



ROSTREVOR
COLLEGE

Online/Distance Learning

Years 7-12 Parent/Caregiver Guide

2021

A CATHOLIC ALL BOYS' DAY & BOARDING
COLLEGE IN THE EDMUND RICE TRADITION

Reception to Year 12

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Delivering an Online/Distance Teaching and Learning Program

Every effort has been made to keep things in our online/distance mode as normal and familiar as possible. Your son will have the same classes, with the same teachers at the same times that they occur when he is at school. We will also check in with you and your son in a similar way, with Heads of House, Pastoral Care teachers, Counsellors and Senior Leaders available to answer your questions and provide support.

Keeping to our normal school routine is going to be very important in helping your son to continue his learning during this time. Attending lessons (online) and completing lesson activities in real time each day will also help to prevent boys from falling behind. While there will be many new opportunities for you to help your son with his learning, we do not want you to feel that you must teach him. His teachers will continue to design and teach engaging lessons and speak directly with him through the Microsoft Teams platform.

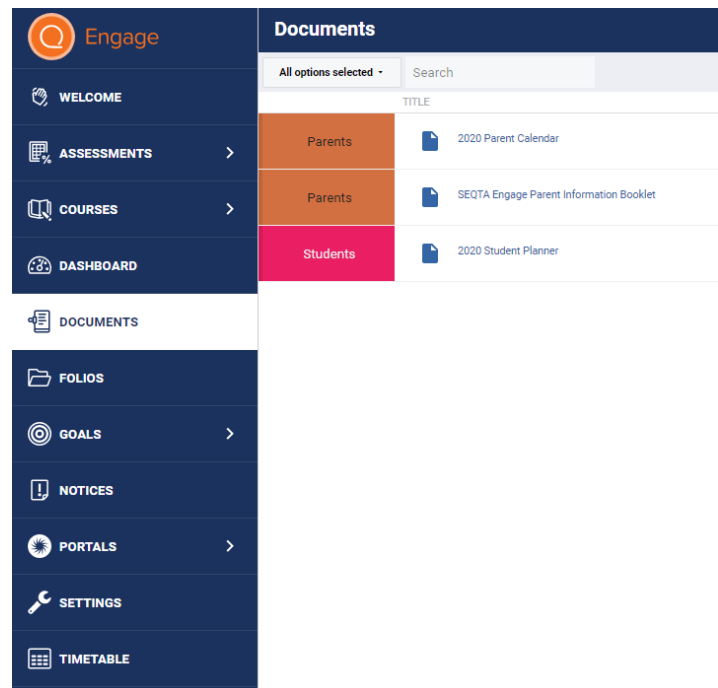
A small group of students may need to attend school to allow their parents/caregivers (health care and essential services staff) to continue their duties. These students will be well supervised and cared for as they learn via the online/distance learning platform. They will not be in regular class groups with their teacher.

Communication from the College

Communication from the College will still occur through the use of the Rostrevor Blog or weekly Coronavirus Bulletin as well as via direct emails. We will also continue to alert families of news through our social media platform. Parents/caregivers should ensure they are subscribed to SEQTA Engage and that they monitor notifications to view notices and information.

Information and updates on online learning will be posted in **Documents** on SEQTA Engage from the Principal and Deputy Principals.

In this uncertain time where we are isolated from each other, it will be more important than ever for you to take a few minutes to read Bulletins and emails from the College.



The screenshot shows the SEQTA Engage interface. On the left is a dark blue navigation menu with the following items: WELCOME, ASSESSMENTS, COURSES, DASHBOARD, DOCUMENTS, FOLIOS, GOALS, NOTICES, PORTALS, SETTINGS, and TIMETABLE. On the right is a 'Documents' section with a search bar and a table of documents. The table has a 'TITLE' column and three rows of documents: '2020 Parent Calendar' (Parents), 'SEQTA Engage Parent Information Booklet' (Parents), and '2020 Student Planner' (Students).

Documents	
All options selected - Search	
TITLE	
Parents	2020 Parent Calendar
Parents	SEQTA Engage Parent Information Booklet
Students	2020 Student Planner

Access to Teachers

Contact time and direct instruction when engaging in online learning will necessarily be different to your son's experience when attending school and receiving face to face instruction. The amount of direct contact time will likely be less.

Email response times from teachers to parents/caregivers or student enquiries will be within 48 hours during the school week. During online lessons, your son will still be able to ask questions and receive answers prior to the end of the lesson.

Rostrevor College has adopted Microsoft Teams as the platform of choice for video conferencing or engaging live with individuals or groups of students. This program is available as part of our Office 365 licence.

Participation in Video Conferencing

In order to maintain personal connection with the College and to maximise opportunities to continue learning without interruption, your son will be requested to participate in video conferencing through Microsoft Teams which will frequently be recorded for use by other members of the class who are unable to participate live.

In order to safeguard the privacy of our students and staff, no part of video conferencing is to be captured by parents/caregivers, nor shared on social media or spaces outside of the official College channels. If you would prefer not to have your son participate in video conferencing, please notify his class teacher and the Deputy Principal – Dean of Faculty (R-12), Nicole Laube via email – nlaube@rostrevor.sa.edu.au.

Use of Technology in the Home

Use of technology in the home will be a requirement for students to engage in activities to continue their education with minimal disruption. Due to the online nature of teaching and learning in these circumstances, the oversight that the College would normally have over devices enrolled on the College network are not active in the home environment. Parents/caregivers should monitor their son's internet use.

Student devices will not have the same level of web-filtering as they would normally experience when accessing the internet via the College network. As such, we advise parents/caregivers to check on the filtering provided by their home network and to consider tightening restrictions if they feel that it is prudent. Please refer to page 14 of the Student Planner relating to acceptable and unacceptable use. Additionally, [click here](#) to view some tips re online challenges that you may face.

By necessity, students are also going to spend more time than is perhaps usual accessing devices at home. Please note the following recommendations:

- Online learning should occur in the presence (earshot) of a parent/caregiver in a common area in the house rather than the bedroom.
- Use of the Screen Time feature, available on both iPad and many laptops, can provide families with some oversight of what students have been doing on their devices throughout the day. This can be a useful point of conversation for older students who might be allowed more independence and freedom to complete learning tasks.
- Providing headphones and access to a microphone may improve the experience.

Teachers will not communicate with students or parents/caregivers on any social media platform (Facebook, Messenger, WeChat, Instagram, etc). Any 1:1 communication with a student will be within one of the agreed learning platforms, that includes Microsoft Teams or SEQTA.

Video Conferencing Etiquette and Parent/Caregiver Support

Students across the College will also be able to access live video conferencing with their teachers. Although it seems obvious to us, students may need guidance in understanding the etiquette surrounding participation in video conferencing. Examples of this might include:

- Being dressed in appropriate clothing for Microsoft Team calls.
- Turning off their microphone and/or video, as requested by the teacher.
- Avoiding eating and drinking when participating in calls. Students should be focussed on the learning and discussion, and just as they would not eat and drink in class, they should avoid this when engaging online.
- Being polite and respectful to peers and teachers – a video conferencing call may seem more casual, but student engagement and communication will be expected to meet the same high standards as face to face interactions would at school.
- Notifying a teacher if your son is unable to participate – just as parents/caregivers would be expected to let a teacher know if their son was unable to attend a class or activity, the same will be expected for video conferencing (unless there is a known issue around network access). Attendance and participation will be recorded so that Pastoral Care staff can offer support to students who might be struggling.

Communication and Continuing Learning

Middle and Senior Years students are expected to follow their normal daily timetable including Pastoral Care meetings throughout the period of online delivery. Daily activities for each lesson will be posted on SEQTA. Students are to check this each day to see what they need to do to maintain their learning in all subjects. The tasks may link to or reference online materials, digital subscriptions or textbooks; here, teachers will provide relevant and differentiated learning materials to minimise the disruption to your son's education.

Assessment will continue throughout the period of online learning with items being submitted via SEQTA Learn. The nature of assessment and due dates will be reviewed and communicated to students and parents/caregivers. If your son is in Year 11 or Year 12, you can expect to receive any communications regarding SACE adjustments from the Director – Teaching and Learning, Kerry Hodkinson. Queries about circumstances surrounding any exams or scheduled assessments should be directed to Kerry in the first instance via email – khodkinson@rosvor.sa.edu.au.

Connecting with Teachers

Teachers will maintain contact with your son; this may take the form of live chats or video conferences, alongside maintaining written or verbal feedback provided on work submitted in response to tasks that have been set. There will be an expectation that students make every effort to engage live when the opportunity is available; however, teachers are aware that individual circumstances may prevent engagement at times and will support students on a case by case basis by adjusting expectations and making allowances for partial completion of work.

Teachers may make the decision to utilise the text chat features of Microsoft Teams, based on the needs and capabilities of their students. These tools both allow for a teacher to set up and monitor a text chat between students, and to use it for instant feedback on learning tasks.

Teachers will send out email or calendar instructions on how to join their class Microsoft Teams.

Parent/Caregiver Support

As students in the Middle and Senior Years are expected to operate more independently when attending school, these expectations necessarily roll over into the online learning environment, however, parents/caregivers should maintain oversight of the learning expectations of their son/s.

Parents/caregivers should contribute during this time by:

1. Taking time to read all information shared with you from the College – advice, learning packs, notifications from teachers and announcements.
2. Creating a positive environment at home, conducive to your son/s maintaining a daily routine.
3. Monitoring your son's progress with the suggested learning activities, in an engaged supervisory capacity.

4. Seeking assistance from the teacher if you feel support is needed, or if you have any questions or concerns about your son/s.
5. Establishing a daily routine for online learning will be vital, not only for the flow of your family, but also for the learning and routine of students.
6. Ensure students have plenty of time logged-off their computer. They need outdoor time, physical activity, playing with the family pet and time eating together as a family. Avoid all screen-time within an hour of bedtime.
7. Beware of multi-tasking. We know that it is physically impossible for humans to multi-task where two things require cognition. Students will be easily distracted during their learning with a computer open, messages flying, music playlists to toggle and, in some cases, other siblings in the house learning from home as well. Anything you can do to craft your home environment to avoid the temptation to multi-task is a good thing.
8. Discourage students, where possible, from being in their bedroom all day. A home study/office, a dining room table, setting up a family/games room for learning is an effective way of establishing zones. That way, bedrooms can be for homework, quiet time and sleeping.
9. If you have multiple children learning at home, perhaps consider a shared space for them to focus together, even if in different year levels. If students are interacting with teachers online, that may be done in another room.
10. Consider moving to different rooms with each timetable period change – getting up, stretching, grabbing a drink, moving, and then starting the next subject in a different spot is what usually happens on-site at school. Aim for at least a 10-minute break between lessons.
11. Students should study in a light-filled, airy spot. However, most students say they prefer a dark room for laptop use, but their classrooms on-site are not dark.
12. Minimise the drain on bandwidth by not using other devices while online learning is underway, eg others in the house streaming videos or music.

Computer Problems - Help

This online learning period might see some teachers trialling new platforms or technologies with their students. Although this may be an adventure for the students, there are times when support may be required. Students and parents/caregivers are welcome to contact our College ICT help desk for any assistance via email – icare@rosvor.sa.edu.au.

Internet Access

Whilst not every activity or sequence of learning is necessarily 'online', we are anticipating that all students and families will have internet access in order to correspond with their teachers, to access the resources and engage with College platforms such as SEQTA Engage. If you do not have reliable internet at home, we encourage you to contact your provider to discuss options. If your son is unable to log in or experiences internet connectivity problems, please email his PC teacher.

Additional Support

If, at any stage, you have questions about what your son/s should be doing, or are concerned about the learning taking place, please do not hesitate to contact teachers or Heads of House. Should you encounter any issues with our College network during the online learning period, please feel free to contact your son's teacher, or our ICT help desk directly via email – icare@rosvrevor.sa.edu.au.

Parents/caregivers can email teachers individually directly from SEQTA Engage via the timetable.

	MON 23 MAR (MONA)	TUE 24 MAR (TUEA)	WED 25 MAR (WEDA)	THU 26 MAR (THUA)	FRI 27 MAR (FRIA)
6:00					
7:00					
8:00					
9:00	PC Webb's Geography 08:50-10:10 Mr J Coop MOGG21	PC Webb's Mathematics 08:50-10:10 Mr J Allan SOITECH1-1	PC Webb's English 08:50-10:10 Miss J Coro RICE17	PC Webb's Mathematics 08:50-10:10 Mr J Allan SOITECH1-1	PC Webb's Mathematics 08:50-10:10 Mr C McNamee RICE16
10:00	Geography 08:50-10:10 Lesson 1 MOGG21 Mr J Coop	Phonics 10:30-11:50 E DeGeorge SOITECH1-1	Science 10:30-11:50 Mr E DeGeorge SOITECH1-1	Technologies 10:30-11:50 Mr E DeGeorge CO3	Science 10:30-11:50 Mr E DeGeorge SOITECH1-1
11:00		Religion 11:55-13:15 E DeGeorge TECH1-1	Learning Centre 11:55-13:15 L Staff LRNCENTRE	English 11:55-13:15 Miss J Coro RICE17	Religious Education 11:55-13:15 Mr S Campbell-Horne WAGK3
13:00					
14:00	Technologies 13:55-15:15 Mr E DeGeorge CO3	English 13:55-15:15 Miss J Coro RICE17	Geography 13:55-15:15 Mr J Coop MOGG21	Health & Physical Education 13:55-15:15 Mr T Baccanella PHALL2	Geography 13:55-15:15 Mr J Coop MOGG21
15:00					

Note: The ✓ means that a student is present in class or online

Key Contacts

Your son's Pastoral Care teacher is your primary contact regarding learning tasks and daily class schedule and requirements.

If you have concerns about your son's wellbeing please contact on the following staff members:

Deputy Principal –

Dean of Faculty (R-12):

Nicole Laube – nlaube@rosvrevor.sa.edu.au

Deputy Principal –

Dean of Students (R-12)

Mark Simpson – msimpson@rosvrevor.sa.edu.au

If your son has a learning disability and requires further support please contact:

Co-ordinator – Inclusive

Education:

Melissa Whiting – mwhiting@rosvrevor.sa.edu.au

For all technical support please contact:

ICT Helpdesk:

icare@rosvrevor.sa.edu.au