Lead with Courage

MacKillop
Catholic College

Remote
Learning
Guide for
Families

Contents

Introduction

The purpose of this guide is to give families the critical information required to set up and conduct learning from home. It is important that students are given the opportunity to continue their education in a safe and structured learning environment.

A Message from the Principal

Dear Families,

 The MacKillop Charism places relationships and community as essential components of our school culture for learning. For this reason, the whole staff have been working together to keep everyone connected and for learning to continue across our campus and across our virtual classrooms through SEQTA. As the COVID-19 situation unfolds, we will continue to adjust and make key decisions, but we will do it together, using our MacKillop values that are built upon fairness, equity, and our promise to students of their continued right to learn. Thank you all for your commitment to this promise.

As we approach the beginning of 2022, I want to take this opportunity to thank each and every one of you for your hard work and dedication to your school community during these uncertain times. I am proud of the way we have found, and will continue to find, solutions together. Our collaborative approach and high-trust environment puts us in the strongest position to deal with each new challenge.

All our normal rhythms and routines have been disrupted by COVID-19, but that doesn't mean that school life is cancelled. We will continue to do everything we can to ensure our students receive an uninterrupted education in the safety of their classrooms and if need be, their own homes.

The staff are here to support families as much as we possibly can.

Don't forget to contact us to discuss how we can assist you.

Yours sincerely,
Lucas Hurley
Principal

Our Vision

As a faith community with Christ as our focus we, like Mary MacKillop, follow Him and inspire:
- Strong, clear minds which value learning;
- Compassionate hearts; and,
- Courageous spirits to serve others with confidence

"If we love one another, Christ lives in us" (1 John 4:12)

Parish Information

Our Lady Help of Christians Parish Palmerston - Fr Tom English
34 Emery Ave, Woodroffe NT 0830
Presbytery: (08) 8932 3774
Office: (08) 8932 3922
Mobile: 0424 971 017
Email: olhocpalmerston@yahoo.com.au

Liturgy

Children's Liturgy cafod.org.uk/Education/Children-s-liturgy
Bishop Charles Celebrates Mass at 12pm each day - Catholic Diocese of Darwin on Facebook

Reflection

Sunday Gospel Sharing loyolapress.com/our-catholic-faith/liturgical-year/sunday-connection
Bishop Charles Reflections and Updates - Catholic Diocese of Darwin Facebook page

Religious Education

Caritas Australia and Project Compassion caritas.org.au
Catholic Icing catholicicing.com
Cathfamily Cathkids cathfamily.org/cathkids-faith-unlimited
Holy Week and Easter reallifeathome.com/holy-week-for-kids-holy-week-activities

Podcasts

On Being with Krista Tippett
Another Name for Everything with Richard Rohr
In Our Time: Religion BBC Radio
Pray as You Go – Daily Examen

Consider
1. Mindfulness Minis
2. Practicing Human
3. The Happiness Lab

For further resources or for more information you can connect with the Assistant Principal of Religious Education: Richard Milne Richard.milne@nt.catholic.edu.au
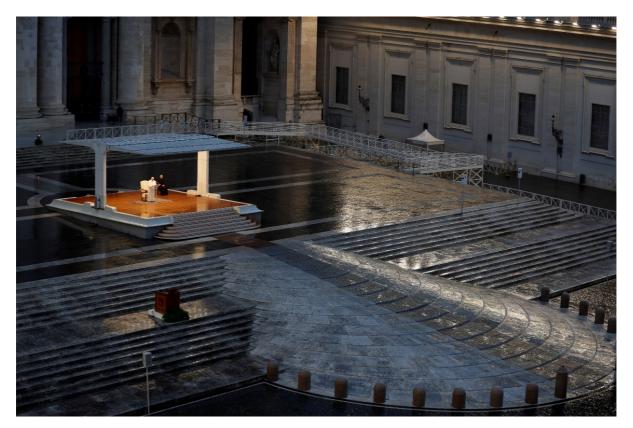
Pope's Message

In these times of uncertainties and fear brought by the Covid-19 pandemic, Pope Francis brings a message of hope in his recent address on education. The Pope's video message was broadcasted during the Global Compact on Education at the Pontifical Lateran University, an event promoted by the Congregation for Catholic Education.

During his speech, the Pope reminded us that the rapid switch to online educational platforms stresses already existing problems in the equal access to educational and technological opportunities of persons. This situation prompts some to speak of an "**educational catastrophe**", especially when we bear in mind that ten million children were forced to leave school as a result of the economic crisis caused by the coronavirus, in addition to over 250 million school age children excluded from all educational activities.

Facing this challenge, the Pope proposed to rethink the model of our society. This new model should be based on the dignity of the person and his ability to affect the heart of society. We should make the person the centre of every educational program and encourage full participation of girls and young women while also listening to the **children** and the **youth** when it comes to their needs. This model should be based on an integral and circular economy where, through education, we accept our vulnerable members. Pope Francis reminded us that that **family** is the first and essential place of education where, apart from first encounter with the Gospel, children learn that "education is above all a matter of love and responsibility handed down from one generation to another ".

Pope Francis suggested that all people of good should join the Global Compact on Education, a pact to encourage change on a global scale, so that education may become a creator of fraternity, peace, and justice. An even more urgent need in these times of pandemic.

These values are not abstract. They are a call for concrete actions. Let's devote our energy and talents to pursue the Pope's hope and support the role of the family in its educative mission!

Setting up a Learning Space at Home

Learning environment checklist

In setting up this space the following should be considered:

- [ ] Is the area free of distraction?
- [ ] Is there excessive noise in the area?
- [ ] Are there trip hazards in the area?
- [ ] Is the area exposed to direct glare or reflections?
- [ ] Does the area have sufficient power points available?
- [ ] Is equipment (extension cords etc.) in good, safe, working condition?
- [ ] Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- [ ] Is the chair adjusted correctly?
  - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
  - The chair backrest should support the lower back and allow your child to sit upright.
  - The chair should move freely and not be restricted by hazards such as mats and power cords.
  - Chair arm rests should be removed or lowered when typing.
- [ ] Is the computer adjusted correctly?
  - The screen should be positioned directly in front of your child.
  - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
  - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
  - The mouse should be placed directly next to the keyboard.
- [ ] Are their most frequently used items within easy reach from a seated position?

Safeguarding Students Whilst Using ICT

Increasing access to smart phones, iPads, laptops and a range of other devices at home, and the availability of valuable information to support learning on these devices, raises many questions for parents.

1. How do we teach and train our kids to use devices **safely**?
2. What does the **safe** use of devices exactly mean?
3. What are the right measures to educate students to use these devices safely?
4. Do we monitor their usage by installing specific software or do we educate them about the importance of safe use of the devices?
5. Are there any **practical** recommendation to develop a list of rules for safe use of devices at home?

These are some of the many common questions that families consider when their children are using devices at home, whether it is to continue learning at home after school hours and or for home schooling for longer periods of time in the face of an epidemic like COVID-19.

Below are some general guidelines that will allow parents to develop some **practical** rules to enable a stress free learning environment for the family. Implementing these recommendations provides a good opportunity to educate safe use of devices at home.

1. **Children should be allowed to work only where they can be supervised.**
2. Check if the devices have games installed. Games can distract children from their work.
3. Give children balanced, practical, consistent incentives, for example; a dedicated time on their favourite game after they finish their work.
4. Free time on the internet is not an advisable incentive. One recommendation is to make a list of internet games/TV programmes allowed as an incentive. It is ideal to develop this list with your child. This helps to start conversations of safe, appropriate and valuable use of the internet.
5. If the children are interested in playing games, Online games is the preferred option. Downloading games from unauthorised sites can lead to virus infections that can damage files on the device or make them not operational.
6. Ensure that internet access and specific software such as Microsoft word are working before they start work. This way families can ensure kids have everything ready to start their work and no excuses are given.
7. Allocate a time to complete the task and direct them to show the work once completed
8. Praise them for their effort and reward with the **promised** incentive.
9. There are different software applications to monitor internet usage, or to block internet access after a specified duration.

Depending on the home context, and the work ethic of the child, a timetable for the home schooling period is advisable for parents to keep a track of their home schooling achievements. If possible encourage your child to develop their own timetable using their school timetable as a guide. Families can add some incentives based on their interests, family games and or transferrable lifelong learning with parents. But most importantly, have fun.

Any questions or queries please contact your Year Level Coordinator: Year 7: Craig, Year 8: Stella, Year 9: Mae, Year 10: Matt, Year 11: Nate, Year 12: Candice.

Below are some references for the internet monitoring and general guidelines for safety
Internet monitoring – net nanny is one of the well rated ones.
https://famisafe.wondershare.com/internet-filter/best-internet-content-filters.html
https://www.topconsumerreviews.com/internetfilters/index.php
https://www.focusonthefamily.com/parenting/monitoring-internet-activity/
https://www.focusonthefamily.com/parenting/educational-activities-for-kids-stuck-at-home/
https://www.esafety.gov.au/parents/skills-advice/taming-technology
https://www.theguardian.com/technology/2014/aug/11/how-to-keep-kids-safe-online-children-advice

Using SEQTA Learn

There will be separate document giving you instructions on how to use SEQTA learn and all of the tools within that program. Please use this guide in conjunction with that document to get the most positive learning outcome for your child. If you stuck or are find things not working for some reason, please use the contact information below:

MacKillop Catholic College IT Help Desk: Hours of Operation 8am – 4pm

Bianca Hurley   bianca.hurley@nt.catholic.edu.au

IT team   mk.ict@nt.catholci.edu.au

Limits for Screen and Non-Screen Time

Overall: Student's should not exceed **6 hours** of learning a day. This can be broken up into time spent on the computer (or in front of a screen) and non-screen time:

- A maximum of **2 hours** a day screen time (learning that occurs online through SEQTA or other apps like Zoom or Skype – it may not necessarily involve all students in the class;
- Supported by **2-4 hours** of Paper based learning: and,
- The remainder of the time should be spent on physical activities such as sport, fitness or other hands on activities.

Note – no more than 50% of student time should be online in each day's learning.

Routines and Breaks

Structure your child's day by maintaining morning and night-time routines. Support your child to take regular breaks (Recess and Lunch breaks). At school we have 60-minute lessons so follow this and set your child up to work for 60 minutes and then take at least a 20 minute break. It is also important to ensure you timetable physical time each day for your child.

Timetable & Expectations

Students will follow their timetable which will be posted on SEQTA. This means that if you have Maths Period 1 Monday, your Maths teacher will be waiting for you to join them via SEQTA or zoom.

Overall Expectations for a Normal Day (Students)

- Ready for learning at 8:25am – must be set up in a suitable workspace (not their bed) with all necessary resources and equipment;
- Attend and participate in all lessons as per the timetable; students must sign into their PC and each class via the class attendance forum;
- Check SEQTA notices each day;
- Follow teachers' instructions for work on SEQTA or during a Zoom lesson;
- Normal breaks apply (Recess 10:10 - 10:30am and Lunch 12:45 - 1:25pm); and,
- All work completed and/or submitted as instructed by the teacher.

Parent Responsibilities during Remote Learning

Whilst at home, parents should ensure maximum access to their child's learning during the school day, which will involve limiting all other content that uses an internet service such as Netflix or video streaming, social media and electronic gaming.

Parents will understand that online lessons, by their nature, differ from face-to-face lessons and require undistracted student focus. Please ensure the Learning Environment is set up as per Section 2 and that they are safely using ICT as per Section 3 of this guide.

Attendance

Parents will need to inform the College if the student will be absent from School (not participating in online learning) for day by informing the College via email annalisa.narnia@nt.catholic.edu.au.

Any student who is unexplained (based upon the CES roll and absentees' notifications) parents will receive a text message from the College informing them of their child's absence.
For each lesson, including Pastoral Care, students are expected to log in to SEQTA and look for the Forum relating to that subject. By simply entering their name they will be marked as present. Any student not doing this will be marked as absent.

Continued absences explained

- If a student has 3 notified absences in row, Pastoral Care (PC) teacher is to contact the families, to check on the student.

- The contact with families will be logged in SEQTA and the YLC will be notified via SEQTA.

Continued absences unexplained

- Three or more unexplained absences in a week – Pastoral Care teacher will contact families.

- The contact with families will be logged in SEQTA and Attendance Officer will be notified via SEQTA.

- If there is little to no improvement, a formal interview will take place at school or via Zoom (depending the relegations and advice of Government) with the Attendance Officer, student and their families.

- The outcome of the meeting will be recorded in SEQTA and the Deputy Principal Pastoral Care will be notified.

Period Absences

- If student is absent for two or more periods in a week – the subject teacher will contact families.

- The contact with families will be logged in SEQTA and the Pastoral Care Teacher and relevant YLC will be notified via SEQTA.

- If there is little to no improvement, a formal interview will take place at school or via Zoom (depending the relegations and advice of Government) with the Attendance Officer, student and their families.

Behaviour Concerns

- If a student has not met behavioural expectations in a live lesson (Zoom) or on a collaborative document such as a forum or other learning tools or have not completed work as required, the

subject teacher will contact families via email.

- If the behaviour continues for the specific subject, the HOD/YLC will be notified by the subject teacher via SEQTA and the YLC will now contact the families.

- If the behaviour continues after this, a formal interview will take place at school or via Zoom (depending the relegations and advice of Government) with the Teacher, YLC, student and their families.

- If the YLC notices the behaviour is taking place across subjects, the YLC will liaise with the HODs and an interview will take place with the parents.

Students with EAPs

Students on EAPs are still required to have their adjustments and modifications made by their teachers even if learning remotely. In this regard the College must comply with the Disability Discrimination Act (DDA) and the Disability Standards for Education (DSE). Below are some hints and tips to consider if your child has an EAP:

Keeping a record of achievement and progress

HINTS AND TIPS
- Record your daily effort – photos, videos, audio recordings, saving documents, notebooks.
- Ask your child what they have done – draw, write, type, pointing to pictures.

Staying engaged

HINTS AND TIPS
- Small chunks of learning with regular breaks will keep everyone engaged and connected.
- Talk about progress and what you are all enjoying about learning together.
- Build in rewards for all – children and adults!
- Identify what motivates your child? If they love being filmed, they may be more willing to do some tasks.
- Ask for help (refer list below).

HINTS AND TIPS

Consider

...accessing the curriculum provided by the school...

- What resources are being provided by your child's teachers, school or education department? What do they suggest as the best option for the presentation of materials – print or online?
- How are support services such as the provision of individualised learning material going to be delivered to your child at this time? What staff or supports will be available to ensure that any curriculum content is accessible to your child and that reasonable adjustments are provided?
- Seek from them the best option for instruction giving – text and visuals, or recorded videos and screen shots etc.
- Frequency and mode of check ins – how often and via what means would you like contact to be made re clarification around curriculum tasks, general wellbeing check ins etc.
- Establishing expectations around production – how can learning output be best captured, how often, how to return it etc.
- Establishing expectations around the amount and type of work the parent/carer is comfortable engaging in with their child.

...additional considerations...

- What topics or tasks does your child enjoy? Typically, maths and English are 50% of the day's academic or learning content.
- More than one child? Look at how you can combine their work together or does it suit your family to work separately and independently at times? Peer tutoring strategies can work well for siblings at different stages of learning.
- High School students typically have between 5–8 teachers. Contact each teacher and request copies of assignments, rubrics and any lesson plan ideas. This is a great opportunity to work in partnership with your child's teachers.

Projects

- You can build everyday maths and English into a project.
- Following instructions to make something – reading, writing and timing how long it takes to do something.
- Learning a new skill and combining a written record.
- Exploring a special interest in new ways.

Contacts

Families can communicate with their children's teachers and the College via the direct emails of their teachers or through the contact form at mackillopnt.catholic.edu.au/contact-us. A list of all College staff can be found at mackillopnt.catholic.edu.au/staff_list Students can also use email or SEQTA Direct Messaging and Forums to communicate with their teachers.

Useful Resources and Websites

Library

Darwin City libraries are letting you (and your students) join up online for free. This will give you free access to a number of subscription databases including; EBSCO, points of view, a couple of ebook libraries etc

https://www.darwin.nt.gov.au/libraries/borrow/join-the-library

Religious Education

Sunday Gospel Sharing loyolapress.com/our-catholic-faith/liturgical-year/sunday-connection
Bishop Charles Reflections and Updates - Catholic Diocese of Darwin Facebook page

English

Project Gutenberg – has over 60000 free ebooks available to download – a great way to ensure that students are reading at home.
https://www.gutenberg.org/

Audible Stories – "All stories are free to stream on your desktop, laptop, phone or tablet."
https://stories.audible.com/start-listen

Clickview – an absolute treasure trove of relevant, educational content at your fingertips. Students log in using their nt.schools email address.
https://www.clickview.com.au/

Mathematics

https://www.homeschoolmath.net/teaching/
https://nrich.maths.org/secondary
https://www.khanacademy.org/math/pre-algebra/pre-algebra-measurement
https://fuse.education.vic.gov.au/VC/Secondary?mathematics
https://www.khanacademy.org/math/algebra
https://www.khanacademy.org/math/cc-seventh-grade-math
https://education.qld.gov.au/curriculum/learning-at-home/mathematics
https://www.youtube.com/user/misterwootube/videos

Science

1. Every student from Year 7-10 of our College will be getting a Pearson Science textbook from the library which they can carry home.
2. Students will have electronic copies of these books
3. Accompanying chapter tasks that will be made available to students, electronically, in the event of a lockdown arising from the COVID-19 pandemic.
4. Students will be able to SEQTA Learn to be up to date with the content being taught. Teachers are expected to program at least one week in advance using SEQTA online editor.
5. Stage one and Stage 2 students can buy workbooks and they have access to digital workbooks.
6. Zoom will also be used by staff for teaching.
7. STILE subscriptions for all staff are also extended for 2022.

Languages

Quizlet www.quizlet.com
Languages Online www.education.vic.gov.au/languagesonline/
Education Perfect https://www.educationperfect.com/

The Arts

https://www.musictheory.net/
https://guybbrownmusic.weebly.com/music-theory.html

InTad/IT/Digital Tech

The art of invisibility - Kevin Mitnick (cyber security)
https://www.audible.com.au/pd/The-Art-of-Invisibility-Audiobook/B01N6ZLTXU?qid=1643942004&sr=1-2&ref=a_search_c3_lProduct_1_2&pf_rd_p=771c6463-05d7-4981-9b47-920dc34a70f1&pf_rd_r=SECBDXDCAXCXQWHC5Q06

The basics of Networking
https://www.mowhs.gov.bt/wp-content/uploads/2011/08/What-is-a-computer-Network.pdf

Basics of Coding in Python 3
https://assets.digitalocean.com/books/python/how-to-code-in-python.pdf

Middle Years
digitaltechnologieshub.edu.au/

Senior Years
Social Media.
https://www.cbc.ca/radio/ideas/2020-massey-lectures-renowned-tech-expert-ronald-j-deibert-to-explore-disturbing-impact-of-social-media-1.5640204