

**Erindale College**  
**Remote Learning Guide for Students and**  
**Families**



**Erindale College**

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## Welcome

Welcome to our Digital Learning Guide. In this guide you will find helpful information to support remote learning from home. We appreciate that change can be challenging, and it might feel like you are going it alone – although your teachers cannot be with you in person right now, we are still here! We encourage you to connect with us through your Google Classroom.

It is important that students remain focused on their senior secondary studies from home. This will ensure that you meet the minimum requirements for each course.

Digital learning can be flexible and fun, and we appreciate that this mode of learning can be difficult for some students. Your classroom teacher or your Link teacher are your first points of contact. We are here to support you.

Our timetable has been developed to provide flexibility for students and teachers to support the best possible outcomes for students. It has been broken up into a series of synchronous (when everyone is online and working together) and asynchronous (when students and teachers are working flexibly and independently). Teachers will be delivering lessons through Google Classroom between 10:00am and 2:00pm each day. There are other times allocated within the timetable to allow opportunities for teachers and students to connect through classes and Link.

### How do I learn from home?

Allocate 3-4 hours for schoolwork per day. Try and choose times of the day that work best for you and negotiate this with your family.

### Organise a Daily Routine

- Be practical and flexible
- Don't overcommit yourself – you can only do what you can do!
- Adapt your routine if it is not working for you
- Consider your daily commitments and negotiate with those in your household (access to the internet, use of space & computers)
- Check Google Classroom and your emails every day
- Make sure that you have regular breaks
- Take time away from your screen
- Stay active - build some exercise and fresh air into your daily routine



### Your Study Space

Choose a dedicated place in the house that is comfortable and has all the items you need easily accessible and is well lit.

Ensure the location has strong WiFi connectivity and that there is plenty of natural light.

Where possible, avoid setting up in areas with the television on or with other family members who may be a distraction.

To make sure your routine is effective, avoid social media during school hours to avoid distractions. Split-screening with Netflix or having television/people in the background can impact on your work output.

Consider using 'Screen Time' limits and the 'Do Not Disturb' feature on your phone while working and keep your Chromebook screen space to 3-4 tabs maximum, all related to your schoolwork.

## Digital Backpack and Google Suite for Education

The 'Digital Backpack' is our online portal which provides safe and secure access to a range of online learning platforms for students.

The Digital Backpack:

- can be accessed from any device with a modern internet browser at school, home, anywhere!
- Is an easy way for students to access all of our online learning services with just a single SchoolsNET username and password.
- Is hosted and protected by secure ACT Government identity and access management systems.



### What's in the Digital Backpack?

#### Cybersafety Help Button

The Cybersafety Help Button provides internet users, particularly children and young people, with easy online access to cybersafety information and assistance available in Australia. It offers counselling, reporting and educational resources to assist young people deal with online risks including cyberbullying, unwanted contact, scams and fraud, and offensive or inappropriate material. For more information on the Cybersafety Help Button, see [Cybersmart webpage](#).

#### eBooks in the Oliver Library and Clickview

Our online library system 'Oliver' now provides over 2,000 e-books and audio books for students and teachers. Students can borrow eBooks at school, home or anywhere on any device with an internet connection and modern browser via their school's online library catalogue. Clickview provides free access to educational TV shows and movies.

#### G Suite for Education\*

G Suite for Education (GSFE) is a cloud-based education platform offering online productivity tools for learning and classroom collaboration. GSFE provides students and teachers with unlimited cloud storage in Google Drive, Docs, Sheets and Slides. Google Apps also provides student email and other modern online learning tools like Google Classroom.

Our Google Apps platform is hosted by Google on a separate ACT public schools domain called '[act.edu.au](#)'. This domain is only accessible by known users from our schools. Student accounts are also managed by our internal ACT Government identity systems. This means our students are part of the Directorate's domain where we have enhanced security controls to provide a safe and supported online learning environment.

Students login to their Google Classrooms using a code. All students have been provided with classroom codes.

See our helpful guides for students in using some of the Google Apps tools (for print):

[Student Email: Guide for Students \(8Mb\)](#)

[Google Classroom: Guide for Students \(10Mb\)](#)

[Google Drive: Guide for Students and Teachers \(7Mb\)](#)

## Erindale College Remote Learning Timetable

Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 10:00	Staff Preparation and Collaboration				
10:00 – 10:30	Morning Tea				
10:30 11:30	2	6	3	7	Link Check in
11:30 12:30	7	4	1	5	3
12:30 – 1:00	Lunch				
1:00 2:00	1	5	2	4	6
2:00 3:00	3	7	6	5	1
3:00 4:00	5	4			2

- ❖ 2 x hours per week (maximum) remote learning Google Classroom (e.g. flipped learning, tutorials, webinars, group chats, collaborative work)
- ❖ 1 x hour per week asynchronous structured learning activities (students work on structured learning activities in their own time, at their own pace).
- ❖ 1 x hour per week check in (e.g. follow up with students, provide 1:1 (Google Hangout/Meet or small group support), feedback, formative assessment etc.
- ❖ To minimise the amount of notifications students receive, work will be posted on Monday for the week and then discussed in the lessons. Link check in provides a wellbeing focus then teachers can touch base with other students that have been absent during the week.

8:30 – 10:00 Teacher collaboration and preparation (Recommended: Student login, check technology and prepare for lessons/complete class work (asynchronous)

10:30 – 2:00 Scheduled remote learning (synchronous) work for the week will generally be posted every Monday, lessons during the week will explore the topics and support from teachers to complete the required work. By posting once a week this will reduce the amount of notifications students receive.

2:00 – 4:00 Tutorials – teachers and students negotiate on a needs basis e.g. 1:1 (via Google Hangouts/Google Meet), Q&A style, feedback, learning activities, assessment support (asynchronous)

Teacher Meetings

### How do I read my timetable?

- Your classes occur on your timetabled lines
- The **highlighted sections** indicate to you when you should be engaged structured learning activities online in your Google Classroom. This is also when your teacher is scheduled to be available. The **unhighlighted section** is for teachers and students to check-in and may be different for every class.
- Individual teachers will have their own expectations for each class and will communicate these to you.

## Communicating with Teachers

### How will teachers communicate with me?

All primary communication will come through Google Classroom and your student email account.

Make it a habit to check both platforms daily.

Consider also adding the Google Classroom app on your mobile device so you can be notified of any new posts (and have notifications turned on to ensure you are aware of all new posts).

### How should I contact teachers?

- Teachers can be contacted via Google Classroom comments and email, Monday to Friday.
- Teacher emails are in the following form: [firstname.lastname@ed.act.edu.au](mailto:firstname.lastname@ed.act.edu.au)
- Please note: Teachers are not expected to respond to emails on the weekend and will be available for contact Monday – Friday from 8.30am-4pm

### What should I do if I'm having problems or need help?

- Contact your classroom teacher in the first instance. If your issue is not resolved, you may contact the SLC for that Academy.
- Contact your Link Teacher
- Contact your Link Coordinator (details are provided in the 'Wellbeing' section of this document)
- Contact the School Psychologist or the Social Worker if you need an appointment
- Contact the School on 02 6142 2977

If a student is experiencing technical issues with their school issued device or having difficulty with a password or log on, please log a request for a call back from the school's ITO (Information Technology Officer) by phoning the school on 02 6142 2977 or emailing our IT Officer: [spencer.marshall@ed.act.edu.au](mailto:spencer.marshall@ed.act.edu.au) or [nigel.bourke@ed.act.edu.au](mailto:nigel.bourke@ed.act.edu.au)

## Expectations of Students

### Engaging in Online Learning

In order to pass an ACT Board of Senior Secondary Studies course it is mandated that the student must **actively participate in at least 90% of classroom tasks.**

To endorse this level of participation by online students, teachers will have certain expectations for providing 'proof' of completion of work.

This may take the form of:

- Responding to tasks through Google Classroom
- Submission of tasks through Google Classroom
- Engaging in regular discussions with teachers and peers via Google Classroom comments or email
- Submitting assessment pieces

Each unit will have its own expectations so students must be very clear about what they need to complete in order to meet the expectations of the course. These will be made clear in the unit outlines provided by the teacher.

If the student is not adhering to these expectations, the teacher will make contact with the student to address the concern. If this continues, the student will be at risk of 'V' grading the course and no points or assessment scores will be awarded.

## Code of Practice

When using the ACTEDU network:

### YOU MAY

- find, copy, and/or print information required for any of your college courses
- collaborate or share information relevant to your courses with students or teachers in other schools
- download files containing information or software relevant to any of your college courses where this action does not involve a breach of copyright laws
- undertake any other special project which is approved by a teacher at the College
- access e-mail through a web-based account.

### YOU MAY NOT

- e-mail or display offensive messages or pictures
- use obscene language
- harass, insult or attack others
- damage computers, computer systems or computer networks, for example, by propagating viruses or interfering with system configurations
- violate any laws, for example, those related to copyright and privacy
- use others' passwords
- trespass in others' folders, files or systems
- intentionally waste limited resources
- use the network for commercial purposes
- use the network for any purpose that is not directly related to your studies at the College

**Violations of these rules may result in loss of access or legal action if appropriate.**

## Wellbeing

Erindale College believes the Wellbeing of each individual student is central to educating the whole person in pursuing personal excellence. Providing avenues for students to communicate their concerns either directly to their teachers or through their weekly **Link** sessions are paramount during this challenging time. Student concerns may include:

- Mental Health concerns.
- Obstructions preventing them from engaging online.
- Requiring further interventions and referrals from our student engagement team to address their academic, social or emotional needs.

If as a parent, you have concerns about your child's engagement with their learning or wellbeing please don't hesitate to contact the following support team:

Your child's Link Teacher or Classroom teacher. The teacher may also contact you via their personal device with no caller ID.

### Link Coordinators

Year 10	Natalie Keen	<a href="mailto:Natalie.keen@ed.act.edu.au">Natalie.keen@ed.act.edu.au</a>
Year 11	Helen Clarke	<a href="mailto:Helen.clarke2@ed.act.edu.au">Helen.clarke2@ed.act.edu.au</a>
	Daniel Hawke (ESA/TSP)	<a href="mailto:Daniel.hawke@ed.act.edu.au">Daniel.hawke@ed.act.edu.au</a>
Year 12	Michelle Skerry	<a href="mailto:Michelle.skerry@ed.act.edu.au">Michelle.skerry@ed.act.edu.au</a>
	Sebastian Gray (ESA/TSP)	<a href="mailto:Sebastian.gray@ed.act.edu.au">Sebastian.gray@ed.act.edu.au</a>

### SLC's Wellbeing

Leica Burt

Mark Armstrong (ESA/TSP)

[leica.burt@ed.act.edu.au](mailto:leica.burt@ed.act.edu.au)

[mark.armstrong@ed.act.edu.au](mailto:mark.armstrong@ed.act.edu.au)

Please contact one of the above staff for any assistance and if you feel that additional support from our

school psychologist or social worker is needed, we can make referrals for them to get in contact.

### **School Psychologists and Telehealth**

A Central Telehealth team has been established comprising of psychologists and senior psychologists that can be accessed directly by students/families for a consult. To access the service, a booking request may be made via an online booking form or by calling 6205 1559 between 9:00am and 4:30pm. The 2021 online booking form link is: <https://forms.office.com/r/PLa8gTawBK>.

Jennie Sheppard [Jennie.sheppard@ed.act.edu.au](mailto:Jennie.sheppard@ed.act.edu.au) for **careers and transition** assistance, including career pathways planning and post school options, via email. Jennie is also available for students to set up career counselling sessions via the book an appointment top left-hand corner [erindalecollegecareers.com](http://erindalecollegecareers.com)

The **eknex Team** can provide you with additional support and advice in operational matters concerning your child's attendance, classes, contact details and any other general enquiries.

### **eknex Team**

eknex supervisor	Vicki Vince	<a href="mailto:vicki.vince@ed.act.edu.au">vicki.vince@ed.act.edu.au</a>
Attendance and records	Sarah Driscoll	<a href="mailto:sarah.driscoll@ed.act.edu.au">sarah.driscoll@ed.act.edu.au</a>
Enrolments	Kimberley Glavinic	<a href="mailto:kimberley.glavinic@ed.act.edu.au">kimberley.glavinic@ed.act.edu.au</a>
Work experience and ASBA	Claire Momcilovic	<a href="mailto:Claire.momcilovic@ed.act.edu.au">Claire.momcilovic@ed.act.edu.au</a>

All general enquiries to: [info.erindalec@act.edu.au](mailto:info.erindalec@act.edu.au)

### **Legal Liaison Officer program**

Jodie Campbell is still available if students need legal advice during remote learning. To arrange a phone call, they simply need to send her an email with their name, date of birth and a phone number. I will then call them and give them advice by phone. The email address is [Jodie.Campbell@legalaidact.org.au](mailto:Jodie.Campbell@legalaidact.org.au). She can provide advice on

- Criminal law
- Family law
- Family violence
- Protection Orders
- Discrimination, bullying and harassment matters
- Debt
- Fines
- Visas/immigration
- Care & Protection
- Tenancy/moving out of home
- Employment law
- Police matters
- Centrelink
- Assisting victims of crime to report to police, access support services and make applications under the Victims of Crime Financial Scheme.

### **Other Support Agencies:**

Further information and links to Mental Health and Wellbeing services can be found on our google site EC Online: <https://sites.google.com/ed.act.edu.au/econline/home>



## Assessment and Certification

Students are responsible for being proactive and diligently completing online work and assessment set by the school.

In the current situation, students are expected to be **continuously engaged with the course work** provided by the school. Participation will be tracked through student log ons to Google Classroom and submission of learning activities.

Teachers will aim to continue the learning of students and provide students with appropriate assessment opportunities. **To be awarded units towards the Senior Secondary Certificate, students are expected to meet engagement with learning and assessment requirements.**

The expectation set out by the Board of Senior Secondary Studies (BSSS) is that students will complete 55 hours of structured learning activities to be awarded each unit. These hours will be made up of a combination of live - synchronous - activities; and tutorials, uploaded learning activities, resources, assessment support - asynchronous - structured learning.

Live webinars will be conducted through the Google Meet function embedded within the Google Classroom Platform. Structured learning activities will also be accessed by students through the Google Classroom.

### Assessment already started:

Your teachers will have informed you of any changes to due dates for existing assessment items that you have begun. Some of these items will have been adapted to reflect that you now need to complete the task at home.

Please contact your teacher if you require any support with these.

### Term 3 Assessment:

Some changes may be made to assessment items for the rest of the term and the College will now amend Unit Outlines if they change namely in relation to exams and orals. Teachers will make contact with you to propose the changes to tasks, weightings and submission dates.

### New Unit Outlines

These will be distributed in Week 7 in preparation for reflecting all the changes your teacher discussed with you.

A big change you will notice is that there are **no exams which require supervision**.

The Board of Senior Secondary Studies (BSSS) has requested that all assessment items be designed without supervision requirements. Conditions of assessment items will be altered to reflect this.

## Patterns of Study

### What type of Senior Secondary Certificate are you completing?

#### Tertiary (T)

These courses prepare you for university or further education. Along with your AST result, T course scores are used to calculate ATAR.

#### Accredited (A/M)

These courses prepare you for further study at CIT or TAFE, employment or alternative pathways to University.

#### Vocational (V)

These courses lead to skill development in industry areas that can lead to nationally recognised vocational qualifications.

#### Accredited/Modified Package Requirements:

To gain an Accredited/Modified Package, you must successfully complete:

- 4 minors in at least 3 different course areas

#### AND

- One Minor must be English/ESL/Literature
- Obtain at least 17 points
- If you have moved from another school you must complete at least 8.5 points at Erindale College

#### Tertiary Package Requirements:

To gain an Tertiary Package, you must successfully complete:

- 3 T Majors and 3 minors (1 minor must be T)
- OR 4 Majors and 1 Minor (4 of these must be T)
- OR 5 Majors (4 of these must be T)

#### AND

- Be studying in at least 4 courses in at least 3 different course areas
- At least one Minor must be in English/ESL/Literature
- Sit the AST
- Obtain at least 20 points (18 points must come from T/A/M/H/E/C units – not R units)
- If you have moved from another school you must complete at least 10 points at Erindale College (and at least half of each Major or Minor used to calculate your ATAR)

#### What is a Standard Unit?

A standard unit is the completion of a class over 1 semester (55 hours)

A half unit (0.5 unit) is the completion of a class over a quarter (or 27.5 hours)

**To pass each standard unit, students must meet the 90% attendance and 70% assessment requirements otherwise a V (void) grade will be issued.**

#### Course Patterns of Study

*Minor = 2 standard units*

*Major = 3.5 standard units*

*Major/Minor = 5.5 standard units*

*Double Major = 7 standard units*

*No more than 8 units can be studied in any course*

#### Registered Units (R):

R units provide the opportunity to learn new skills or participate in other activities e.g. clubs, study skills, sport, WEX etc.

#### Not sure which package is best suited to you?

Talk to your Link Co or Careers Practitioner if you need help deciding which package is best for you.

## Australian Scaling Test (AST) and ATAR

### Australian Scaling Test (AST) and ATAR

Both the BSSS and schools are working together to maximise the opportunity for students to achieve an ATAR in 2021.

### AST

The college is currently preparing to deliver AST preparation in an online format. It is imperative that all Year 12 students wanting to undertake the test are engaged in this preparation. Below are some important updates to note:

### AST Google Classroom:

Any students who have not done so yet, need to join the google classroom as soon as possible. The code is: **aam2qhx**. All delivery of AST content will come through this platform.

Please contact Jane Watson (AST Coordinator) at [jane.watson@ed.act.edu.au](mailto:jane.watson@ed.act.edu.au)

## Office of the Board of Senior Secondary Studies (BSSS)

The Office of the Board of Senior Secondary Studies (BSSS) has developed a range of advice for students and families to support through the COVID-19 pandemic. General information can be located on their website: <http://www.bsss.act.edu.au/home>

### **BSSS - Frequently Asked Questions (Students and Parents/Carers)**

#### **Q 1: Will Year 12 T students receive an ATAR in 2021?**

**A:** Both the BSSS and schools are working together to maximise the opportunity for students to achieve an ATAR in 2021.

As circumstances evolve, it is important to pay close and regular attention to all communications from your school.

#### **Q 2: Will Year 12 T students sit the ACT Scaling Test (AST)?**

**A:** Currently, students will sit the AST as scheduled. Please contact your school to confirm preparation processes for the test.

A range of contingencies for the AST are in place if required, including reducing student density in testing areas with added hygiene precautions, delaying the test if appropriate, or sitting a shorter version of the test. Schools and students will be notified of any decision to implement one of these contingencies.

#### **Q 3: My son/daughter has an assessment planned but the school is now encouraging students to work from home. What should they do?**

**A:** The BSSS and each individual school are working cooperatively to ensure an appropriate assessment program is available to all students.

Schools have flexibility to revise the assessments as described in the Unit Outline and offer appropriate tasks for the circumstances.

Students are responsible for being proactive and diligent in completing work and assessment provided by their school.

#### **Q. 4: My son/daughter has to complete a practical project which requires them to be at school. However, they are now required to work from home. What should they do?**

**A:** The teachers in each school are working to maximise the opportunity for students to complete assessment.

The type of assessment may change from a practical project to a journal or a different kind of practical project. Students will be required to complete alternative tasks.

Students are responsible for being proactive and diligent in completing work and assessment provided by their school.

#### **Q. 5: Does my son/daughter have to complete any assessments now? Can they get Status instead?**

**A:** All students are expected to complete their work, even though it may be at home and in an online environment. The award of Status is not appropriate for students because they are working at home.

The general experience of this pandemic is not grounds for Status. Where students experience a specific adverse circumstance, they may apply to their school for special consideration. Board policies and procedures as implemented by schools are designed to accommodate these circumstances.

#### **Q. 6: My son/daughter has a medical condition. What can they do regarding their assessment whilst working at home?**

**A:** The same procedures apply to your child as if they were at school. You need to supply documentary evidence from a medical practitioner about the medical condition to your school.

#### **Q. 7: What are the current expectations of my son/daughter undertaking senior secondary education?**

**A:** Students are responsible for being proactive and diligently completing online work and assessment set by the school.

In the current situation, students are expected to be continuously engaged with the course work provided by the school.

Teachers will aim to continue the learning of students and provide students with appropriate assessment opportunities.

To be awarded units towards the Senior Secondary Certificate, students are expected to meet engagement with learning and assessment requirements. However, there may be variations in the continuity of delivery as schools' transition to the online environment or transition back to face-to-face teaching in school.

**Q 8: My son/daughter is undertaking an ASBA. What can they do now their workplace is closed?**

**A:** If students are not be able to complete an ASBA they should consult with the Registered Training Provider, employer, and their school as a matter of urgency.

Students in partnership with their schools, should explore other options for students who may be reliant on these courses to complete their Senior Secondary Certificate.

**Q 9: Some schools are, or are considering, resuming face-to-face teaching, will I be disadvantaged in either case?**

**A:** No. There are a variety of ways to engage with coursework and assessment.

Schools have mechanisms in place to ensure that each unit will have a minimum of 55 hours of structured learning activities regardless of the mode of delivery.

Teachers at your school are aware of your context and consider this in your assessment arrangements.

Teachers will address any disadvantage at their school. The delivery or assessment arrangements at other schools will not impact you due to the ACT's school-based assessment system.