

Student and Parent/Carer guide to Remote Learning @ BSSC



We are sending this information to our students and parents/carers to prepare for the potential transition to Remote Learning. The details of this are still unclear at this stage, but when this does occur, Bendigo Senior Secondary College (BSSC) wants to be as prepared as possible, so students do not lose any learning time.

Remote Learning will include, but is not limited to, the use of:

- Compass
- Google Classroom
- Google Meet (video link platform)
- WebEx (video link platform)
- Email
- Hard copy documents being sent if a student cannot access internet

At BSSC, students can expect to have at least one of their three lessons per week as a 'virtual' class (through platforms such as Google Meet), with teachers setting work for self-directed lessons for the remainder of the classes. One of the three lessons will be a double lesson. Instructions for every lesson will be available in Lesson Plans on Compass (found by clicking on a class in a student's schedule), with classroom teachers managing this virtual space.

The information in this guide will help students regardless of the program they are undertaking, to be able to maximise their academic success, using this new form of learning, as well as being able to troubleshoot any potential issues. Some of this information has already been sent before, but we are including this in the one document, for easy access. Updates will continue to be sent from the college, as new information comes to hand. Although this document is lengthy, we ask that all students and parents/carers read this thoroughly to ensure they have detailed knowledge of all aspects of Remote Learning. Students should check their emails and News Feeds from Compass regularly. We are all new to this type of learning so it is important that parents/carers, teachers and students work together to support each other during this time.

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1. Setting up a workspace

As students may be working from home for an extended period of time, it is important to ensure that their workspace is as conducive to effective study as possible. This includes:

- having a seat with good back support;
- a room with good lighting;
- a space free from distractions (no mobile phones, gaming consoles, TV, etc); and
- a space with good wi-fi signal.

In terms of mental health, a student may find benefit in working where others are present, however this may be distracting for some. If the student chooses their bedroom, they shouldn't do all study on their bed, as their back will not be supported. They should also come out of their room for a short break every hour, to avoid being too isolated. If sharing a space and/or resources with another student within the family, a timetable could be created where one person is completing work from a workbook while the other uses the family computer, webcam, etc, and vice versa.

2. Protocols for remote learning

Please be aware, that while students are learning from home, all regular BSSC policies still apply. This includes the [Rights and Responsibilities](#), [Bullying Prevention policy](#) and all [Child Safe Standards](#).

It is important to remember that if a student is working on any video platform, they are allowing people to see into the home. **Students should always be mindful of what is visible to others they are connecting with.** It is good practice for a student to inform others in the home when they are connecting with people externally, so they too have their privacy respected. If setting up a space to use a video platform, such as Google Meet, the student should face their camera to a blank wall and limit the space that is visible. This will avoid others accidentally entering the space and being visible. If there is noise in a house, the student should mute their microphone, particularly during Google Meets that include many participants. Students are expected to follow the college dress code; that is, students must not wear anything that could be offensive to others. Students should dress as they would for a face-to-face class when engaging in any virtual lesson. Proper [etiquette](#) must always be followed when video conferencing and please remember that **information from, or image of, any staff member or student must never be transmitted to another person or platform.** If the teacher records the session, the recording is intended for the purposes of students in the class to view or review. The content should not be further shared.

While we recognise that this will not always be possible, we strongly recommend that students **follow their regular BSSC timetable** as closely as possible. This will enable students to maintain a sense of normality as well as manage their workload more effectively.

Although students will not see their teachers every day, it is very important that they regularly communicate with them. We encourage students to **communicate with their teachers after every contact on the BSSC timetable.** This may include sending or responding to an email, joining a Google Meet, phoning the teacher or uploading work to Compass. Regular contact will be vital for teachers to be able to authenticate students' work.

3. Study tips

Schedule specific time for learning: it is important that students keep as much structure to their day as possible. Ideally, students should follow their regular BSSC timetable. This will be particularly important when needing to connect with 'virtual' classes via Google Meet, or similar, or when an assessment task is scheduled. If a student has commitments (such as carer responsibilities) that prevent them from following their regular timetable, it is important that a study timetable is still developed, that allows regular learning to take place. Students must also communicate this to their teachers.

Make checklists to keep track of tasks: students are advised to make both daily and weekly checklists. Students should familiarise themselves with the timelines for each subject (found on Compass for each subject) to know what work is due at any given time. Checklists help ensure important tasks do not get missed and crossing tasks off can be very self-motivating as students feel a sense of accomplishment. Checklists also allow students to manage the peaks and troughs of their workload; if one week has a 'lighter' load than others, having greater output at this time will lighten the load in subsequent weeks. A student's Advisor can support a student with developing checklists.

Organise all resources and equipment: students should make sure that all class materials and electronic files are well organised and backed up. This will ensure that time spent studying is more effective, rather than wasting valuable time searching for items. Given that most items will be digital, students should save their work in a sensible folder structure with logical file names.

Back up all work: the VCAA are very clear that the failure of computer equipment is not grounds for any form of Special Provision. This advice has now become more important than ever with the vast majority of work being completed electronically. Students should save and back up every piece of work to more than one source. With a large piece of work, backups should be made each time work is undertaken. If a student does not have an external hard drive or USB to back up their work, they should email the document to their school email which will be saved on the server. Work can also be uploaded to the cloud using Google Docs or Office 365.

Study groups: students might benefit from setting up virtual study groups with peers from their class, other classes within the school or even with students beyond BSSC. Not only will this allow learning to extend beyond regular class time, but it will allow an opportunity for some further online interaction with others.

Ask for help: if at any time a student is not sure how to progress their work, is having difficulty with a topic or has any other general enquiry, they should ask for help. Given that students will not be having regular face-to-face contact with their teachers or Advisor, they should reach out as soon as the issue occurs. Students can contact their classroom teacher using the email function in Compass, or call them ([BSSC staff contacts](#)) and wait for a call back. Calls from BSSC staff will come from blocked numbers. Student Engagement Coordinators can also be contacted if issues are impacting multiple classes ([Year Level Leaders contacts](#)).

4. Accessing all materials

Teachers have developed learning materials across all subjects that can be accessed from home.

Compass

Most of these resources can be found by logging onto Compass and accessing each class in the timetable. Learning materials will be located in:

- Individual lesson plans (this is where the instructions for each lesson will be located)
- Learning Tasks (contains Essential Learning Activities and other tasks)
- Resources (contains materials to support students' learning)
- If a student is unable to login to Compass, they should click on 'Can't access your account?' on the Compass home page and follow the prompts. If this is unsuccessful, they can contact Helen Malone on malone.helen@bssc.edu.au or 4408 6119 during office hours for assistance.

Other online information

- In some subjects, students may be asked to access learning materials from online resources, beyond the Compass portal. These include Google classroom, Edrolo, VVLN, Hotmaths, eBooks, among others.
- If a student does not know their login, they should contact the relevant teacher ASAP. All teachers can be contacted by using the following email address: surname.firstname@bssc.edu.au (eg. citizen.john@bssc.edu.au) or through other means, outlined in [section 11](#).

5. How the college is monitoring progress

With the college moving to a Remote Learning model, it will become even more important for teachers to closely monitor student academic progress. Teachers will no longer have the opportunity to informally check in with students in the same way as face-to-face learning. For a teacher to be able to authenticate students' work (that is, for a teacher to be confident that all work submitted is in fact the work of the student), they must have been able to have regular contact with the student and to see the student progressively working on each task. Therefore, **it is incredibly important for students to have regular contact with each teacher and take responsibility for their learning.**

Teachers will be requiring students to upload tasks or progress of their work regularly to Compass. Students may also be required to upload work or respond to tasks on other platforms, such as Google Classrooms or Google Drive. This will include tasks beyond Essential Learning Activities. For example, the worksheets that would normally be done in class and sighted by a teacher, or progressive photos of folio work, will now need to be uploaded for the teacher. Click [here](#) for instructions on how to upload Learning Tasks to Compass. Where possible, or unless directed otherwise, students should ensure their work is in PDF or Microsoft Office (eg. Word, Excel, etc) format. Many staff are unable to open files in Pages (Mac) format. Click [here](#) for instructions on how to convert files.

Teachers will run at least one contact per week where they expect their class to sign in to Google Meet (or a similar tool) where they can talk with the class. This may be more of a 'check in' rather than direct instruction. If a student is unable to join this 'meeting', the student will be expected to email the teacher with the reason why and to arrange an alternative method for communicating.

Where a teacher has not had communication with a student for the week, the teacher will notify the Student Engagement Team (SET). A member of the SET will then make contact with the student and/or

parent/carer. This will help identify the barriers preventing the student from engaging with the class and determine the supports that are needed to improve success. **Please note that calls from the college are likely to come from a blocked number for the duration of the period of remote learning.**

If these supports do not result in the student engaging with the class, it may result in the student progressing to a Provisional N for that subject. Parents/carers would be notified of this via Compass, email and SMS (consistent with current practice).

6. Assessment

VCE and VET Assessed Tasks

Working remotely means the way in which a student's SACs and VET Assessed Tasks are undertaken will be different. The VCAA has provided all schools with information to support this process. The following information refers to both VCE SACs and VET Assessed Tasks.

The college is currently waiting on further information in relation to SATs and practical based tasks and will notify students as soon as possible.

One of the first things students will notice is a change in name from SACs to Formative Assessment SACs (FASACs). These FASACs are important because they will:

- Provide teachers with additional evidence on which to base Derived Scores (along with the quality of all the other work completed and submitted)
- Help students structure and pace their learning
- Provide feedback on students' learning

Where it is possible to do so, students with Special Provision will be accommodated. If a student is ill or unable to complete the FASAC at the allocated time, they must inform their classroom teacher.

When completing the FASACs, students should try to be in an environment free from potential distractions or interruptions for the allocated time.

How FASACs will work:

- Classroom teachers will develop the FASAC
- Dates for completion will be amended where necessary and will appear in the Compass schedule
- The allocated task will be labelled Formative Assessment SAC
- A FASAC notification sheet will be uploaded onto Compass at least five days prior to the FASAC. Students may also receive a copy by email
- At the scheduled class time, the FASAC will be made visible to students
- Students will complete the FASAC remotely and at the end of the session, scan or save their document as a PDF and upload it directly to Compass. This provides a record of the time the student has uploaded the task. Late submission could mean that a student does not receive a mark. It is therefore important for students to contact their teacher if they problems uploading work
- Teachers will cross mark and moderate the FASACs before posting the marks on Compass
- Work will be returned with feedback and a percentage mark. This mark will be used to inform a student's Derived Score. Results for these tasks will be validated and cross checked with other completed work and hopefully other SACs that take place once school resumes.

Students will most likely complete these FASACs without supervision. It is therefore extremely important that they abide by authentication rules. **The work students submit must be their own and students must not share the task or their work with others.** If a breach of rules occurs, it will be investigated in the same way as it currently and students are at risk of not being awarded a mark for the work. This can affect a student's Derived Score and their ability to meet outcomes.

If a student does not complete the FASAC and does not notify their teacher of the reasons for being unable to sit the task, a Compass posting will be made and notification sent home.

The following table summarises the similarities and differences between SACs and FASACs.

<i>Similarities</i>	<i>Differences</i>
<ul style="list-style-type: none"> Both are completed during scheduled class time 	<ul style="list-style-type: none"> FASACs may not be completed under direct teacher supervision
<ul style="list-style-type: none"> Some students may complete the SAC/FASAC at different times 	<ul style="list-style-type: none"> In most subjects students will be asked to type their responses to the FASAC and upload them onto Compass within a designated time-frame
<ul style="list-style-type: none"> Students will receive feedback and a mark for their SAC/FASAC 	<ul style="list-style-type: none"> In Unit 3 the mark for the SAC is used to calculate a study score whereas a mark for the FASAC will be used to help derive a score that will be validated by other work and moderated
<ul style="list-style-type: none"> Students will be provided with details of the FASAC at least 5 days prior to its completion in the same way as they do for a SAC 	
<ul style="list-style-type: none"> Teachers will develop tasks that are different across classes to assist with authentication 	
<ul style="list-style-type: none"> The work must be a student's own and breaches of authentication will be investigated and could result in no mark being allocated and/or failure of an outcome and therefore the Unit 	

VCAL Tasks

Remote learning will change how tasks are completed in VCAL, especially because much of the work is done collaboratively. Teachers usually walk around and help students and authenticate that the work is the student's own.

Support during remote learning will come through lesson plans on Compass, regular Google Meet sessions with classes and contact with teachers via phone or email. Google Meet sessions will occur each week and it is important students participate in them, not only for contact and support, but to also meet outcomes.

Students will need to complete and upload work after most lessons. These will be listed in the class Lesson Plan and the Learning Tasks will be on Compass. Students will also have two Progress Tasks for each subject in Term 2. Whilst these tasks will mainly be completed during your scheduled lesson time, some students may need to complete them as homework. More details about how learning will occur in VCAL can be found [here](#).

VET Tasks

VET teachers will provide students with tasks that will assist them to meet the competencies outlined in the training plan. The tasks that need to be completed will be outlined in the Lesson Plan section of the class on Compass. Once each task is completed, it will need to be uploaded onto Compass.

Where VET subjects are being delivered offsite, students need to remain in contact with their offsite VET teacher.

Advice about progression for competency based assessment for practical components of VET programs is being considered by VCAA and will be communicated when this becomes available.

7. Advisor time

Students will be expected to engage with their Advisor at the regular time (12.05pm) each Monday. In most cases, this will involve dialling in to a 'virtual' class, using Google Meet or similar. Advisors will set the details of the meeting, by placing details of the class within the Advisor meeting lesson plan. In many cases, the class will involve all students connecting with their Group for approximately 15-20 minutes, where important information can be communicated and Advisors can 'check in' with students. This will also be an opportunity for students to communicate with other students in their Group. The remainder of the time (up to 1.00pm) will be used for the Advisor to 'meet' with individual students who may need extra follow up or support. The arrangements of how this will occur will be communicated to students, however all students will be expected to be available until 1pm, in case they are required.

8. Study Centre

Year 11 students enrolled in Study Centre are encouraged to continue to utilise this time to complete required work for the week. The regular Study Centre teachers will be available for any support that students may need at this time. Students are encouraged to contact the staff member to assist with troubleshooting any issues they may be having. Details on how to contact the Study Centre teacher/s via Google Meet will be listed within the lesson plan for the class on Compass.

9. ICT supports and guidance

ICT Support: if a student requires any ICT support, they can email ICTStaff@bssc.edu.au and a staff member will make contact.

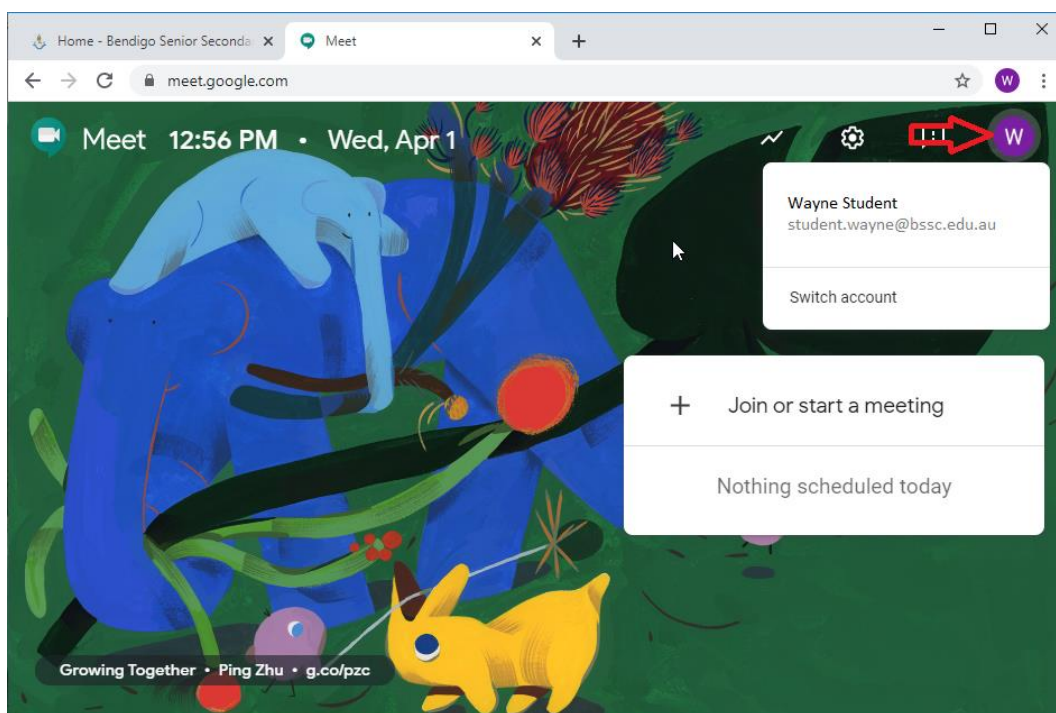
How to convert files: instructions on how students can convert files to PDF or convert Pages (Mac) documents to Word can be found [here](#).

How to join a Google Meet: Some teachers may run remote classes using Google Meet. Students will be advised of the meeting via Compass or email and this will be a link of the form <https://meet.google.com/> (with a series of characters after the final '/'). Joining the meeting should be as simple as clicking on the link.

Google Meet will work on a range of devices, including notebook computers and iPads. However, there are a few things which users should be aware of.

- a. Google Meet works best on most computers when it is run within the Google Chrome browser, or using the Google Meet app on an iPad. Students may need to cut and past the meeting link if Chrome is not the default browser on the computer they are using.

- b. Students should use a device with a microphone so they can participate in discussions. Similarly using a device with a webcam may be an advantage with some meetings.
- c. Google Meet requires users to authenticate to join a meeting. All students have a google account associated with the college and they should use this when participating in a Google Meet. Students can login with this Google account by using their student email address (of the form ABC1234@bssc.edu.au) with the same password used for other school systems such as Compass. Where students have their own personal Gmail account, they may need to switch accounts in the browser to ensure they join the meeting with their school account. To switch accounts a user can go to <https://meet.google.com/> and select the account icon within the page (as indicated in the image below) and choose the 'switch account' option and switch to or login using their school account.



Most students who have already trialled Google Meet had no problems participating in the meeting. However, where students are having some difficulty they may be able to get help by going to: <https://support.google.com/meet/> and select “Get Hangouts Meet training and tutorials” from under the “Introduction to Hangouts Meet” section. They may also be able to seek help from their teacher or email ICT support (ICTStaff@bssc.edu.au).

Scanning work using a mobile device scanner:

Where students need to submit or communicate work which exists as a physical copy it may be an option to take a photo or scan the material and then submit that as an electronic file.

While photos may be an appropriate way to send a copy of art (e.g. painting or drawing) or a design (e.g. a physical object), where the work includes handwriting it is generally preferred that students scan this work and submit the work as a pdf.

Where students have access to a mobile device (e.g. mobile phone or iPad), one option is to install a freely available scanning app so that the work can be scanned and turned into a pdf. The scanned work can then be submitted or uploaded as an electronic file.

Of the many Apps students could use we recommend one of the following.

- a. Adobe Scan (helpful details - <https://acrobat.adobe.com/au/en/mobile/scanner-app.html> and <https://www.adobe.com/devnet-docs/adobescan/android/en/scan.html#scanning-from-the-capture-window>)
- b. Microsoft Office Lens (helpful details – go to <https://support.office.com/> and search help for “Microsoft Office Lens for iOS” for iPhone/iPad support or search “Microsoft Office Lens for Android” for Android support).

Alternatively, if students have access to an **iPhone**, they can open the **Notes App**, open new Note, click on Camera icon (bottom of screen) and take a photo of the document. This can then be saved and emailed.

10. Wellbeing and financial support

Tips for good emotional and mental health during this time:

- Maintain routine – students should keep to a normal sleep cycle, study during school hours and minimise distractions.
- Ask for help – if students are worried about falling behind or don't understand something, they should be proactive and ask their teachers (or other trusted adults) for help.
- Take a break from the news – everyone should try to limit their media intake to a couple of times a day and use trusted news sources. If you catch yourself turning to social media because you're feeling isolated, take a break and spend time on another activity.
- Stay active - there's heaps of different types of exercise students can do from home, thanks to YouTube and apps.
- Keep connected – as in-person meet-ups are off the table, students should try to stay in touch with their friends via text, Messenger, WhatsApp, FaceTime, or phone calls.
- Engage in activities that promote a sense of calm and feeling grounded (use of alcohol and other drugs can be counterproductive with this). Listening to music, meditation, breathing exercises and yoga can be good for reducing anxiety.

Sometimes things can get overwhelming for a young person, even if they've been practising great self-care. As people are socially distancing or self-isolating Lifeline (13 11 14), Kids Helpline (1800 55 1800), and Eheadspace are good options as they offer free online/ telephone support and counselling. The Regional Triage Service (1300 363 788) is available 24/7 if a person is feeling at risk.

As always, students can reach out to BSSC's wellbeing team via email on WellbeingStaff@bssc.edu.au.

For more information regarding a variety of local wellbeing services, please see: [Wellbeing and Financial Support](#)

Financial support and care packages

Any student who needs to loan a laptop should contact WellbeingStaff@bssc.edu.au and this will be arranged as soon as possible.

The Victorian government can assist eligible families with insufficient food in the home with emergency relief packages. Families can register their need for 2 weeks' worth of food, by calling Victoria's coronavirus hotline on 1800 675 398.

For eligible families the packages will contain items such as long-life milk, pasta, cereal, canned vegetables and sugar. Personal care packages containing soap, toothpaste and deodorant are also available for eligible households. The program is being run by the Red Cross in partnership with Foodbank Victoria under the direction of the State Relief Coordinator.

Bendigo Family and Financial Services can also be contacted on 5441 5277 or email their Financial Counsellors, Tracie (tdriscoll@bffs.org.au) and Jenny (jelvey@bffs.org.au).

11. How to contact BSSC staff members

All BSSC staff are contactable during office hours, even if working remotely. Please be aware that many of our staff are part time and therefore contact will be made when they are next on duty.

Email: all staff can be emailed by using the following email protocol: surname.firstname@bssc.edu.au (eg. citizen.john@bssc.edu.au) or by using the email functionality in Compass (click [here](#) for directions on how to email staff members). However, you cannot attach documents through the Compass email system.

Phone: all staff can be contacted by phone ([BSSC staff contacts](#)). You will need to leave a message and they will call you back. Please leave your available times and preferred number to contact you on and note that the return call is likely to come from a blocked number. The college phone number is 5443 1222, however our reception may not always be staffed.

Other: some teachers will set up alternative means for contact, such as Google Meet, Google Classrooms, etc. Instructions for using these platforms will be given by individual teachers. If a student has a generic question for a classroom teacher, they should consider putting this on the Class Chat (if one is set up) rather than many students needing to email for the same information.

Year Level Leaders: Student Engagement Coordinators can be contacted if issues are impacting multiple classes ([Year Level Leaders contacts](#)).

12. Staying connected

Ensure the school has the correct postal address and contact number for parents/carers AND the student – these can be emailed to tilburn.jan@bssc.edu.au.

If you are not receiving the Compass notifications on your phone and via email please contact the college to support you to get set up. If you have the Compass App please turn on your notifications to get updates quickly. Please contact Helen Malone on malone.helen@bssc.edu.au or 4408 6119 early next term for assistance to set this up.

We will update the college community through Compass and through our Facebook page if there are further updates or changes. Please check these regularly.

13. Additional resources

[Latest BSSC updates](#)

[DET Learning from home website](#)