



*Educated for Excellence,  
Prepared for Life.*

HAPPY  
SMART  
PREPARED



# Remote and Flexible Learning Guide

Edition 4 (04.08.2020)



## TABLE OF CONTENTS

<b>INTRODUCTION</b>	<b>PAGE 3</b>
<b>HOME PROVISION</b>	<b>PAGE 3</b>
<b>REMOTE LEARNING COMMUNICATION</b>	<b>PAGE 3</b>
<b>REMOTE LEARNING ICT SUPPORT</b>	<b>PAGE 4</b>
<b>STUDENT GUIDE</b>	<b>PAGE 6</b>
Where do I start	page 6
Compass	page 7
Assessment	page 7
VCE Program page	8
Onsite classes at MESC	page 10
VCAL	page 10
Library access and Careers advice	page 11
Uniform	page 11
<b>PARENT GUIDE</b>	<b>PAGE 12</b>
Learning from home	page 12
Communicating with your child	page 13
Student responsibilities	page 13
Managing screen time	page 13
Mental health	page 13
Additional needs	page 14
Literacy and Numeracy resources	page 14
Cancelled programs	page 14
Attendance	page 14
Onsite supervision of students'	page 15
Assessment and Reporting	page 15
<b>WELLBEING SUPPORT</b>	<b>PAGE 16</b>



Following advice from the Department of Education and Training we will again be moving to remote and flexible learning from 5 August, to help slow the spread of coronavirus (COVID-19). **This means that students in Years 7-12 who can learn at home, must learn from home. This is a very clear directive from the Victorian Government based on the advice of the Chief Health Officer.** It is important that we work together and support each other during this challenging time.

The Department's latest advice on coronavirus can be found at <https://www.education.vic.gov.au/coronavirus>

The following guide provides information for staff, students and families about the expectations, requirements and processes for remote learning. As always, Compass will remain our main communication channel for students and families to keep you updated with important information and to provide feedback on students learning progress. The intention is for this guide to be the place you can go to find relevant information and direction for remote learning. The guide will be updated as our knowledge base grows and with further directives from Department Education and Training (DET). The guide will be available in the News items on Compass. When updated an email notification will be sent and it will be labelled as a new Edition (eg. Edition 5) and have the date it was last updated.

## HOME PROVISION

- The parent or carer is responsible for students' general safety at home or elsewhere.
- Principals and leadership teams will, with consultation, manage arrangements for teachers, education support and staff working remotely.
- Mount Eliza Secondary College teachers will be available 8:35am to 3:35pm Monday to Friday. Administration Staff will be available 9am to 3:30pm Monday to Friday.

## REMOTE LEARNING COMMUNICATION

1. Teachers will continue to provide lessons on Compass as per the usual timetabled classes. All required resources will explained in the RESOURCE section of the lesson plan including where to find them on Compass or alternative platforms. Teachers will also use Microsoft Teams, and may use ~~or~~ another platform of their choice (such as Stile, Edrolo, Essential Assessment etc) in addition
2. All Learning Tasks and CATs will continue to be delivered via Compass.
3. Teachers will identify students who are not regularly engaging with the learning if they
  - Have not uploaded work for that week
  - Have not engaged in an online meet
  - Have not submitted assessments to Compass
  - May have issues with internet or access to a device

Teachers will try to make contact with the student and/or their family via Compass email. If they do not get a response, or feel it may be a situation that requires further support, concerns will be communicated to the Wellbeing Leader of the appropriate year level.

SWLs, supported by the Leadership Team, will then make contact via Compass email and phone to ascertain what actions may be required.

4. Weekly feedback via Compass Learning Tasks (S/N) will be provided to students.
5. Compass News Items and email @mesc will remain our main source of communication. SMS will be used in cases of high importance or emergency.
6. **The Office will be open 9-3.30. The College preference is for adults to visit by appointment only. Please consider alternative means of communication.**
7. Preferred contact is the college email: [info@mesc.vic.edu.au](mailto:info@mesc.vic.edu.au) our phone 97876288 will go to voice message.

## REMOTE LEARNING ICT SUPPORT

### ICT devices and Internet access

Please let us know if you require a computer or internet connection to support Learning during this period of remote learning.

Please register your interest by completing the following form and we will contact you once we have organised a device to support you.

[https://forms.office.com/Pages/ResponsePage.aspx?id=XJ0ihBw9pEarwmZHPptbRwAfKzZ-F9tKmu\\_f2h2pPe9UM1hPOENJQTFDSVRZRUhUQ1c4UjBXR01CRi4u](https://forms.office.com/Pages/ResponsePage.aspx?id=XJ0ihBw9pEarwmZHPptbRwAfKzZ-F9tKmu_f2h2pPe9UM1hPOENJQTFDSVRZRUhUQ1c4UjBXR01CRi4u)

### ICT Knowledgebase

The ICT Knowledgebase has been developed to allow users to find answers to many of the common questions and issues. The Knowledgebase allows users to search throughout the articles and categories available and will display any results that fit your search criteria.

**Please note:** The ICT Knowledgebase should be the first stop if you are having issues and then if there are no solutions contained within it, please utilise the ICT Helpdesk to log your specific request.

The ICT Knowledgebase can be accessed for the following link: <https://kb.mesc.vic.edu.au:9443/>

### ICT Helpdesk

The ICT Helpdesk is now available to allow both students and parents to directly email or log ICT support requests. These requests will be placed in a queue and a member of the ICT Team will respond to your specific issue. Please include as much detail as possible in order to assist us in solving the issue in a timely manner. Please note that this service is for ICT issues only.

You can log a request by following the directions contained in the ICT support knowledgebase article:

<https://kb.mesc.vic.edu.au:9443/kb/how-to-contact-support>

### My MESC Dashboard

The [my.mesc.vic.edu.au](https://my.mesc.vic.edu.au) dashboard has been developed to include many of the commonly used educational packages at MESC to streamline the access to these services. Students and staff can bookmark this page or use it as their homepage to allow quick access to the educational packages offered through the College.

## ICT Student Protocols

### General

- Students are always expected to practice responsible online behaviour. This includes using appropriate language in all online forums, including Microsoft Teams.
- Students and parents must be familiar with and adhere to the College's Acceptable use policy for ICT. The Acceptable use policy is available on the [College website](#).
- Students should report any issues of online bullying to their classroom teacher.
- Compass contains the instructions for each lesson and Microsoft Teams will be used each for a timetabled lesson, to connect with students and provide more details about the tasks.
- If students cannot connect to scheduled meetings/lessons, please visit the [ICT Knowledgebase](#). This will guide you through how to connect and how to obtain additional support.
- If parents have any queries or concerns about their child participating in video/audio conferences, please contact the College – [info@mesc.vic.edu.au](mailto:info@mesc.vic.edu.au)

### Participating in Meetings

- Teachers will be recording all Microsoft Teams meetings. Students need to be aware of this.
- Always wear appropriate clothing when participating in video conferencing lessons. Think about what would be acceptable on a free dress day or school excursion. **School uniform is not required when working offsite.**
- Limit background noise. Please ensure that there is no TV or music in the background.
- Always use appropriate language with all staff and students.
- Blur your background if it is an option. Otherwise, ensure you have an appropriate space behind you that is appropriate for a school environment.
- Be logged and ready for the session **prior** to the scheduled start time.
- Use the chat function for questions, not conversations.
- Student microphones should be muted unless directed to turn on by the teacher.
- Cameras should be turned off if students leave their device for any reason.
- Students should act responsibly during scheduled class meetings. If there is any inappropriate behaviour, teachers will remove students from the meeting. Students may also be removed from Microsoft Teams and will only be able to use Compass and Email to support their learning.

## FOR STUDENTS:

### Where do I start?

Each day, whether you are at school or learning from home, your teachers will place a lesson plan on Compass for you to follow. Your responsibility is to access Compass everyday (Monday- Friday) at the normal time you would be expected in your classrooms and to complete the learning at this time where possible.

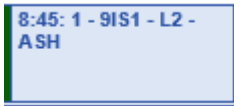
### Accessing Compass and Example Remote Learning Schedule:

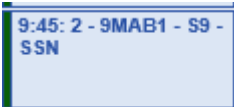


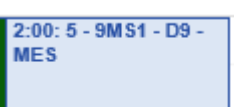
Students are required to communicate with their teachers in some way each lesson. After looking at the lesson plan on Compass, you should follow the directions set out by your teacher. Students should ensure

- They connect with online activities at the time they are asked to (i.e join in a webinar at the correct time)
- Complete the specified work by the due date and upload it to Compass or another location as directed by your teacher
- Engage in conversation with your teacher **at least once each lesson by joining an online meeting on Microsoft Teams. When you join these meetings it is important that you participate either verbally or in writing on the chat so that your teacher has a record of your attendance.**
- **Students can also use Compass Learning Tasks “Talk to the teacher” to communicate with their teachers.**

Your teacher will be available for the duration of your lesson to communicate with you if you have any questions. Please remember you will be asked to participate in webinars, or other online collaboration for your lessons and you may not always have the option of working independently.

Your day might look like this:

Compass Lesson	Time	Student Activity
Before School	8.35-8.45	Log on to Compass and check what you have for the day. Check your emails and the Compass Chronicle to see if there are any notices you might need to make yourself aware of. Check all of your lessons for the day to see if you need to log into a webinar at some stage.
	8.45-9.45	<ul style="list-style-type: none"><li>• Click on your first Compass Lesson (9I&amp;S in this example).</li><li>• Read through the lesson plan and check that you are able to access the resources listed.</li><li>• Take note of the time you are required to join in the Teams meeting</li><li>• Communicate any questions you may have with your teacher about the work.</li><li>• Begin the set tasks and do your best to complete them to the best of your ability.</li><li>• Continue to communicate with your teacher and classmates as needed or directed to throughout the lesson.</li><li>• Submit any required work required before you exit this lesson and move onto your next lesson.</li></ul>

by joining in 	9.45-10.45	Follow the steps above for Maths Booster.
<b>RECESS</b>	<b>10.45-11.15</b>	<b>Get some fresh air, move about, have some water and a snack, keep track of the time ready to come back to your next class on time.</b>
	11.15-12.15	Log back onto your computer and follow the steps above to engage in the learning for PE.
	12.15-1.15	Follow the steps above to engage in the learning for Science
<b>LUNCH</b>	<b>1.15- 2.00</b>	<b>Get some fresh air, move about, have some water and a snack, keep track of the time ready to come back to your next class on time.</b>
	2.00- 3.00	Log back onto your computer and follow the steps above to engage in the learning for Media. At the end of the day ensure you are aware of any homework and have checked your lessons for the following day.

**PLEASE REMEMBER THIS IS YOUR RESPONSIBILITY TO COMMUNICATE WITH YOUR TEACHERS AND TO ACTIVELY ENGAGE IN YOUR LEARNING. THIS MIGHT BE TRICKY FOR MANY OF US SO WE NEED TO WORK TOGETHER TO HELP AND SUPPORT EVERYONE IN OUR LEARNING (including the teachers!!)**

### Assessment 7-10

Each week there will be a Learning Task on Compass for each of your classes. It will appear similar to what is pictured below:

<b>WEEK 1 Learning Task Term 3</b> Class Task   Report: No   Grades: Students, Parents   Task: Students, Parents	Due date: 24/07/20 04:00 PM Online Submission: Enabled
---	---

Students should ensure that they are uploading any work requirements listed in this Learning Task to Compass or other sites as per your teacher instructions. These instructions appear both on the lesson plan and on the Weekly Learning Task. If you are using an iPad- please remember that your teachers may not be able to access Pages documents, so you should only upload Word or PDF files.

**Years 7-10 will still be assessed via Victorian Curriculum CATs. These will be shared with you via the CAT Vic Curriculum Learning Task. It is your responsibility to ensure that these tasks are uploaded by the due date. You will receive feedback on your work through the Compass Learning Task.**

Years 7-9 CATs will also be assessed using the MYP Rubrics these tasks and rubrics will be shared with you via the CAT MYP Learning Task. It is your responsibility to ensure that these tasks are uploaded by the due date. You will receive feedback on your work through the Compass Learning Task.

## **VCE PROGRAM**

### **Lesson plans for VCE students**

VCE lesson plans will continue following E5 model.

Teachers will explicitly outline the online meeting expectations in Engage section of a lesson.

Teachers will communicate student progress through hurdle tasks on Compass and through Chronicle entries **(ACADEMIC/ REMOTE LEARNING ENGAGEMENT CONCERN – SENIOR)** outlining issues with engagement and/or work.

### **VCE Assessments**

VCE Assessments will run as advised by individual teachers and as per Compass Calendar. If there are any changes, the students will be notified by their teachers in advance.

If there are any changes communicated by VCAA, students, parents and teachers will be notified as soon as possible.

### **Practice exams**

Practice exams scheduled for the week of 14 to 18 September will not run. The exams will be conducted early in Term 4 in individual classes. English exam will run on Wednesday afternoon early in Term 4. Further details will be communicated at a later date.

### **VCE Requirements and Dates**

All students enrolled in VCE subjects have been given multiple opportunities to demonstrate their skills and knowledge by their teachers in Units 1 and 3.

The school's **final date** for submitting all outstanding or redemption work for **Units 1 and 3** is **Thursday, 6 August**.

### ***Other important dates***

**7 October** - GAT

**September Holidays** – Possible revision classes are run for Units 3/4 students – optional for teachers and students. - TBC

**29 October** (Thursday) – Last Day for Year 12 classes

**30 October** (Friday) – PPD Day for all teachers

**2 – 6 November** – Revision week for Unit 4 students

**2 November** (Monday) – Student free day

**3 November** (Tuesday) – Melbourne Cup Day

**5 November** (Thursday) – possible Valedictory

**10 November – 1 December** – Year 12 Final Exams

**16-20 November** – Year 10 and 11 Exams

### **Connect Sessions**

As this year GAT will be particularly important, we will use some of the Connect sessions to prepare for the test.



## Year 12

Week 3 – 29/7/20	NO CONNECT - students are dismissed after Period 4.
Week 4 – 5/8/20	VTAC presentation with LPN
Week 5 – 12/8/20	GAT preparation session – <b>GAT PPT + Maths</b>
Week 6 – 19/8/20	Wellbeing focus session with Stella.
Week 7 – 26/8/20	GAT preparation session - <b>Maths</b>
Week 8 – 2/9/20	Senior Maths tutorial
Week 9 – 9/9/20	NO CONNECT – Students will be advised if there are any changes.
Week 10 – 16/9/20	Senior Maths tutorial

## Year 11

Week 3 – 29/7/20	NO CONNECT – students are dismissed after Period 4.
Week 4 – 5/8/20	NO CONNECT
Week 5 – 12/8/20	Senior Maths tutorial
Week 6 – 19/8/20	GAT preparation session for students enrolled into Units ¾ classes. <b>GAT intro + Maths.</b>
Week 7 – 26/8/20	NO CONNECT – Students will be advised if there are any changes.
Week 8 – 2/9/20	GAT Preparation session
Week 9 – 9/9/20	Senior Maths tutorial
Week 10 – 16/9/20	Senior Maths tutorial

### VCE Assessments

VCE Assessments will run as advised by individual teachers and as per Compass Calendar. If there are any changes, the students will be notified by their teachers in advance.

### **Remote Assessment and Authentication**

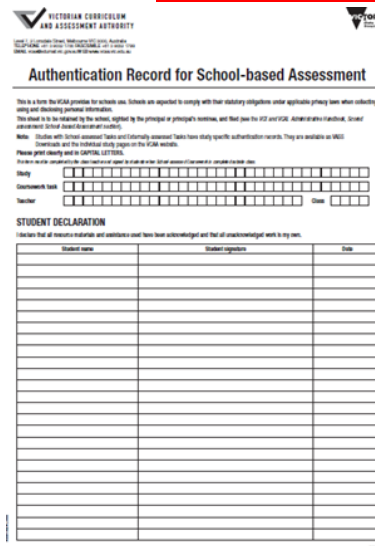
#### **VCAA Assessment Rules Applied to Remote Assessments:**

1. ***Students must not cheat or assist other students to cheat, including taking any action that gives or attempts to give them or another student an unfair advantage in a VCE external assessment.***
2. Students must not allow, induce or assist any other person to present for a VCE external assessment in their place.
3. Students must obey and observe all proper instructions or directions given by their teacher.

4. Students completing a VCE assessment may use only the materials and equipment approved for that assessment.
5. Students must not communicate with any other student while the VCE assessment is being conducted.
6. Students must not cause any nuisance, annoyance or interference to any other student during a VCE assessment.
7. Students must not remove or tear out any part of a bound reference, answer book, question/task book or question and answer book except where permitted, for example, formula sheets.
8. Students must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by a teacher that writing may commence.
9. Students must cease writing when instructed to do so by a teacher.

### Authentication Record for School-based Assessment Form

Before any remote assessment, you will need to fill in an **Authentication Record for School-based Assessment Form**:



The image shows the 'Authentication Record for School-based Assessment' form from the Victorian Curriculum and Assessment Authority (VCAA). It includes a header with the VCAA logo and title, followed by instructions for schools and students. The form contains fields for 'Identity', 'Coursework book', and 'Teacher', each with a grid for recording dates. Below this is a 'STUDENT DECLARATION' section with a table for recording student signatures and dates.

### School Assessed Coursework (SAC)

Teachers will assess students' work as per VCAA rubric and retain their scores and range of performance (high, medium, low, etc.) for their own records only.

The teachers will notify you through Compass, e-mail and Teams that you will be given a timed SAC task. The following information is included in the notification:

1. Date and time of the task.
2. How the task will be presented (e-mailed).
3. Duration of the task.
4. What skills and knowledge the task will cover.
5. When and how the task needs to be submitted. (For example, "You have 80 mins from opening of the e-mail to complete the task. Once the time is finished, you need to upload your work on Compass/Learning Tasks – Practice SAC task).
6. Outline of resources you can use. (For example, "You can use dictionary only".)
7. The teacher will set 'read receipt' notification. This will mean that once you open an e-mail, you will have an e-mail sent automatically from your account to say that you have opened your email. Sometimes, you will see the notification pop on your screen telling you that the person who have sent you the e-mail asked for 'read receipt' notification. In this case, click on "send e-mail notification." Your task time starts from the time you opened the e-mail.

*Assessment 10-12 To be confirmed/updated as per VCAA updates*

## **School Assessed Tasks (SATs)**

Your teacher might give you instructions on development of a product in a different way. The focus currently might be on the written component of the SAT to maintain the continuity of the learning program. With the support of your teacher, you may need to modify the topic selected and reimagine the product you chose. This may be the case where you have commenced the making of their product / system and cannot continue due to lack of equipment or safety considerations.

The data collected from these assessment activities may be validated at a later date, through the development of the product when schools return, or form the basis of a School-assessed Task derived score if the delivery of a product is not possible.

A proportion of a School-assessed Task (SAT) can be completed remotely, as long as students thoroughly document the authentication process in their folio and regularly check-in with a teacher. This may also be done via video documentation during the marking process.

Teachers can also ask students to demonstrate their understanding of the SAT when, or around the time, they submit their work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

## **VCAL PROGRAM**

### **Monday 9.30am**

Check in via teams, foundation students

### **Monday 10am**

Check in via teams, Intermediate and Senior students

Weeks work and learning tasks introduced and explained at this meeting.

### **Tuesday support**

VCAL students are offered individualised support during class time every Tuesday. This is an opportunity for small groups of students to seek further support in relation to any of the current learning tasks. These groups are identified at each Monday meeting.

### **Thursday 9.30am**

Check in via teams, foundation students

### **Thursday 10am**

Check in via teams, intermediate and senior students

Weeks progress monitored and time for questions provided.

### **Daily Attendance, Wellbeing Check in and email**

VCAL students are asked to complete a short daily check in survey via a link on the daily lesson plan.

VCAL students are asked to check their email daily for provided suggestions to help in their personal learning and organisation. This will include what to focus on and complete for the day in order to stay organised.

### **Teacher Support**

Aaron and Penny are available for support via email or teams call during Monday, Tuesday and Thursday school hours.

### **Academic Progress**

VCAL students can obtain written feedback in relation to learning tasks via compass. VCAL students can monitor their progress and deadlines for weekly tasks via compass learning tasks OR provided spreadsheet. A copy of this spreadsheet will be provided daily on compass lesson plan.

## COLLEGE LIBRARY

Access to the Library for remote learners will be by appointment only. Please email [lswannell@mesc.vic.edu.au](mailto:lswannell@mesc.vic.edu.au) and include:

- Name
- Year level
- Enquire/service you need eg. The book you would like

Library resources currently out on loan will be due back on or after October 5<sup>th</sup>. Students can now login to the **Library website/catalogue** via this link <https://library.mesc.vic.edu.au:2000/> or via **Compass – Favourites** to check their loan records and resources they may wish to borrow.

## CAREERS AND VET advice

Careers advice is available through Microsoft Teams please email [lpatterson@mesc.vic.edu.au](mailto:lpatterson@mesc.vic.edu.au) to set up an online appointment. Include:

- Name
- Year level
- Enquire/service you need eg. Course advice

## SCHOOL UNIFORM

**School uniform is not required when working offsite. Full winter school uniform is required when working onsite at MESC.** Always wear appropriate clothing when participating in video conferencing lessons. Think about what would be acceptable on a free dress day or school excursion.

“

*Happy, Smart, Prepared*

”

## FOR PARENTS - SUPPORTING YOUR CHILD LEARNING REMOTELY

You can provide support for your child by:

- establishing routines and expectations
- providing a space for your child to work in
- providing a level of supervision appropriate 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.

### 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 teacher or subject matter expert. The most important thing you can do is continue to provide routine, support and encouragement to your child.

You can support your child to learn from home by keeping up to date with your child's school communications.

Your child's school will:

- clearly communicate the responsibilities of your child's teacher as well as what students and parents and carers need to do
- provide learning activities for your child to undertake
- communicate with parents and students through their normal channels, for example via the school website, newsletters and email
- advise parents and students about the online tools your child can use to support their learning from home.

If you do not have a computer device or internet at home, your school will be in contact with you to discuss whether your child needs to borrow one and how your child can receive materials.

### SETTING UP A LEARNING ENVIRONMENT

Where possible, it's important to provide a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for an extended period of time. For some families, having all children around one table may work best.

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:

- it can be isolating for your child
- 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 and monitoring your children's learning.

### ESTABLISHING ROUTINES AND EXPECTATIONS

It is important to develop a routine to support your child as they learn from home. This is important for them and for family members, to provide an environment that encourages learning.

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

- clarify and fully understand the instructions they get from their teachers
- help them organise themselves and set priorities for their learning at home.

Encourage regular exercise breaks. Your school is likely to provide some suggested activities.

Encourage healthy eating habits and make sure they drink enough water.

Try to keep normal bedtime routines for all children, especially for younger ones.

It's important that you set these kinds of expectations as soon as learning from home begins, rather than several days later if you notice a child is struggling without a routine.

## 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.

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.

## STUDENT RESPONSIBILITIES DURING REMOTE LEARNING

Depending on the age and stage of your child, they may be expected to:

- regularly monitor digital platforms for announcements and feedback from teachers
- do their best work when completing tasks
- do their best to meet timelines and due dates
- communicate openly with their teachers and raise any concerns or issues
- continue to abide by their school's behaviour guidelines.

## MANAGING SCREEN TIME AND ONLINE SAFETY

As your child is likely to be spending time online, it is important that you talk to them about online safety. This will help them to make good digital choices and use information and communication technologies responsibly.

You may wish to speak to your children about ensuring they:

- use only the online tools recommended by their school or the Department of Education and Training (DET)
- are respectful when communicating online, just as they would be when speaking face-to-face
- use digital devices in open areas of the home

For more online safety advice for parents and carers go to: [www.esafety.gov.au](http://www.esafety.gov.au)

## 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.

It may take your child some time to adjust to their new routine for learning and key changes such as not seeing classmates in person. Every child will react differently to new circumstances – feelings of sadness, frustration, anxiousness and even anger are entirely normal.

You can help your child by:

- providing an opportunity to talk about how they feel and listening to what they say
- identifying some specific actions they can take by themselves or with you to address any concerns they might have
- asking how they are finding learning remotely, and if there is anything they'd like your help with.

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

## ADVICE FOR PARENTS AND CARERS OF CHILDREN WITH ADDITIONAL NEEDS

If your child has additional needs, you should talk to their teacher about an individual education plan. This will help guide their learning from home.

The parents' page of the DET website ([www.education.vic.gov.au/parents](http://www.education.vic.gov.au/parents)) has several resources to help parents and carers support learning from home.

For parents and carers of children with learning difficulties, a comprehensive resource *Understanding learning difficulties for parents: a practical guide* can be downloaded from [www.uldforparents.com](http://www.uldforparents.com).

This guide provides parents and carers with practical advice about learning difficulties as well as a list of recommended apps.

## LITERACY AND NUMERACY RESOURCES AND TIPS

In addition to the resources and materials that your school will provide, you could use the following resources to support your child as they learn from home:

### Literacy and numeracy:

Tips for parents and carers to build their child's literacy and numeracy skills can be downloaded from the [www.education.vic.gov.au](http://www.education.vic.gov.au). Search: *get involved in literacy and numeracy*

### Natural Readers

Natural Reader is a professional text to speech program that converts any written text into spoken words. It can also convert text into dyslexic friendly font.

<https://www.naturalreaders.com/online/>

### Premiers' Reading Challenge:

The challenge encourages children and students from birth to Year 10 to read a set number of books over the year and record their efforts online. Register at [www.education.vic.gov.au](http://www.education.vic.gov.au). Search: *premiers reading challenge*

### Mathematics and numeracy at home:

Parents and carers play an important role in helping develop their child's numeracy skills. Advice and resources for families can be downloaded from [www.education.vic.gov.au](http://www.education.vic.gov.au). Search: *mathematics and numeracy at home*

Further Learning From Home Information for Parents can be found at:

<https://www.education.vic.gov.au/parents/learning/Pages/home-learning.aspx>

The Department has a range of options for you to continue to support your students in their learning, available at the *Learning from Home* website [education.vic.gov.au/homelearning](http://education.vic.gov.au/homelearning).

## REIMBURSEMENT for cancelled programs

No camps or excursions will run in Term 3. At this point in time we are negotiating possible rescheduled dates for some cancelled activities and refunds from program suppliers for others. If a program cannot run, appropriate fees will be added as a credit to future payments. If you would like to discuss reimbursement please email [bbarker@mesc.vic.edu.au](mailto:bbarker@mesc.vic.edu.au)

## ATTENDANCE

**If your child becomes unwell and is not able to participate in scheduled onsite or remote learning classes:**

1. Submit an absence through COMPASS as normal
2. Email [attendance@mesc.vic.edu.au](mailto:attendance@mesc.vic.edu.au) or call 97876288 and address as relevant, indicating your child's name, class and date of isolation:

## COVID19 Self reporting obligations

Please email [attendance@mesc.vic.edu.au](mailto:attendance@mesc.vic.edu.au) so we can inform DHHS as soon as that a student of MESC has a confirmed connection to the virus. That is has tested positive to COVID19 and or has come in close contact with a confirmed case of COVID19.

## ONSITE SUPERVISION OF STUDENTS

From Wednesday 5<sup>th</sup> August, our school will be moving to remote and flexible learning. This will be for all student's Year 7-12.

On-site supervision will be available for P-10 students, if there is no one else available to provide supervision of the child, in the following categories, based on revised criteria:

- children whose parents work in one of the defined essential continuing industries
- vulnerable children including:
  - children in out-of-home care
  - children deemed by Child Protection and/or Family Services to be at risk of harm
  - children identified by the school as vulnerable (including via referral from a family violence agency, homelessness or youth justice service or mental health or other health service).
  - children with a disability who also fit one of the above two categories, or where the family is experiencing severe stress.

These students will also undertake the same remote learning program as students working offsite/at home.

To assist our planning for onsite supervision of remote and flexible learners and to receive further advice, please email for Year 7-9 and [dvaughan@mesc.vic.edu.au](mailto:dvaughan@mesc.vic.edu.au) for Year 10-12 or [clomabardi@mesc.vic.edu.au](mailto:clomabardi@mesc.vic.edu.au) for Year 7-9 and [dvaughan@mesc.vic.edu.au](mailto:dvaughan@mesc.vic.edu.au) for Year 10-12

For further advice and information please refer to DET's Coronavirus web page for the latest advice and information, including FAQs <https://www.education.vic.gov.au/about/department/Pages/coronavirus.aspx>

## ASSESSMENT and REPORTING

Although programs have been modified for remote learning, teachers will continue to with assessment and provide feedback on student performance. Please continue to engage with Compass Learning Tasks. Personal Learning Reports will be published every 3 weeks. The first round of these reports will have some columns NA (Not Assessed) for student that have been working remotely. Student Led Conferences for Year 7, 11 and 12 will occur on Tuesday 18 August 8am to 8pm and for Year 8, 9 and 10 on Tuesday 8<sup>th</sup> September 8am to 8pm. Interviews will be through the students Microsoft Teams account and therefore the parent or guardian will need to be with their child. Interviews can be booked through COMPASS, when advised. Both 18 August and 8 September will be well earned device free days for all students Year 7-12, except for when they are in the confernece interviews.

The latest information about coronavirus (COVID-19) and schools is on the Department of Education and Training website: [education.vic.gov.au/coronavirus](http://education.vic.gov.au/coronavirus)

“

*Happy, Smart, Prepared*

”



## WELLBEING

It is important at this time that families regularly take a PHYSICAL AND MENTAL HEALTH check. As a family we recommend that you discuss with your young people HOW they would like to do this, and how you will all best communicate how you are feeling.

We highly recommend the resources available to students and Parents/Guardians on [www.headspace.org.au](http://www.headspace.org.au)

**Kids Helpline:** 1800 551 800 [www.kidshelp.com.au](http://www.kidshelp.com.au)

**Headspace :** 1800 650 890 [www.eheadspace.org.au](http://www.eheadspace.org.au)

**Beyond Blue:** 1300 22 4636 [www.beyondblue.org.au](http://www.beyondblue.org.au)

During a ‘normal’ school day, most students are able to talk to their peers or teachers about school work or more personal events going on in their life – it is important students still feel like they can have this connection with their peers and teachers. The following chart is to give Parents/Guardians and students a bit of a roadmap on how to navigate communication with the right person at school.

It is extremely important that at any time a student or Parent/Guardian feels a student is at HIGH risk of self-harm or harm to others you call 000 – please do not be afraid of this, experts will support anyone in your home with ‘next steps’.



SCENARIO	WHAT CAN BE DONE AT HOME	WHO CAN HELP FROM SCHOOL
<b>As a student</b> I would like to make an appointment to speak with Ang Connelly (MESC Social Worker) or Jess Lowe (MESC Youth Worker) or Stella-Marie Pavlou (Mental Health Practitioner)	<b>Ang, Jess and Stella will be onsite.</b> Email Ang, Jess or Stella and ask to make a time to chat. For remote learners this can be done via TEAMS or email. Jess, Stella or Ang will GIVE you a time they are available. Like at school, if you have an assessment, this must take priority.	Ang: <a href="mailto:aconnelly@mesc.vic.edu.au">aconnelly@mesc.vic.edu.au</a> Jess: <a href="mailto:jlowe@mesc.vic.edu.au">jlowe@mesc.vic.edu.au</a> Stella: <a href="mailto:spavlou@mesc.vic.edu.au">spavlou@mesc.vic.edu.au</a>
<b>As a parent</b> I have noticed that my son/daughter is displaying	<ul style="list-style-type: none"> <li>Really listen without judgement. If you do not have time to listen as you are working, make a definite plan to speak</li> </ul>	Year 7 Student Wellbeing Leader (SWL) Indra King <a href="mailto:iking@mesc.vic.edu.au">iking@mesc.vic.edu.au</a>

<p>behaviours out of the ordinary and I am concerned for their mental health.</p>	<p>at a time with your student. This will show you care and are willing to listen.</p> <ul style="list-style-type: none"> <li>• If you feel like you need some tools speak to a family member or friend that you trust. You may get some advice you have not thought of –but you know your student THE BEST –so use tools you are comfortable with and you are confident may work with your student.</li> <li>• Use external resources. HEADSPACE is a fantastic site that offers information and other scenarios that you may face with your young person.</li> <li>• You can always contact your students' Student Wellbeing Leader (SWL) for advice.</li> </ul>	<p>Year 8 Student Wellbeing Leader (SWL) Karli Sellenger <a href="mailto:ksellenger@mesc.vic.edu.au">ksellenger@mesc.vic.edu.au</a></p> <p>Year 9 Student Wellbeing Leader (SWL) Julie Filardo <a href="mailto:jfilardo@mesc.vic.edu.au">jfilardo@mesc.vic.edu.au</a></p> <p>Year 10 Student Wellbeing Leader (SWL) Mark Quigley <a href="mailto:mquigley@mesc.vic.edu.au">mquigley@mesc.vic.edu.au</a></p> <p>Year 11 and 12 Student Wellbeing Leader (SWL) Sue Holderness <a href="mailto:sholderness@mesc.vic.edu.au">sholderness@mesc.vic.edu.au</a></p>
<p><b>As a student</b> I am not feeling myself, I am finding it hard to go to sleep, less motivated than usual to complete school work, I feel anxious more than usual about completing school work. I am not interested in communicating with ANY of my friends that I usually speak to.</p>	<ul style="list-style-type: none"> <li>• Some students find it easy to speak to a family member, others find it difficult. It is so important you work out a way you are comfortable to communicate with one of your family members. This can be direct conversation, writing a note or sending an emoji!! Try to remember your parents/guardians are going through a difficult time as well, and they have your best interest at heart – they will want to know how you are feeling and give you some advice</li> <li>• FRIENDS! Speak to friend that you trust. This does not mean posting publicly on social pages, but CONVERSATIONS with 1 or 2 friends. Your friends may not have advice that works for you, but at least you have someone listening.</li> <li>• If your networks are not working for you, you can always use Headspace online. <a href="https://headspace.org.au/eheadspace/">https://headspace.org.au/eheadspace/</a></li> <li>• You can also make contact with a teacher you trust and they will let your SWL know to make contact. You can contact your SWL directly.</li> </ul>	<p>Year 7 Student Wellbeing Leader (SWL) Indra King <a href="mailto:iking@mesc.vic.edu.au">iking@mesc.vic.edu.au</a></p> <p>Year 8 Student Wellbeing Leader (SWL) Karli Sellenger <a href="mailto:ksellenger@mesc.vic.edu.au">ksellenger@mesc.vic.edu.au</a></p> <p>Year 9 Student Wellbeing Leader (SWL) Julie Filardo <a href="mailto:jfilardo@mesc.vic.edu.au">jfilardo@mesc.vic.edu.au</a></p> <p>Year 10 Student Wellbeing Leader (SWL) Mark Quigley <a href="mailto:mquigley@mesc.vic.edu.au">mquigley@mesc.vic.edu.au</a></p> <p>Year 11 and 12 Student Wellbeing Leader (SWL) Sue Holderness <a href="mailto:sholderness@mesc.vic.edu.au">sholderness@mesc.vic.edu.au</a></p> <p>Classroom teachers can be contacted via COMPASS email.</p>
<p><b>As a Parent/Guardian</b> I believe there is unsafe</p>	<ul style="list-style-type: none"> <li>• If your student is being consistently harassed online you need to tell your student to leave any harmful 'chat groups', online forums or block access</li> </ul>	<p><a href="https://headspace.org.au/friends-and-family/understanding-sexting-and-image-based-abuse-for-family-and-friends/">https://headspace.org.au/friends-and-family/understanding-sexting-and-image-based-abuse-for-family-and-friends/</a></p>

<p>online activity my student is a part of</p>	<p>from alleged offender/s. This is really hard for young people, we recommend as parents that you make this a non-negotiable.</p> <ul style="list-style-type: none"> <li>• If you have a positive relationship with parents of other students involved, perhaps you could let them know what activity has taken place. It is their responsibility ONLY to deal with their child, as it is the same for you to support your own. Positive modelling in this communication is paramount for young people to witness.</li> <li>• While a young person’s privacy is important to them, it is more important they are safe. Make it routine to look at devices and use age appropriate parent monitoring.</li> <li>• Use Headspace resources for conversation starter ideas.</li> <li>• If at any stage your student has been threatened and you believe they are at physical/emotional harm, contact your local Police.</li> <li>• If your student has been a part of the sharing of sexual or naked content, contact your local Police if consent HAS NOT been given. If consent has been given and your student is suffering, contact Assistant Principal Danni Vaughan. <a href="mailto:dvaughan@mesc.vic.edu.au">dvaughan@mesc.vic.edu.au</a></li> </ul>	<p><a href="https://headspace.org.au/friends-and-family/social-media-advice-for-families/">https://headspace.org.au/friends-and-family/social-media-advice-for-families/</a></p>
<p><b>As a student</b> I am in a situation online that is making feel uncomfortable, upset or unsafe.</p>	<ul style="list-style-type: none"> <li>• If you have had an argument with a group of friends and you feel upset about this, speak to your Parent/Guardian about how this is making you feel. They may have a different perspective or advice about what has happened.</li> <li>• You may need a break from these friends. Let them know you are upset and need some time away from them, but hope you can remain friends and speak about what has happened.</li> <li>• Have a think about how you may have contributed to the argument and apologise for your input. This can sometimes be difficult when you are upset, but arguments USUALLY have 2 sides to them.</li> <li>• ‘She said he said IS NOT HELPFUL’. Sometimes young people feel the need to share private conversations as they</li> </ul>	<p>Year 7 Student Wellbeing Leader (SWL) Indra King <a href="mailto:iking@mesc.vic.edu.au">iking@mesc.vic.edu.au</a></p> <p>Year 8 Student Wellbeing Leader (SWL) Karli Sellenger <a href="mailto:ksellenger@mesc.vic.edu.au">ksellenger@mesc.vic.edu.au</a></p> <p>Year 9 Student Wellbeing Leader (SWL) Julie Filardo <a href="mailto:jfilardo@mesc.vic.edu.au">jfilardo@mesc.vic.edu.au</a></p> <p>Year 10 Student Wellbeing Leader (SWL) Mark Quigley <a href="mailto:mquigley@mesc.vic.edu.au">mquigley@mesc.vic.edu.au</a></p>

	<p>may have contained ‘mean’ talk about someone. Have a think about whether that person REALLY needs to know. Unfortunately some people are mean – you can help your friend MORE by STANDING UP and being brave to question a mean person’s actions.</p> <ul style="list-style-type: none"> <li>• Use advice from resources on Headspace</li> <li>• Make contact with your SWL</li> <li>• Avoid FOMO – if you need a break from Social Media –this is okay. Missing a conversation or funny post may be better for your health. If your Parent/Guardian feel this is a good idea – you need to respect their wishes and TRY to understand they are looking out for you.</li> </ul>	<p>Year 11 and 12 Student Wellbeing Leader (SWL) Sue Holderness <a href="mailto:sholderness@mesc.vic.edu.au">sholderness@mesc.vic.edu.au</a></p> <p>Classroom teachers can be contacted via COMPASS email.</p>
If you are experiencing family hardship or tragedy	<ul style="list-style-type: none"> <li>• Mount Eliza Secondary College is still a source of support, and if we can’t we will endeavour to find the right people that can</li> </ul>	<p>Assistant Principal Danni Vaughan <a href="mailto:dvaughan@mesc.vic.edu.au">dvaughan@mesc.vic.edu.au</a></p>

**Principal Class support**

Gavan McCabe (Acting Principal) [gmccabe@mesc.vic.edu.au](mailto:gmccabe@mesc.vic.edu.au)

Danielle Vaughan (Assistant Principal) Senior Pathways Program Year 10 -12 [dvaughan@mesc.vic.edu.au](mailto:dvaughan@mesc.vic.edu.au)

Celeste Lombardi (Assistant Principal) Middle Years Program Year 7-9 [clombardi@mesc.vic.edu.au](mailto:clombardi@mesc.vic.edu.au)

