

Coburg High School Remote Learning Plan



Essential Information and Contacts for the 2020
Response to Temporary School Closure

Version 2.0 (revised August 2020)



If you require this document to be translated into another language, please contact:

info@coburg.vic.edu.au

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Εάν ζητήσετε να μεταφραστεί αυτό το έγγραφο σε άλλη γλώσσα, επικοινωνήστε με την ηλεκτρονική διεύθυνση info@coburg.vic.edu.au

यदि आपको इस दस्तावेज़ को किसी अन्य भाषा में अनुवादित करने की आवश्यकता है, तो कृपया संपर्क करें: info@coburg.vic.edu.au

اگر شما نیاز دارید که این سند به زبان دیگری ترجمه شود ، لطفاً با این آدرس تماس بگیرید: info@coburg.vic.edu.au

หากคุณต้องการแปลเอกสารนี้เป็นภาษาอื่นกรุณาติดต่อ: info@coburg.vic.edu.au

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Coburg High School Remote Learning Plan

Dear CHS Community,

The government has again announced that all children who can learn at home must learn from home to slow the spread of the coronavirus. As per the Minister for Education's announcement, on-site supervision of remote learning at school will be available only for exceptions in extremely limited circumstances. In addition, the majority of our staff are also required to work from their homes. Consequently, we must adapt and adjust to a new way of teaching and learning online. We believe that we can make this transition to remote learning a success because we have a strong base of effective teaching and learning at Coburg High School, including comprehensive online curriculum and learning resources.

Students, staff and families consistently report high levels of belonging, trust and respect among the CHS community. We strive to maintain those important foundations throughout this period of time. We are still very much operating as a school even when learning remotely and we will continue to provide direction and continuity of learning and support for students. As this situation evolves, we are committed to regularly updating the school community and to fostering effective three-way communication between students, parents and staff throughout. The wellbeing and safety of our school community is our highest priority.

This Remote Learning Plan includes indicative expectations for the types of lessons students will experience during the timetabled week. We are emphasising quality of learning tasks over quantity. We know it will be so important that students are able to strike the right balance in their daily lives at home and have enough time for physical activity and rest. We may be teaching and learning remotely for some time so sustainability is the focus of our thinking and planning. We want our students to continue learning as much as they can but it must be manageable—for students, for their parents, and for teachers.

This working document has been refined, updated and adjusted based on your feedback and our experience. Remote learning was uncharted territory for all of us, but we believe that we have made it a success for our students.

Thank you for your collective support of the school in delivering this remote learning plan to ensure the continuity of learning for all our students.

Stewart Milner

Principal

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INTRODUCTION

As we transition into our second phase of remote and flexible learning, CHS will continue to implement the existing timetabled schedule for all students and will use the Google Suite of applications: COGS (Google Sites), Google Classroom, Google Meet—as well as continuing to use Compass—for students to complete work, collaborate with others, and receive feedback from their teachers.

At Coburg High School we understand that for many students, learning from home continues to be very challenging, and we have developed a plan that will allow students to both continue building and learning academic skills while maintaining their health and wellbeing. Learning online from home has proven to be different to learning at school and for some, quite challenging. Ensuring flexibility in the content learnt is important to enable students to continue to be successful in their learning whilst managing their overall wellbeing during this pandemic.

Our Student Support Team will be in contact with students and families. As many families, including our staff, may need to juggle competing commitments and manage work and care for their families, we will continue to be flexible in our expectations and adapt as needed as we implement this Remote Learning Plan.

In the beginning of Term Three, CHS staff made many changes to the design of content to be taught and delivered to ensure students are continuing to build skills and knowledge in an engaging and meaningful way.

The updated Remote Learning Plan is detailed below for your reference. It is important that all CHS families read, understand and discuss the plan with their children so expectations are clear around protocols and communications.

REMOTE LEARNING PLAN

Teaching Staff Expectations

During an extended school closure, the following is expected of our teaching staff at CHS:

- **Timelines and structure:** A subject timeline will be created for all students in Years 7-10 with links to relevant COGS or the Wiki pages students will be working on throughout a designated week. CHS staff have produced this documentation collaboratively to ensure consistency in content and assessment across subjects. Where possible, staff will be present for a class during their regular scheduled classroom time. This might take different forms depending on the staff member, the class and the content, including: Google Meet, Google Classroom and email.
- **Google Classroom:** All teachers will have a Google Classroom established for each class. Tasks for the week will be communicated to students (via the Google Classroom 'Live Stream') during their first scheduled class of the week. This includes scaffolding tasks for students requiring additional support. Feedback for students on formative tasks will be provided via Google Classroom.
- **Key Learning Tasks:** Summative assessment tasks in the form of a KLT will be identifiable on the subject timeline for all students in Years 7 - 10, and will continue to be accessed and submitted via Compass. Ongoing reporting for all KLTs will also continue via Compass. Subject teachers will continue to modify work accordingly for individual students.
- **Screen Time:** Students are to be provided with some lessons away from Google Meets and preferably away from screens to complete hand written work, drawings, physical workouts, etc. 'Anything But Screens' days are to be rostered in by leadership to provide space for students to address their emotional health and wellbeing.
- **VCE:** SACs were successfully held online during Term Two and the same process will take place in Terms Three and Four (if required). Students will need to follow their teacher's directions on the completion of SACs by remote. VCAA is still amending conditions and requirements for practical subjects and more information will be made available throughout the remainder of the semester.
- **Compass:** Teachers and/or Student Support Staff will communicate with families via Compass if there is no contact or visible evidence of learning occurring. A teacher may generate an '**Reach Out**' for students according to the following guidelines:
 - Years 7 - 10: No sign of learning over four lessons. Phone call or email home will follow if this continues after a fortnight. The Student Support Team will monitor all Reach Outs and review a student's overall progress once they have three or more Reach Outs.

- VCE: A '**Reach Out**' will be recorded for students displaying no visible signs of learning over two lessons. An email or phone call home from the teacher should precede a Reach Out.
- If visible learning fails following a Reach Out, the class teacher will generate an '**at risk**' form on Compass.
- **Adapting practical subjects:** Teachers of practical classes such as Performing and Visual Arts, Physical Education and Food Technology will adapt their program for students to be completed at home. These lessons can be accessed via the relevant subject timelines (to be distributed).
- **Staff meetings:** Staff meetings will continue to adhere to the [CHS meeting protocols](#) to ensure the effective and smooth running of scheduled meetings. Absences should be forwarded to the chair of the meeting before the meeting commences. Meeting minutes and resources will be made available to attendees and those who are unable to attend the meeting soon after (roughly 48 hours).
- **Absences:** Staff who are not going to be available for one to two school days are to leave instructions for their classes via Google Classroom and to email: dailyorg@coburg.vic.edu.au. Staff who are unable to be present for duties for three or more days are to email: dailyorg@coburg.vic.edu.au and will be expected to add the designated CRT to their assigned Google Classrooms and leave instructions for the CRT as per normal on Compass. Staff are to make this notification as soon as possible to provide continuity of learning. CRTs will manage all aspects of learning, including notifications of failure to complete learning.

Teaching and Learning Guidelines and Minimum Recommendations

Recommendations provided are minimum expectations. Staff are encouraged to be available during all of their scheduled classes via the numerous modes of communication listed, to provide support and feedback to students.

Years 7 - 9

- Tasks set on Google Classroom at the beginning of the week
- Staff will be available via Google Classroom (live stream) and Google Meet (video conferencing) for a minimum 50% nominated lessons throughout the week to teach, answer questions, provide feedback, and clarify and differentiate tasks. The remaining 50% of scheduled class time should be used for students to complete independent work or catch up tasks
- For lessons running the full duration (1 hour) staff are encouraged to provide students with breaks every 20 minutes to either stretch, grab a drink or avoid constant screen time. Where possible, staff should also avoid more than 10 minutes of continuous explicit instruction. Break explicit teaching with application tasks.
- A 'Reach Out' will be recorded for students displaying no visible signs of learning over 4 lessons.

Year 10

- The above protocols will apply for all Year 10 students with additional Google Meet sessions occurring.

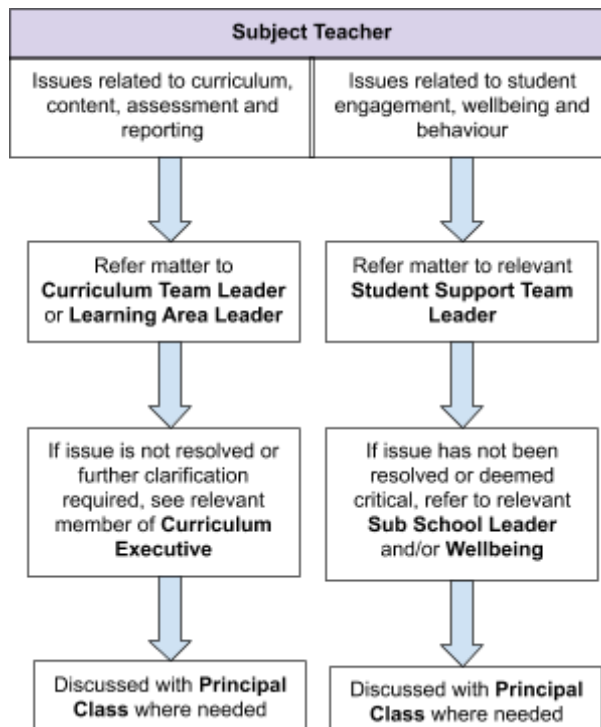
VCE

- Tasks and teacher availability will be set on Google Classroom at the beginning of the week
- Staff will be available via Google Classroom and Google Meet for feedback for a minimum of three nominated lessons throughout the week (75%), with the aim that teachers are available for all four lessons.
- For lessons running the full duration (1 hour) staff are encouraged to provide students with breaks every 20 minutes to either stretch, grab a drink or avoid constant screen time. Where possible, staff should also avoid more than 10 minutes of continuous explicit instruction. Break explicit teaching with application tasks.
- All VCE students are expected to enable their videos for all Google Meet lessons and remote Hurdle Task and SACs. Staff have permission to remove a student from a live lesson who refuses to enable their video. Students who wish for their video to be disabled due to reasonable requests must ensure their parent makes contact with the teacher indicating the rationale for this.
- A '**Reach Out**' will be recorded for students displaying no visible signs of learning over two lessons. An email or phone call home from the teacher will also precede a Reach Out.
- If visible learning fails following a Reach Out, the class teacher will generate an '**at risk**' form on Compass.
- CHS VCE processes around generating an 'at risk' for students not meeting the standards expected when submitting coursework or SAC results will still apply
- If the student does not respond to the 'at risk' notice, then the class teacher will email the relevant SST who will make contact with home, offer support and develop a plan.
- VCE teachers will be assessing attendance on the basis of participation in online classes and production of work. Students who are not interacting with teachers will be deemed absent and the At Risk Process will be initiated. Both online attendance and completion of work are still required to meet the VCAA and CHS standards.
- VCE teachers are required to maintain records of participation in online classes (eg: via a spreadsheet) and for submission of work.
- School Assessed Coursework: CHS awaits further advice about the completion of SACs and SATs.

Staff are to refer to the [resources on the Staff Site](#) for support with remote learning applications and technologies as well as the Department of Education - [Learning From Home Website](#). Further professional learning will be provided throughout.

Chain of Communication

Staff who have queries or issues relating to curriculum or subject specific matters that arise from remote learning should follow the process outlined below so that requests can be handled in a timely and efficient manner.



ROLES AND RESPONSIBILITIES FOR STAFF

<p>Principal Class</p>	<ul style="list-style-type: none"> • Communicate regularly with the CHS community about teaching and learning, wellbeing support, and updates from DET & VCAA regarding COVID-19. • Develop whole school documentation regarding the Remote Learning Plan including policy, procedures and expectations to ensure consistent excellent teaching practice. • Lead and manage the process of implementing and adapting to more flexible and remote learning. • Support an increased focus on online professional learning for staff. • Provide support for teachers and educational support staff during remote learning including overseeing the meeting schedule. • Coordinate fortnightly Leadership meetings using Google Meet to provide any updates and support for staff - Thursdays odd weeks - 3:30pm - 4:30pm. • Meet with Executive Teams relating to relevant portfolios on a weekly basis to disseminate information.
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	<ul style="list-style-type: none"> ● Maintain the overall vision and direction of the school in terms of both short and long-term planning. ● Coordinate enrolments of future families (for 2021). ● Manage school finances, budgeting, internal controls, payroll continuity, financial reporting as well as overseeing maintenance and cleaning of school facilities and grounds, contractor induction, and VRQA re-accreditation. ● Ensure high standards of hygiene and cleaning consistent with more stringent OH&S requirements during the pandemic.
<p>Leading Teachers</p>	<p>Portfolio - Curriculum, Teaching and Learning</p> <ul style="list-style-type: none"> ● Coordinate fortnightly meetings using Google Meet to provide updates and support for Learning Area Leaders - Thursdays even weeks: 3:30pm - 4:30pm. ● Collate information regarding issues that may arise from the Learning Area Leaders and provide supports where necessary. ● Provide structured CHS templates for curriculum, assessment and reporting purposes. <p>Portfolio - Student Engagement and Wellbeing</p> <ul style="list-style-type: none"> ● Regularly monitor 'reach out' chronicle entries for at risk students and contact families. ● Make frequent verbal contact with families who have limited access to technology, to ensure support and hard copy materials are provided to students in aid of their learning in-lieu of electronic access. ● Sub School Leaders delegate responsibilities to Student Support Leaders to monitor student learning and wellbeing. ● Sub School Leaders will brief Home Group Teachers weekly on updates and lesson content that will be linked in the 7-10 Toolkit students can access via COGS.
<p>Learning Specialists</p>	<ul style="list-style-type: none"> ● Support classroom teachers to create online resources to deliver the curriculum in a meaningful and engaging way for all learners. ● Create growth coaching opportunities for staff to support the delivery of curriculum remotely. Learning Specialists will make contact with staff on a weekly basis - up to 6 staff per week. ● Populate the Staff Site with tools and resources to support remote teaching and learning, as well as health and wellbeing. ● Coordinate the schedule for VCE 'Master Classes' and communicate with relevant staff, families and students. ● Support staff with advice and tips on how to ensure their own health and wellbeing.

<p>Positions of Responsibility</p>	<p>Learning Area Leaders</p> <ul style="list-style-type: none"> • Coordinate the allocation of Term Three timelines with relevant CTLs and check for consistency and accuracy of information, including relevant links to COGS/Wikis and KLTs. • Run Learning Area meetings using Google Meet on a fortnightly basis in line with the revised Term Three meeting schedule. • Provide minutes and or record faculty meetings for unavailable staff and upload to the LA Google Site for all staff to access. • Communicate with CTLs and VCE staff during designated times nominated by the LAL. • Liaise with the leadership team about supporting the work of subject-based technicians and assistants. <p>Student Support Leaders</p> <ul style="list-style-type: none"> • Check-in with designated students for wellbeing purposes. • Communicate with Sub School Leaders regarding students at risk due to reasons stipulated in academic observations. • Communicate with families regarding issues arising from students not meeting the remote learning expectations, and either provide support to assist them or refer cases to the Sub School Leader. <p>Other</p> <ul style="list-style-type: none"> • Principal Class will discuss with staff who have other PORs or under allotments, what duties will be reallocated to them if the existing role is unable to be conducted remotely.
<p>Teachers</p>	<ul style="list-style-type: none"> • A skeleton crew will only be permitted to be on the school campus to help supervise students at school. This will mainly involve external CRTs and CHS staff with a large number of under allotted periods. Staff must liaise with SBO or SMI regarding a permit to be on school site for reasons needing to be approved. No member of staff should be on site unless a permit has been provided. • Continue writing Google Sites to support the delivery of high-quality online curriculum. • Teachers will consider setting offline activities in lessons to support the development of Literacy and Numeracy skills, such as reading, skills work, engaging in discussions with family members, writing in a journal or taking pictures. • Establish a Google Classroom for every class they teach and connect with students at the beginning of each week with tasks they are to complete, taking into account tasks that will need to be differentiated for individual learners. • Continue to deliver KLTs as per the Term Three timeline created by Learning Area Leaders to support remote learning and provide timely feedback via Compass through ongoing reporting channels. It is the subject teacher's responsibility to modify work accordingly for individual students. Curriculum

	<p>Committee have decided that no more than 1 KLT should be provided for the duration of Term Three for all students in 7 - 10 and no more than 1 - 2 formative tasks.</p> <ul style="list-style-type: none">● Provide opportunities for students to connect and receive feedback in a timely manner via Google Classroom and Google Meet, as per the recommendations provided by the school (See pages 4 - 5).● Where possible, staff are to be present for a class during their regular scheduled classroom time (depending on how the 50/50 for 7 - 10 or 75/25 for VCE, distribution is decided upon). This might take different forms depending on the staff member, the class and the content including Google Meet, Google Classroom or email.● Reach Outs or At Risk templates should be completed on Compass where no visible sign of contact or learning has taken place (See page 4 - 5 for new recommendations for VCE and 7-10 students)● Collaborate with CTL and LAL, including scheduled fortnightly virtual meetings with Learning Area. Those unable to attend a meeting, will need to notify the relevant chairperson, where possible, 24 hours in advance. Meetings that have been recorded and saved on the staff site should be viewed within 48 hours and any items actioned.● Communicate with relevant team leaders at least once within a fortnight.● Active monitoring of gmail as per a normal working day, and participate in scheduled whole school online meetings or events. Staff meetings are a requirement and teachers are not to schedule additional learning activities during these times. Staff must be available for all scheduled meetings and notify a Principal Class member if there is a valid reason for non-attendance. Flexibility is allowed for those who are unable to attend due to caregiving duties; however, it is up to the individual staff member to follow up with important information disseminated during this time with the relevant head or department or line manager.● Communicate with parents, as necessary and preferably via email. If phone calls are required, personal numbers should be blocked. (Refer to the presentation delivered on 18 March for instructions on how to do this - refer to slide 9)● Log any issues that arise as a result of remote learning using the following document● Absences for all working hours 8:50am - 3:50pm must be made to the Daily Organiser with classwork still made available for students to continue completing.
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<p>VCE Teachers</p>	<ul style="list-style-type: none"> Reach Out templates should be completed on Compass where no visible sign of contact or learning has taken place within two lessons. VCE teachers will be assessing attendance on the basis of participation in online classes and production of work. Students who are failing to interact with teachers will be deemed absent and combined with a failure to complete work will not meet the VCAA and CHS standards which will result in the initiation of the At Risk Process. <i>See page 2-3 for recommendations for VCE students)</i> <i>Have the authority to remove a student from a live google meet class if they refuse to enable their camera for evidence of learning.</i>
<p>Home Group Teachers</p>	<ul style="list-style-type: none"> Home Group Teachers can be contacted for basic support. Home Group teachers will receive a weekly communication from Sub-School Leaders with the content for their class attached. Home Group Teachers will create a Google Classroom where this content will be delivered each week along with checking in on their class and providing a space for students to post messages to each other. A Student Support Leader is included in each Home Group Google Classroom.
<p>Wellbeing Team</p>	<p>Student Wellbeing Coordinators</p> <ul style="list-style-type: none"> Make referrals to the School Psychologists regarding ‘at risk’ students who require additional supports. Investigate online wellbeing supports for students to access remotely, including online apps. Use of Google Meet for case management Complete duties outlined by direct line manager <p>Integration Staff</p> <ul style="list-style-type: none"> Complete duties outlined by direct line manager including funding opportunities, DEECD Modules Checking in with allocated students’ progress including accessing and monitoring allocated coursework and KLTs <p>School Medical Officer:</p> <ul style="list-style-type: none"> Develop a School Hygiene Plan Complete ILPs for designated students Build relevant areas of the CHS SST Site <p>Regional Nurse:</p> <ul style="list-style-type: none"> Continue to provide advice and support to CHS on all matters of health and wellbeing. Respond to enquiries from staff, students and families: edwina.nagorcka@coburg.vic.edu.au

	<p>School Psychologists:</p> <ul style="list-style-type: none"> Continue to run appointments via phone or online to respond to counselling needs of students. For students who require a new referral for a psychologist, please contact the Student Wellbeing Coordinator, Nicole Neal: nicole.neal@coburg.vic.edu.au Kyrollos (Ky) Youssef: kykonsulting@icloud.com Brett Bedson: brettbedson@bigpond.com
<p>VCE / VET / Career Coordinators</p>	<p>VCE Coordinators</p> <ul style="list-style-type: none"> Keep informed with VCAA updates and communicate procedures to VCE teachers, families and students. <p>VET Coordinator</p> <ul style="list-style-type: none"> Liaise with VET host schools and RTOs for updates from the DET Vocational Education Unit regarding remote learning options for students. Communicate with families and students regarding the operation of VET classes. <p>Careers and Pathways Coordinator</p> <ul style="list-style-type: none"> Communicate with identified 'At Risk' students and families regarding potential alternate pathway options. Conduct 30 minute Managed Individual Pathway meetings via Google Meet with Year 12 students. Students will book appointments via Compass during a designated time they would normally have a Study Period. Planning for VTAC Application day and support for staff involved in this day. Communicate with Year 9 and 10 students and families regarding updates around Work Experience and 2021 course planning. Keep connected with external schools, TAFEs, VCAL and other providers to investigate options for students pursuing alternate pathways. Updates from Universities and TAFEs regarding Open Days, TIS and tertiary admission for 2021 in light of COVID-19 restrictions.
<p>IT Support Personnel and Digital Learning Specialist</p>	<ul style="list-style-type: none"> Provide technical support to staff and students. All queries should be directed to help@coburg.vic.edu.au Prioritise important requests Support the Leadership Team in the development of COGS to allow the creation of online curriculum, including the set up of the 7 - 10 whole school toolkit. Curate COGS Google Drive folders and whole school CHS Drive to ensure consistency and maintenance of work flow. Investigate and share effective new technologies and software for use.






	<ul style="list-style-type: none"> • Support and professional learning for all new and existing CHS staff around a range of Learning Management Systems including Compass, COGS and Wikis.
Librarian, Compass, Communications and Attendance officers	<ul style="list-style-type: none"> • Continue to support and update teachers regarding online resources via the Google Spreadsheet • Provide fortnightly Compass updates for students regarding online Ebooks, Audiobooks and other resources they can be accessing via the Oliver online portal • Continue to work on enrollments and marketing and communications for CHS • Support SST in following up at risk students and managing general logistics • Compass coordinator ensures ongoing reporting, online PST conference bookings, and support for all parents to access Compass on a regular basis. • Complete duties outlined by the direct line manager.
Administration Staff	<ul style="list-style-type: none"> • Administration staff will continue to perform their duties from either school or remotely with additional responsibilities taking the place of tasks that are not necessary due to the absence of students. • Complete duties outlined by the direct line manager.
Practical Assistants	<ul style="list-style-type: none"> • Lab and Kitchen Technicians will respond to tasks provided to them from their relevant LAL or Direct Line Manager.
Instrumental Music Staff	<ul style="list-style-type: none"> • Students will complete online instrumental music lessons at their usual designated times.

ROLES AND RESPONSIBILITIES FOR STUDENTS

As a school that practises and adheres to the principles of School-Wide Positive Behaviours, Coburg High School's Matrix of Values outlines the good behaviours expected of students when learning and communicating online.



	<p>Online</p> <p>When online and using technology at school or at home.</p>
<p>At Coburg High School We:</p>	
<p>Excellence</p> 	<ul style="list-style-type: none"> • Are empowered by technology • Use technology to deepen our thinking • Document and use a variety of sources
<p>Integrity</p> 	<ul style="list-style-type: none"> • Keep our personal details to ourselves and never share passwords • Use technology for learning • Respond to cyberbullying and online abuse by reporting it
<p>Curiosity</p> 	<ul style="list-style-type: none"> • Explore a range of online sources • Find valuable new apps and programs • Extend ourselves and pursue other interests
<p>Community</p> 	<ul style="list-style-type: none"> • Respect the rights and feelings of others • Reach out and aid those in need • Share, collaborate, communicate and contribute positively

APPLICATION	USE	NOTES
Compass 	KLT/SACs will still be loaded onto Compass and marks will be allocated here too. Progress and Semester Reports are also on Compass.	Parents and Students should check Compass regularly for news from the school.
COGS/Wikis 	The COGS/Wikis are where most course content is housed.	Teachers might direct students to access this content and complete certain tasks.
Gmail 	To communicate privately with a teacher or Student Support Team.	Ensure you check this at the start of each day and regularly throughout. Please try to email teachers between 8.30am and 4.30pm only.
Google Classroom 	This is an online forum to connect students with teachers and peers. Students should be in a Google Classroom for each class.	It is here that teachers will post tasks to complete, materials and assignments.
Google Meet 	A platform for your teachers to meet and conference with you and your class online.	Your video will be turned off and you will be able to connect with your teacher through audio only.

Incoming students will be provided with tech advice and assistance to access relevant applications.

Students will:

Remain organised through Gmail, COGS, Wikis and Google Classroom:

- Check their Gmail account multiple times a day.
- Turn notifications on for Gmail and Google Classroom.
- Ensure all CHS applications used are via the Coburg gmail account and not a personal account.
- Access Google Classroom at the beginning of each day to identify classwork to be completed.
- Check Compass every day and stick to the designated timetable.

Be responsive and participate fully in online learning

- Respond in a timely manner to communications from teachers.
- Acknowledge communications as soon as possible when requested to during lessons.
- Use independent study and catch up time to complete tasks assigned to them

Attend each lesson

- Attend all classes as stipulated by teachers, either via Google Classroom, or Google Meet.
- VCE teachers will be assessing attendance on the basis of participation in online classes and production of work. Students who are failing to interact with teachers will be deemed absent and combined with a failure to complete work will not meet the VCAA and CHS standards which will result in the initiation of the At Risk Process.

Complete scheduled activities and establish a routine

- Complete required work by dividing their time appropriately rather than devoting all their efforts to one learning area (for example folio work).
- Maintain a regular school schedule by completing classwork during their regular timetable.
- Use 'Anything But Screen' days (ABS) appropriately to support their physical, emotional, social and mental health and wellbeing.

Stay on top of Key Learning Tasks for each subject

- Ensure KLTs are submitted by the due date via Compass. Due dates will be outlined in the Remote Learning timeline and will also be communicated via Compass

VCE School Assessed Coursework

- School Assessed Coursework - [As per the conditions in Term Two](#) and in line with advice from the Department of Education, CHS will continue to conduct remote and online SACs under the test conditions outlined by the school and VCAA. Please see the advice for teachers and students, including the authenticity agreement all students will be required to sign off on. *(The link above can only be viewed from a CHS student account. Permissions have not been granted for those outside of Coburg High School).*
- Further advice from VCAA will be provided surrounding SACs that need to be completed on school site due to the practical and performance nature of the task. In this situation, CHS will develop stringent entry, exit and social distancing measures to minimise risk.
- Students who are unable to attend a SAC but have their parent or guardian contact CHS by 10:00am of the day of a scheduled SAC (9353 1700) to notify the school of an absence will be subject to the conditions of the existing CHS Senior School Policy.

Demonstrate appropriate and responsible online behaviours

- Abide by the CHS SWPBs framework at all times when engaging in online learning, ensuring all work is submitted with academic honesty and integrity. Students who do not follow these expectations will receive school based consequences.
- Students are to use the [Call It Out Bullying and Harassment Reporter](#) for all behaviours that concern them which they do not wish to directly report to their Student Support Team.

Technical preparation and support

- Ensure you are on time for your session and video and microphone are disabled when participating in a Google Meet online class. Students may enable their microphone only when called upon to speak by the teacher. Students in VCE MUST enable their video in order to authenticate coursework and participation in class.
- Classes with under three participants, taught via Google Meet, will have an additional teacher present during the lesson, or a live recording will be taken. This will mainly be relevant to practical based classes or lessons that require the performance of a student to be viewed in order for timely feedback to be provided.
- Students ensure they are logged in with CHS credentials as this is the most common cause of error messages or inability to access CHS materials.
- Contact the IT help desk if presented with technical issues using the following email help@coburg.vic.edu.au

- Students are encouraged to access the online [G Suite Learning Center](#) to see if the issue they are facing can be addressed.

Students are to be mindful that teachers and support staff will be working from home and therefore need to balance their personal lives with their working lives. Students should refrain from contacting teachers outside of school hours and allow a reasonable time for a response to their enquiries. Students should also note that teachers may not have the same level of internet access as each other.

Shutting down a significant part of the national economy and closing schools has been done to ensure the safety of everyone. Students who are interacting with others for non-essential reasons could be placing others at risk. Students who cannot responsibly manage their time at home may face school based consequences.

ROLES AND RESPONSIBILITIES FOR PARENTS & CARERS

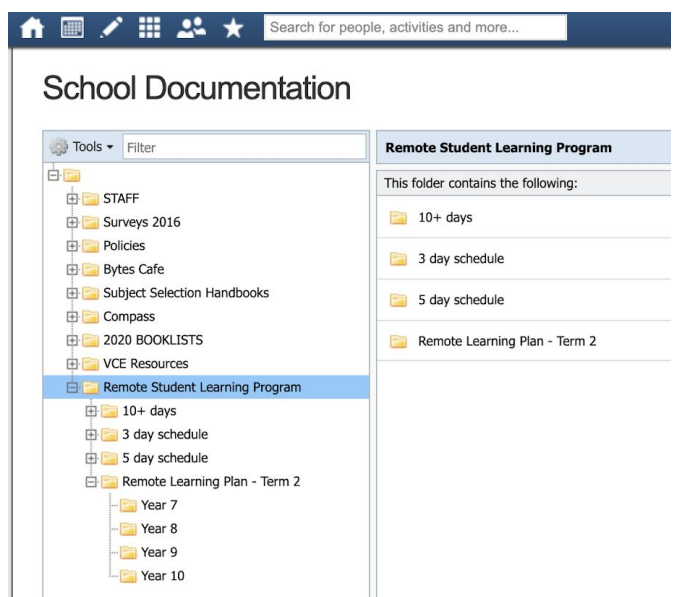
Families are not expected to home school their child. Teachers will be providing regular and active support. Where families can assist with home learning opportunities, we highly encourage this to occur, although this is not the expectation.

CHS advises families to engage in conversations with their children around their school work and a list of additional websites have been provided to support families.

We ask that parents and carers support their child's learning in the following ways:

Checking the Compass updates and schedule:

- Keep regularly updated with communications from the school via Compass news feed.
- Accessing the relevant Remote Learning timeline (years 7-10) for Term Three. An updated version including the final 4 weeks of term will be provided in the coming weeks. This can be accessed via **School Documentation on Compass** in the folder titled 'Remote Student Learning



Unit Timeline: Year 10 English: 'Jasper Jones' and 'Hunt for the Wilderpeople'

[Year 10 Wiki Link](#)



Students will be studying the novel "Jasper Jones" by Craig Silvey and the film "Hunt For The Wilderpeople", directed by Taika Waititi. Students will examine the cultural and thematic aspects of the texts individually, then compare the similarities and differences between their themes and content. The expression of the text type of each will also be explored, given the "coming of age"/bildungsroman genre they share.

All learning activities can be accessed through [this document](#)

Weekly Learning Overview				
Week 1	Week 2	Week 3	Week 4	Week 5
Introduction to the unit: comparing texts - p.1 Characters in Jasper Jones (2 lessons) - p.2 plus Independent Learning Time/Teacher Supported Learning Time	Symbolism in Jasper Jones (2 lessons) - p.5 Language and Authorial Intent (1 lesson) - p.6-7 plus Independent Learning Time/Teacher Supported Learning Time	Language and Authorial Intent (1 lesson) - p.6-7 Themes in Jasper Jones - Responsibility, Atonement & Sorry (2 lessons) - p.8-9 plus Independent Learning Time/Teacher Supported Learning Time	Themes in Jasper Jones - Death & Loss (1 lesson) p.12 Themes in Jasper Jones - Growing Up (1 lesson) p.13 Themes in Jasper Jones - Secrets (1 lesson) p. 15 plus Independent Learning Time/Teacher Supported Learning Time	Themes in Jasper Jones - The Outsider (2 lessons) p.17 plus Independent Learning Time/Teacher Supported Learning Time
Assessment Tasks			Due Date	
Comparative Essay			Week 8	

Program'. A sample timeline is provided in the image on the right.

- Ensure your child is connected to each of their classes via Google Classroom. Tasks for the week will be provided via this forum by all subject teachers.
- Ensure students submit KLTs by the due date via Compass. Due dates will be outlined and highlighted in yellow in the Remote Learning timeline and should also be communicated via Compass

VCE Studies

- Families are encouraged to check-in with VCE students regarding the organisation of their time, ensuring there is a balance between all subjects.
- Subject teachers will be communicating with students on a regular basis regarding coursework and timelines for SACs. The Senior School Team will communicate a SAC schedule with students and families via Compass and the VCE support Google Classroom.
- School Assessed Coursework - [As per the conditions in Term Two](#) and in line with advice from the Department of Education, CHS will continue to conduct remote and online SACs under the test conditions outlined by the school and VCAA. Please see the advice for teachers and students, including the authenticity agreement all students will be required to sign off on. *(The link above can only be viewed from a CHS student account. Permissions have not been granted for those outside of Coburg High School).*
- Further advice from VCAA will be provided surrounding SACs that need to be completed on school site due to the practical and performance nature of the task. In this situation, CHS will develop stringent entry, exit and social distancing measures to minimise risk.
- Students who are unable to attend a SAC but have their parent or guardian contact CHS by 10:00am of the day of a scheduled SAC (9353 1700) to notify the school of an absence will be subject to the conditions of the existing CHS Senior School Policy.

Keeping in communication with key staff

- Contact the relevant Student Support Leader if your child does not have access to technology, so an alternate plan can be sent in the mail for students to complete.
- Reach out and connect with relevant Student Support Leaders or Sub School Leaders if you are concerned about your child's learning and ability to adapt to a Remote Learning Plan. If the concern is related to your child's health and wellbeing, please get in contact with the Student Wellbeing Coordinators or external wellbeing resources provided in the School Closure Guide.
- Note that communications with CHS staff should occur during scheduled work hours only and be mindful that timely feedback may take longer than usual. CHS will provide alternate opportunities to replace scheduled Parent Teacher Student Conferences throughout the time that remote learning occurs.

Supporting a home study space

- Providing an environment conducive to learning (access to technology, safe and quiet space for learning to occur) but also with active supervision where possible.

Checking in with your child

- Engage in conversations with your child to ensure they are keeping up to date and submitting formative tasks via Google Classroom, as well as accessing materials and resources as required.

Establishing routines and expectations will assist in enabling them to manage their time and pace of completion of work.

- Ensure VCE students are attending online live classes via Google Meet. VCE teachers will be assessing attendance on the basis of participation in online classes and production of work. Students who are failing to interact with teachers will be deemed absent and combined with a failure to complete work will not meet the VCAA and CHS standards which will result in the initiation of the At Risk Process.

Supporting a balanced day

- Support your child in balancing home learning with other forms of activity to promote their physical, emotional and social health and wellbeing. Allow opportunities to engage in conversations, allow time for reflection, opportunities for physical activity and activities to promote a positive mindset. Encourage your child to access the whole school [‘Toolkit’](#) to engage in activities to support the development of academic skills as well as tools to enhance their health and wellbeing.
- Ensure your children are connecting with a wide variety of non screen based activities during designated ‘Anything But Screen’ days (ABS). Further details and advice can be found on Compass
- Encourage your children to participate in CHS co-curricular activities by joining the CHS Virtual House Program on Google Classroom to engage with others and participate in a range of whole school events and challenges to keep students, staff and families engaged, connected and supported to the school community.

Parental permissions for online learning

- Acknowledge that classes with under three participants via Google Meet that require the video function to be enabled will either have an additional teacher present during the lesson, or a live recording will be taken. This will mainly be relevant to practical based classes or lessons that require the performance of a student to be viewed in order for timely feedback to be provided.
- Where students are requested to enable the video function for online learning via Google Meet and the family does not wish for this to occur, they must contact info@coburg.vic.edu.au to notify as such. All VCE students will be expected to enable their video for all live Google Meet lessons.
- If participation in an online class where video is enabled, students should ensure they are wearing appropriate clothing and are situated in an appropriate area of their home for learning to occur.

The Victorian Department of Education’s [‘Learning From Home’](#) webpage for parents/carers can be accessed to support families with advice, tips and resources to support the continuity of learning for students at home. The website is particularly useful for families seeking advice to support young people with learning difficulties and additional needs, including a range of recommended apps and intervention programs. Links to tips and resources to support the development of Literacy and Numeracy skills can also be found on this site.

Frequently Asked Questions

FAQs	CHS Staff	Contact Details
If my child is having difficulty with curriculum related content, or submitting a KLT, who do I contact?	Subject teacher	See Compass for details on relevant staff member
If my child is experiencing poor mental health, who do I contact?	Student Support Team for minor to moderate concerns and the Wellbeing Team for major concerns.	See below
If my child has a Mental Health Care Plan and needs to see a Psychologist, who do I contact?	The CHS Wellbeing Team	See below
If my child is studying a VCE subject and is unable to attend a scheduled SAC online, who do I contact and when?	Phone call to the school by 10am of the scheduled SAC day.	Call 9353 1700
If my child requires additional support with classwork, who do I contact?	Subject teacher or homework club if available	See Compass for details of when homework club is running for specific subjects

KEY CONTACTS

Student Support Team

Email addresses for relevant Student Support Team members:	
Year 7	<p><u>Sub School Leader:</u> angela.schneider@coburg.vic.edu.au</p> <p><u>Student Support Leaders:</u> david.fanning@coburg.vic.edu.au elisa.smith@coburg.vic.edu.au</p>
Year 8	<p><u>Sub School Leader:</u> ellen.drake@coburg.vic.edu.au</p> <p><u>Student Support Leaders:</u> clare.cosgrave@coburg.vic.edu.au samara.harris@coburg.vic.edu.au</p>

Year 9	<p><u>Sub School Leader:</u> katie.radak@coburg.vic.edu.au</p> <p><u>Student Support Leaders:</u> justin.fitzherbert-smith@coburg.vic.edu.au thomas.fehervari@coburg.vic.edu.au</p>
Senior school	<p>Senior Sub-School Leaders eve.lamb@coburg.vic.edu.au david.snaddon@coburg.vic.edu.au</p>
Year 10	<p><u>Student Support Leaders:</u> sam.morely@coburg.vic.edu.au mietta.robertson@coburg.vic.edu.au</p>
Year 11	<p><u>Student Support Leaders:</u> anna.vella@coburg.vic.edu.au lakshmi.sharma@coburg.vic.edu.au</p>
Year 12	<p><u>Student Support Leaders:</u> giulia.devincentis@coburg.vic.edu.au james.phillips@coburg.vic.edu.au</p>
Wellbeing	<p><u>Nicole Neale:</u> nicole.neale@coburg.vic.edu.au <u>Tina Le:</u> tina.le@coburg.vic.edu.au</p>

Email addresses for Leadership Team members:	
School Principal	<p>Stewart Milner stewart.milner@coburg.vic.edu.au</p>
Assistant Principal for Curriculum, Teaching and Learning	<p>Belinda Parini belinda.parini@coburg.vic.edu.au</p>
Assistant Principal for Student Wellbeing, Engagement and Support	<p>Gary Vella gary.vella@coburg.vic.edu.au</p>