

March 2020

Dear Hume Central Families

Current circumstances have required us to adapt quickly to a new way of teaching and learning. The safety and wellbeing of our school community is crucial during these challenging times. It is in the best interest of all in our community for students to remain engaged in education. More than ever, teaching and learning becomes our joint focus. Staff at the College are committed to maintaining support for our students and their families and have created the attached guide to help outline how students will continue to learn via remote learning. The principles listed below guide our actions in providing learning continuity.

Guiding Principles

1. We value health, wellbeing and safety above all else.
2. We encourage students to engage in learning activities during each school day.
3. We advise families and students to provide structure during each school day (both for academic and wellbeing reasons).
4. We invite families and students to maintain communication with relevant staff at the College.
5. All staff at the College will be working to provide learning continuity and will ensure that these principles are upheld.

Remote Learning Plan

This document provides an overview of the Hume Central Secondary College Remote Learning Plan. The online learning program will primarily be provided through Compass and will also use other resources such as Google Classroom. Students will continue to be able to engage in learning with the guidance and expertise of their classroom teachers and other staff.

To support student wellbeing and positive mental health, staff will also touch base with students regularly via phone, email and online platforms. We understand that working online may not be suitable for all of our families. We will address this on a case by case basis ensuring that all students are supported.

The Remote Learning Plan is attached for your reference. We have also attached our College's Child Safety Code of Conduct and Cyberbullying Guidelines which should guide our interactions during a period of remote learning. It is important that all families read, understand and discuss this plan with their children. Please continue to work closely with the school and make contact if you have any new concerns. When contacting the College, please ensure that you remain respectful of all staff throughout this challenging period. I thank you for your support as we continue to work together.

Yours sincerely



Jeff Mulcahy
College Principal

HUME CENTRAL SECONDARY COLLEGE



HUME CENTRAL
Secondary College

REMOTE LEARNING GUIDELINES

MARCH 2020

STUDENTS

The following guidelines have been designed to help you maintain progress in your learning and to ensure that you can receive support from your teachers and other staff at the College.

Expectations of all 7-12 students:

- Take part in learning for at least 4 hours each day. One approach is to follow your usual school timetable.
- Check your school email daily; this is the primary source of communication between you and your teachers.
- Access lesson plans uploaded to Compass at the time of your usual lesson.
- Submit work on time through Compass (or through another platform as indicated by your teacher).
- Monitor your progress and apply feedback provided by your teacher.
- Communicate with your teacher through email if support is required (Compass/Hume Central account).
- Complete hardcopy worksheets/activities as supplied. Keep these in a folder and submit these for assessment upon returning to school.

Advice to all 7-12 students:

- Work in a quiet area, at a desk or table and try to limit distractions.
- During online lessons, stay focused on the lesson. Close other tabs on your device, so that you avoid reading chats or notifications.
- If you don't understand something when you are independently studying, write it down in that subject exercise book and ask your teacher or classmates when you are next online.
- Submit work to the 'Remote Learning Submission' learning task created for that week.
- If you complete work by hand, you must take a photo and submit the jpeg image.
- Communicating with your teachers and peers in an online environment is different from how you might speak to your friends online. Remember to use the appropriate register and avoid abbreviations or emojis.
- Engage in all learning tasks with academic honesty. In order for you to make progress in your learning and receive meaningful feedback you **MUST** submit your own work.
- Take breaks away from the screen for approx. 10 mins after each lesson. Move around and try not to sit all day.
- Limit your recreational screen time to 2 hours per day.

VCE students will also need to:

- Complete all coursework as set by their teacher
- Complete all formative learning tasks; the work must be done by the student on their own for authentication reasons and submitted promptly to benefit from feedback. VCAA has advised that *"The data collected from these formative assessment activities may be validated at a later date, when schools return, or form the basis of a School-based Assessment derived score if a validation activity is not possible."*
- Follow your usual timetable (as much as possible). Your teachers will be doing this, so they will be available during your scheduled lessons, to provide feedback on work submitted and respond to emails.
- If you are unable to remotely connect with a class at the scheduled time, you must email your teacher prior to that class to inform them of your unavailability and will engage with the lesson within a 24 hour period.
- Remember that in addition to undertaking the required amount of remote lessons, the completion of 'homework' is still expected:
 - 2 hours per week for Year 11 students
 - 3 hours per week for Year 12 students

*VCAA advises that Year 12 students engage in 50 hours of direct instruction per unit. In order to cover the course content, you must engage with each lesson uploaded by your teachers. School Assessed Coursework – SACs can only take place under test conditions due to authentication requirements. VCAA has not made any changes to their procedures at this stage. Please refer to the following note from VCAA: <https://www.vcaa.vic.edu.au/news-and-events/la.test-ews/Novel%20coronavirus%20update/Pages/default.aspx>

VCAL students will also need to:

- Check Compass daily for each subject, there will be a lesson plan on the dashboard of each subject to instruct you with what work you need to complete, teachers will also upload resources under the Resources Tab on Compass and/or provide links to the class Google Drive folder.
- Submit work via Compass Learning Tasks and receive feedback from your teachers via learning tasks as well students who do not have access to Compass, should email Ms. McKinnon or their Team Leader as soon as possible.
- If Google Drive is used in your class, continue using it to create and store your work and evidence for yourself and your teachers.
- For authentication purposes it is important that you are submitting evidence of the work you have completed regularly to your teachers via Compass Learning Tasks, Google Drive and/or email. This includes taking pictures of hand written work and submitting it.
- Use the Career Advice resources under the resources tab for their WRS classes and email Ms Williams if students are not registered for their Career ePortfolio (Year 12 only).
- Email Ms. McKinnon and subject teachers if you are unsure of what to do or how to complete the work.

Kangan TAFE VET courses

- Students are required to regularly log into the Kangan Student Online Portal to ensure they are up-to-date and completing the work that is required for their course online and check any updates on the My Learning forum until remote learning is ceased.
- Email Ms. McKinnon, Ms Williams (VET coordinator) and/or your TAFE teachers if you are unsure of what to do or how to complete the work.
- Students completing a VET course at school need to continue checking Compass and submitting work as per their other subjects at school.

Work Placements

- Students are not required to complete work placements during the COVID-19 restriction period. You should communicate respectfully with your work placement employer to inform them that you will not be attending. You should also continue communicating with your work placement regarding when it is appropriate for you to resume work. Students will not be penalised for not attending a work placement until the COVID-19 restrictions are lifted.

Agesture - School Based Apprenticeship (SBAT) - (Cert III in Horticulture -Year 11 VCAL students)

- Students engaged in this program are to continue their training through the online conferencing platform Zoom
- Zoom can be accessed via a laptop, tablet or phone. Students have been provided training on the use of Zoom
- Training occurs every Friday from 10am
- Students training and assessment booklets have been sent home to students in person or via mail, once remote learning has ceased students will need to hand the completed assessment booklets in for authentication
- Students will continue to be paid if they are engaged with the online learning for the required period of time
- If students have any concerns or questions regarding the SBAT please contact Agesture CEO Lam Tran on 0466913433 or the VCAL leader - Meg McKinnon via email or Compass

How students can access learning tasks and upload work on Compass:

- Go to your class on Compass and follow the lesson plan.
- Go to your learning task tab and click on 'Remote Learning Task Submission'.
- To submit work, click on 'file upload'. Choose from a file saved on your computer. The date and time of your submission will be recorded.

What to do and who to contact if you require support or have questions related to the following areas:

Learning Support	Email your subject teacher via Compass. You can also ask questions via Compass by using the 'conversation' tab connected to the learning task.	
Technical Support	Email helpdesk@humecentralsc.vic.edu.au Use your school google account to help with identification	
Login problems	Include the following information:	
Device problems	<ul style="list-style-type: none">• Full Name• User ID (Cases ID for students)• Contact number• Description of the issue If a student is locked out of their school email account they should use an alternative email account to send a message to the help desk asking for support.	
Wellbeing Support	Should students require wellbeing support, they can call or text the Student Wellbeing Coordinators for their campus: Town Park: Jessica Farrugia - 0405 807 219 Blair Street: Laura Marks - 0405 779 249 Dimboola Road: Tom Hurle - 0438 547 107 Student Wellbeing Coordinators can provide counselling and support via the phone, or can arrange for a student's regular youth/social worker/nurse to contact them on the student's preferred number. Phone counselling will be available during regular school hours: 8:30am-4:30pm on weekdays (excluding Term 1 holiday period). Team Leaders and Principals may also make referrals to Student Wellbeing Coordinators should they believe a student or family member requires phone counselling during periods of remote learning. Students can also contact the Speech Pathologist who is currently supporting you - howarth.pia.g@humecentralsc.vic.edu.au	Additional resources to be made available to students: eHeadSpace: Online Community Support https://headspace.org.au/eheadspace/spaces/community/ Kids Helpline: Webchat and phone counselling https://kidshelpline.com.au/ Beyond Blue: Looking after your mental health during the Coronavirus outbreak: https://www.beyondblue.org.au/the-facts/looking-after-your-mental-health-during-the-coronavirus-outbreak
Other Issues related to remote learning	Email your Team Leader or Coordinators.	

PARENTS/GUARDIANS

Advice for parents and guardians (roles, responsibilities and suggestions)

- Place a copy of your child's daily timetable in a visible location in the house (eg the fridge).
- Remind your child to follow the timetable and engage with the learning activities.
- Discuss your child's progress daily.
- Check Compass on a weekly basis for progress reports ('completion of online tasks').
- Check for emails and text messages from the school.
- As far as possible, provide access to technology and ensure a quiet learning environment during normal school hours. Make sure the learning environment is safe and suitable for collaborative learning with others.
- Monitor time spent engaging in online and offline learning.
- For health reasons, screen time for recreational purposes should be limited to 2 hours per day.
- Support your child's emotional wellbeing by providing time for reflection, entertainment, physical activity, and conversation.
- If your child is unwell and is unable to participate in online classes, please enter the absence on Compass or contact the Year Level Leader.
- Contact the Year Level Team Leader if you have any questions or concerns.

"Learning from Home" Progress Reports

During a period of remote learning the College will issue additional progress reports to families. These are designed to provide a brief overview of student progress relating to the completion of learning tasks on Compass.

Students:

- will be expected to submit learning tasks for each subject through Compass. Student submission of work will be used to inform the completion of "Learning from Home" Progress Report Cycle each week.

Teachers:

- will provide weekly feedback to students and parents via Compass; this will assess 'Completion of Online Tasks' using the following criteria:
All Tasks Completed (4), Some Tasks Completed (2), No Tasks Completed (0) and NA (not applicable)

Parents:

- Parents should review "Learning from Home Progress Reports" each week and contact if they have any concerns. Progress reports will be made available to students and parents via Compass each Monday at 4pm.

COMMUNICATION MODES DURING A PERIOD OF REMOTE LEARNING

The College will continue to provide families with updates via Compass News Feeds and via text message. Other methods for students and parents/guardians to communicate with staff at the College are listed below.

CONTACT DETAILS:

During a period of remote learning, families will be able to contact the relevant campus by calling the usual numbers below:

Town Park - 9066 3600
Blair Street - 9302 6000
Dimboola Road - 9099 1000

Parents and students may also contact the staff below using the email addresses provided.

COLLEGE LEADERSHIP EMAIL ADDRESSES

Campus	Surname	First Name	Role	Email Address
TP/BS/DR	Mulcahy	Jeff	College Principal	Mulcahy.Jeffrey.R@humecentralsc.vic.edu.au
BS	Bakatsoulas	Nick	Campus Principal	bakatsoulas.nicholas.n@humecentralsc.vic.edu.au
BS	Jones	Michael	Assistant Principal	Jones.michael.s@humecentralsc.vic.edu.au
BS	Marks	Laura	Student Wellbeing, Health, Engagement	marks.laura.m@humecentralsc.vic.edu.au
BS	Marks	Rachael	Teaching & Learning Specialist 7-9	marks.rachael.l@humecentralsc.vic.edu.au
BS	Musgrove	Andrew	Teaching & Learning Specialist 7-9	musgrove.andrew.a@humecentralsc.vic.edu.au
BS	Plieger	Kate	Year 7 Team Leader	plieger.kate.e@humecentralsc.vic.edu.au
BS	Falefata	Sione	Year 8 Team Leader	falefata.sione.u@humecentralsc.vic.edu.au
BS	Soric	Dee	Year 9 Team Leader	soric.delores.d@humecentralsc.vic.edu.au
DR	Caravas	Vivienne	Campus Principal	caravas.vivienne.v@humecentralsc.vic.edu.au
DR	Eva	Teresa	Assistant Principal	eva.teresa.l@humecentralsc.vic.edu.au
DR	Maes	Naomi	English Leader	maes.naomi.r@humecentralsc.vic.edu.au
DR	Davies	Katie	Health & PE Leader	davies.katie.l@humecentralsc.vic.edu.au
DR	Bediaga	Matthew	Humanities Leader	bediaga.matthew.x@humecentralsc.vic.edu.au
DR	Howard	Belinda	Maths Leader	howard.belinda.a@humecentralsc.vic.edu.au
DR	Barclay	Nick	Teaching & Learning Specialist 7-9	barclay.nicholas.j@humecentralsc.vic.edu.au
DR	Jamall	Mayra	Teaching & Learning Specialist 7-9	jamall.mayra.m@humecentralsc.vic.edu.au

DR	Nissan	Balsam	Year 7 Team Leader	Nissan.Balsam.B@humecentralsc.vic.edu.au
DR	Campbell	Gareth	Year 8 Team Leader	campbell.gareth.s@humecentralsc.vic.edu.au
DR	Price	Rebecca	Year 9 Team Leader	price.rebecca.d@humecentralsc.vic.edu.au
ELC	Pipka	Chris	ELC Leader	pipka.christine.c@humecentralsc.vic.edu.au
ELC	Nathan	Boney	Teaching, Learning Specialist & Curriculum	nathan.boney.b@humecentralsc.vic.edu.au
TP	Quaine	Silvia	Campus Principal	quaine.silvia.s@humecentralsc.vic.edu.au
TP	Sloan	Parris	Assistant Principal	sloan.parris.h@humecentralsc.vic.edu.au
TP	Sullivan	Cindy	Assistant Principal	sullivan.cindy.c@humecentralsc.vic.edu.au
TP	Sluice	Chris	Arts Leader/International Student	sluice.christopher.c@humecentralsc.vic.edu.au
TP	Popovic	Elizabeth	Community Connections & Communications Leader	popovic.elizabeth.l@humecentralsc.vic.edu.au
TP	Golding	Dajarra	Curriculum & Staffing Operations	golding.dajarra.d@humecentralsc.vic.edu.au
TP	Shields	David	EAL Leader	shields.david.g@humecentralsc.vic.edu.au
TP	Tabak	Nurdan	Learning Specialist 10-12	tabak.nurdan.n@humecentralsc.vic.edu.au
TP	Gunes	Mehtap	Science Leader	gunes.mehtap.m@humecentralsc.vic.edu.au
TP	Tirli	Ramazan	Staff Development & Induction	tirli.ramazan.s@humecentralsc.vic.edu.au
TP	Nour	Magda	Teaching & Learning Specialist 10-12	nour.magda.m@humecentralsc.vic.edu.au
TP	Essex	Michael	Technology Leader	essex.michael.m@humecentralsc.vic.edu.au
TP	McKinnon	Meg	VCAL/Applied Learning Leader	McKinnon.Meg.J@humecentralsc.vic.edu.au
TP	Flew	Jessica	Year 10 Team Leader	flew.jessica.a@humecentralsc.vic.edu.au
TP	Kardash	Nick	Year 11 Team Leader	kardash.nicholas.p@humecentralsc.vic.edu.au
TP	Johnston	Jesikah	Year 12 Team Leader	johnston.jesikah.m@humecentralsc.vic.edu.au

HUME CENTRAL SECONDARY COLLEGE CHILD SAFETY CODE OF CONDUCT

Hume Central Secondary College is committed to the safety and wellbeing of children and young people. Our College community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of Hume Central Secondary College will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. They will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other members of the College community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

Acceptable behaviours

As staff, volunteers, contractors, and any other member of the College community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's statement of commitment to child safety at all times
- treating students and families in the College community with respect both within the school environment and outside the school environment as part of normal social and community activities
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of students with a disability
- reporting any allegations of child abuse or other child safety concerns to the school's leadership or student wellbeing coordinator, understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours

As staff, volunteers, contractors, and any other member of the College community involved in child-related work, we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)

- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc.) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes
- in the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances.

CYBER BULLYING GUIDELINES:

Cyberbullying is bullying using digital technologies including mobile phones, email and social media tools. Cyberbullying includes:

- Pranking: Repeated hang ups, anonymous, mocking or threatening phone calls.
- Image sharing: Forwarding or sharing unflattering or private images without permission.
- Sexually explicit images: People of any age, who forward or share images of a sexual nature of a person under 18 need to be aware that this is a criminal offence (child pornography) that may result in prosecution.
- Text and email: Sending insulting or threatening text messages or emails.
- Personal online information: Publishing online someone's private, personal or embarrassing information without permission, or spreading rumours online.
- Identity theft: Assuming someone's identity online and negatively representing them in a way that damages their reputation or relationships.
- Hate sites: Creating hate sites or implementing social exclusion campaigns on social networking sites.

It is also cyberbullying when a student, or students, uses technology to run a multi-step campaign to bully another student. For example, setting another student up to be assaulted, video-recording their humiliation, posting the video-recording online and then sending the website address to others.

Indicators of Bullying:

Students who are being bullied may show some or all of the following signs:

- Poor health – lost appetite, anxiety, depression
- Lower self-esteem Reduced study performance
- Unwillingness to engage with learning, social withdrawal
- Mood swings.

RESPONSIBILITIES OF SCHOOL MEMBERS IN RELATION TO BULLYING AND HARASSMENT:

All members of our community (students, teachers and staff, parent/guardians) have a responsibility to each other to ensure we have an environment free from bullying and harassment. As such, members will not bully or harass others and will report bullying or harassment for appropriate follow up.

WHAT TO DO IF YOU ARE BULLIED OR HARASSED:

If you feel safe and confident, you can respond to the person who is bullying you and tell them that their behaviour is unwanted and not acceptable. This may be hard to do. You could also ignore their actions. It's important not to retaliate with physical or verbal abuse. It is important that you DO report the bullying behavior.

You could:

- Seek help and talk to someone about it that you trust, such as a friend or staff member
- Report it to a teacher, your Team Leader, or a member of the Wellbeing Team
- Talk it over with your parent/guardian. If you feel that the bullying doesn't stop, take the issue further.