need? What support do you need?

In the afternoon, ask:

- What did you learn today?
- What was challenging? You could come up with a strategy 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 for something? Do you need help with something to make tomorrow more successful?
- Regular check-ins throughout the day may also be appropriate. This depends on your child's needs.

These questions allow your child to:

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

Offer problem solving solutions – contact teacher, check with a friend; and monitor communications with teachers. Check in on Compass, observing Lesson Plan requirements, Learning Tasks and feedback provided. Students may also use their Student Planner to help organise their daily work and manage tasks over the week. If material can be downloaded and saved, please encourage to your child to do so, to help limit screen time and internet time/use. If there is any reason why your child cannot access the set work, please make contact with their Teacher or Year Level Coordinator.

## STUDENT WELLBEING TEAM

The Cranbourne Secondary College Student Wellbeing Team will be available to offer support to students and families between the hours of 9am and 4pm on normal school days. Students and parents who wish to access wellbeing support should contact their child's Sub School Leader, and a Wellbeing team member will make contact with you as soon as possible.

Please note that this is not a crisis service and will not be monitored after hours. If there is an immediate crisis or you need support, please contact emergency services or crisis hotlines:

- Police, Ambulance and Fire departments: 000
- Lifeline: 13 11 14
- Kids Helpline: 1800 55 1800
- South Eastern Centre Against Sexual Assault (SECASA) Crisis line: 1800 806 292
- DHHS (Child Protection) after hours: 13 12 78
- Psychiatric Triage Service: 1300 369 012

## LOOKING AFTER YOUR MENTAL HEALTH DURING THE COVID-19 OUTBREAK

Cranbourne Secondary College recognises and understands the feelings of anxiety, distress and concern many people may be experiencing in relation to the coronavirus (COVID-19) and offers the following wellbeing advice. Where possible, it will help to maintain normal routines in your life and your child's day. It can also help to stay in touch with friends and family, eat a balanced diet, and try to stay physically active.

### Try to maintain perspective

While it is reasonable for people to be concerned about the outbreak of coronavirus, try to remember that medical, scientific and public health experts around the world are working hard to contain the virus, treat those affected and develop a vaccine as quickly as possible.

### Find a healthy balance in relation to media coverage

Being exposed to large volumes of negative information can heighten feelings of anxiety. While it's important to stay informed, you may find it useful to limit your media intake if it is upsetting you or your family.

### Access good quality information

It's important to get accurate information from credible sources such as those listed below. This will also help you maintain perspective and feel more in control.

- [World Health Organization – coronavirus disease \(COVID-19\) outbreak](#)
- [Australian Government coronavirus \(COVID-19\) health alert](#)
- [smartraveller.gov.au – travel information for Australian citizens](#)

### Conversations with children and young people

Families and caregivers of children and young people should discuss news of the virus with those in their care in an open and honest way. Try to relate the facts without causing alarm, and in a way that is appropriate for their age and temperament. It is important to listen to any questions they may have, to let them know that they are safe and

that it's normal to feel concerned. If the media or the news is overwhelming them, encourage them to limit their exposure.

**Try to maintain a practical and calm approach**

Widespread panic can complicate efforts to manage the outbreak effectively. Do your best to stay calm and follow official advice, particularly around observing good hygiene habits.

The Australian Psychological Society has [advice about maintaining positive mental health during the outbreak](#).

**Try not to make assumptions**

To contribute to a sense of community wellbeing, try to remember that the coronavirus can affect anyone regardless of their nationality or ethnicity.

**Seek support**

It's normal to feel overwhelmed by news of the outbreak, particularly if you have experienced mental health issues before. Acknowledge feelings of distress and seek further professional support if required.

Beyond Blue has fact sheets about [anxiety and offers other practical advice and resources at beyondblue.org.au](#). The [Beyond Blue Support Service offers short term counselling and referrals by phone and webchat](#) on 1300 22 4636. You can find more information about wellbeing, quarantine and managing self-isolation [here](#).

## ICT SUPPORT FOR REMOTE LEARNING

### WHAT ICT SUPPORT IS THERE FOR STUDENTS LEARNING FROM HOME?

#### Students without computers or internet at home

We want to make sure students have the right equipment to learn online. This is to support parents who have their children learn remotely from home.

The college will provide for loan a netbook to students who currently do not own a device. Parents will need to contact the school office to enter into a loan agreement. The office Phone number is 59963544. Parents will need to make arrangements to pick up the device from the college library between 10 AM and 2 PM weekdays.

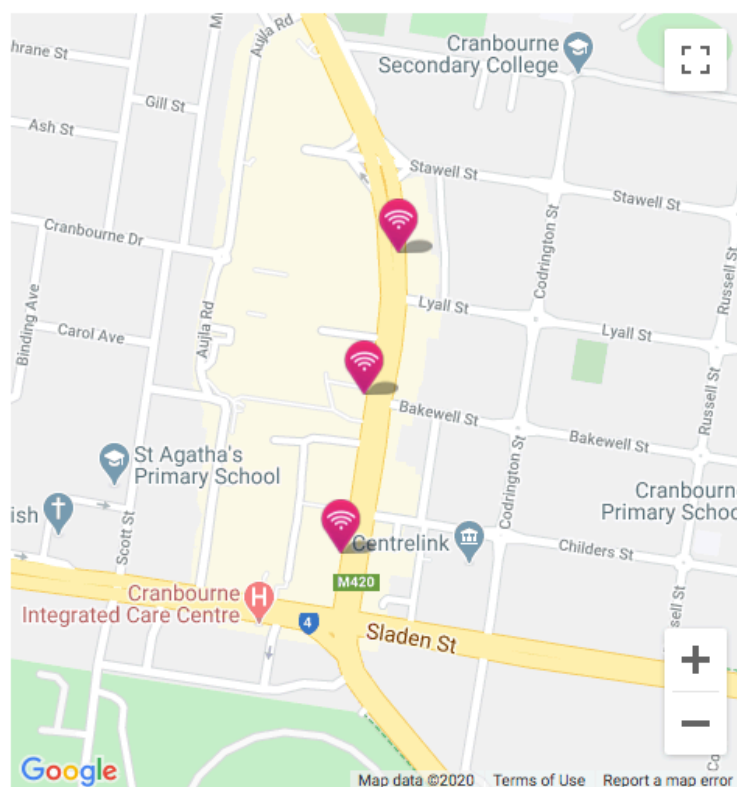
For families who do not have internet access the college will provide a hard copy of curriculum materials that will be made available to families.

Wi-Fi is available to families by parking on Stawell Street outside the school library. The Wi-Fi signal is available for students to download information from Compass if an internet connection is not available at home. Free Wi-Fi is also available at the local shopping centre.

#### Telstra Air Hotspots

3 hotspots in view

All Telstra Air hotspots are subject to availability.



#### 1. Hotspot S Hwy 12 n

109 S Gippsland Hwy  
VIC 3977 CRANBOURNE

#### 2. Hotspot S Gippslan

31 S Gippsland Hwy  
VIC 3977 CRANBOURNE

#### 3. Hotspot A Hwy 0.2 I

132A S Gippsland Hwy  
VIC 3977 CRANBOURNE

Students who have a working netbook will receive the ongoing support of the technicians and these devices will also be covered by the insurance for faults.

## HOW CAN STUDENTS AND PARENTS RECEIVE TECHNICAL SUPPORT?

Student and parents should use the following link for all technical support between 8AM and 6 PM weekdays:

[Email Computer Techs for Support](#)

Logging a call to this email will notify a technician to make contact with you.

This includes all requests related to password resets.

Where students don't have access to the internet or have a physical issue (such as damage, the computer won't start) they are to phone the school on 59963544 or email the tech support to arrange to meet at reception to organise repairs or a replacement laptop.

LWT the college endorsed repairer will provide details regarding hardware support in the near future. We are expecting that repairs can be logged and carried out at the college library.

## SOFTWARE AVAILABLE FOR STUDENTS.

Student should use the following link on Go CSC to download any additional software. The technicians will place the software for students to download

<http://go.cranbournesc.vic.edu.au/share/>

Students will be using Compass to access the work left by teachers. Some classes will also make use of Microsoft Office 365. All students have access to these platforms.



Compass



Connect Secondary



eduSTAR Resources



OnDemand Testing



ClickView



Google



CranbourneSC Website



Library



Printing PaperCut



Education Perfect



EduPass Password Management



Office 365



Software Installs and Help Documents



PAT Tests



Edmodo

## BEING ONLINE AT HOME: TIPS FOR PARENTS/CARERS

### Privacy

When supporting your child's education at home, keep their privacy in mind, and help them establish and maintain good privacy practices.

Privacy is about protecting your child's identity. This may be their name, age, email, home address or password. It can also be more sensitive information, such as their health, wellbeing or family circumstances.

Read the [Schools' Privacy Policy](#) to understand how schools handle your child's information, and apply similar principles at home. You can request a copy of your school's privacy policy from your school.

Here are some practical tips to help you and your child maintain good privacy practices:

- Ensure your child's **passwords** to any systems they access are secure. Do not have them written down near the computer or device or save them in a document that can be accessed by others.
- If your child is using a shared computer or device at home (e.g. a household computer or tablet), ensure that they **log out of all school systems** at the end of each session or day.
- Your child may sometimes need to share **sensitive information** with school staff—for example, about their health or wellbeing. Make sure they can do so without being disturbed, and any sensitive documents they create or share are stored somewhere secure, such as a password-protected folder.
- Your school will advise what **collaboration platforms or applications** your child may be asked to use to support learning from home. This will include advice on how to set them up to ensure your child's safety and privacy. It is very important that you follow your school's guidance. This will help ensure that the strongest privacy protections are in place at home.

- If your school is using **video conferencing**, ensure your child understands how the software works. If possible, your child should participate in videoconferencing in an open place within your home, rather than alone in a private space such as in their bedroom.
- Be cautious about downloading **educational software** except what your school has recommended:
  - If software requires your child's personal information to be entered, make sure you read the company's privacy policy first to find out how that information is stored, and who it is shared with. If you're unsure, **check with your school**.
  - Be wary of companies and products that:
    - don't have a privacy policy
    - ask for more detailed personal information than seems necessary in order to use their product
    - share user information with third parties for marketing purposes
    - store your child's information in countries whose privacy legislation is substantially different to Australia's.

### Safety

When using Department or school provided equipment, including dongles, devices and laptops, please ensure that these are used for educational purposes only, to help ensure your child's safety and security. Protecting your child and supporting them to stay safe online is a priority for parents and carers. The [National eSafety Commissioner](#) has developed a range of resources to support parents and carers to ensure their child's safety and privacy online, including:

- [parent webinars](#),
- tips on [how to report cyberbullying](#) and
- [online safety kit for parents and carers](#).

### Security

- Make sure you have anti-virus software installed on your computers or devices at home and this software is up to date.
- Download and install any updates for other software on your computers or devices at home. These updates often include 'patches' that fix security vulnerabilities and other bugs.
- When online, ensure that any links you or your child click on are genuine. 'Phishing' is when someone sends you a link that looks ok, but is actually sending you somewhere dangerous or inappropriate. These links may look like they come from your school, a software provider, the bank, the government or from apps your child uses. More tips can be found on the [ScamWatch website](#) or from the [eSafety Commissioner](#) website.

### Copyright

Here are some practical tips to help you and your child maintain good copyright practices:

#### Use existing free sources of content

- There are many free online streaming content services where students can access content without having to download or make a copy of it. Examples include ABC iView, ABC Education and YouTube Kids.
- The Department of Education and Training has purchased a licence which provides all Victorian Government teachers and students with access to [ClickView](#), a platform that hosts thousands of educational video resources and learning activities. Your school can provide your child with a login to enable them to watch material hosted on ClickView at no cost.

#### Link to content, rather than download it, where possible

- If your children need to access or share internet content, advise them to use links rather than a downloaded copy where possible.

- If you don't have internet access at home or limited access, contact your school who may be able to provide you with copies of materials.

### Access school subscriptions from home

- The Department provides access to a range of software that schools can use to support teaching and learning, including [Webex](#), [ClickView](#), [Stile Education](#) (for students in years 7-10), [G Suite for Education](#), [Microsoft O365](#) and [Minecraft: Education Edition](#). Your school will advise you on what software your child will use to support their learning from home.
- Students often already have access to school-provided subscriptions that are useful for supporting learning from home, for example Reading Eggs, Mathseeds and HOTmaths. Check what is already available from your school before signing up to anything new.

## LEARNING FROM HOME: INFORMATION FOR PARENTS AND CARERS (FROM DET)

Advice, tips and resources to support children as they learn from home.

This factsheet provides advice, tips and resources to help you support your child's continuity of learning from home.

To increase physical distancing across the population and prevent the transmission of coronavirus (COVID-19), children in government schools will move to remote and flexible learning and care at the commencement of Term 2.

This means that from the start of Term 2 most children will be learning from home.

For more information on coronavirus (COVID-19), visit the [Victorian Government website](#)

### ABOUT LEARNING FROM HOME

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 comfort, support and encouragement to your child.

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

### HOW THE SCHOOL WILL SUPPORT YOUR CHILD

Your child's school 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
- use their normal communication tools such as their website, newsletters, emails and other online tools
- provide technical support with devices, as needed.

### ACCESS TO COMPUTER DEVICES AND INTERNET

Your child's schools will contact you in the first week of Term 2 to determine if your child needs access to the internet, or if they need to borrow a laptop or tablet. This will include children from disadvantaged and vulnerable backgrounds, and those who attend schools in bushfire-affected areas – these children will be given priority.

The Department has partnered with Telstra to provide 1000 4G dongle devices with 4G internet access, and 4000 SIM cards that provide 4G internet access, for families who do not have access to the internet at home. These will be free of charge, and will be provided for the next six months.

Devices will be distributed in the first two weeks of Term 2.

You do not need to understand how to use tablets or laptops. Most children have been using them at school and are familiar with how to use them.

If you do not have internet access at home, for example, if you live in an area without 4G reception, talk to your school about how your child may receive materials that do not require online access. These can be mailed to your child, or you could collect them. Completed tasks can be returned in the same way. The materials are aligned to the Victorian Curriculum F-10.

### HOW YOU CAN SUPPORT YOUR CHILD

You can support your child by:

- having a routine and setting expectations
- 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
- checking in with your child often to help them manage and pace their work
- monitoring how much time your child is spending online.

### YOUR CHILD'S RESPONSIBILITIES DURING REMOTE LEARNING

You should change these responsibilities according to the age and stage of your child.

Your child's responsibilities include:

- regularly monitor digital platforms for announcements and feedback from their teachers
- do their best work by completing tasks with integrity and academic honesty
- do their best to meet timelines and due dates
- communicate openly with their teachers and tell them if they have any concerns or issues
- collaborate and support their classmates
- continue to abide by their school's behaviour guidelines.

### 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. These spaces are preferable over a bedroom, where your child can feel isolated and supervision can be more challenging.

It should be a place:

- that can be quiet at times
- that has a strong internet signal, if possible
- where you or another adult is present as you would normally when your child is online, dependent on age

## 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
- help them 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 DVDs and 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 you learning today?
- What are your learning targets or goals?
- How will you be spending your time?
- What resources do you need?
- What support do you need?

### 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 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.

## ADVICE FOR PARENTS OF CHILDREN WITH ADDITIONAL NEEDS

- [How you can support your child with additional needs at home](#) – this resource helps you support your child's learning at home.
- [Understanding learning difficulties for parents: a practical guide](#) – this guide provides you with practical advice about learning difficulties. This includes the evidence base supporting particular intervention programs and a [recommended apps](#) list for children with learning difficulties.

## RESOURCES AND TIPS

In addition to the resources and materials that your early childhood service or school may provide, you could also use the following resources:

### GET PARENTS INVOLVED WITH LITERACY

[Get parents involved with literacy](#) includes programs and supports, including the 'Literacy and numeracy tips to help your child' booklet. This booklet gives advice to parents with children from birth to year 6 about supporting their child's literacy and numeracy learning.

You can also find ideas to [support the development of early literacy skills](#) including speaking listening, reading and writing for children aged from birth through to the early years of school.

### PREMIERS' READING CHALLENGE

The [2020 Premiers' Reading Challenge](#) is now open and provides a great incentive to spend more time reading.

Ask your child's teacher if their school or early childhood service is taking part in the 2020 Challenge.

Participating schools will register your child and give you a username and password.

Participating early childhood services will register your child, and all you need to do is start reading with your child every day.

If your child's school or early childhood service is not taking part, your child can still take part. Visit:

- [registering school students as home-based readers](#)
- [registering young children \(birth to 5 years old\) as home based readers](#)

More information on how to take part in the Challenge is available at: [School student and parents: taking part in the Challenge](#)

### MATHEMATICS AND NUMERACY AT HOME

[Mathematics and numeracy at home](#) provides links to a range of advice and resources for families.

To support the development of numeracy skills for children aged from birth to the early years of school visit: [How to build numeracy skills from birth to year 2](#).

### SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS (STEM)

Find ways to engage children in [science, technology, engineering and maths \(STEM\) experiences](#).

Visit the [Fun at home](#) webpage for more parent-focused resources.

## 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 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 important 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.

There is a risk that your child may be bullied online. If you think this happening to them, support is available on how to talk to your child and your school at: [bully stoppers](#).

If you have any other concerns about the health and wellbeing of your child, contact your school directly, which will have access to resources that can help.