



ST JOSEPH'S COLLEGE GEELONG

Staff Remote Learning Guidelines



COMPASSION INNOVATION INTEGRITY



Guidelines for Staff Working Remotely

The below guidelines are to support staff in delivering remote learning from home. Our experience and learning from Term two puts us all in an excellent position to re-adjust to remote learning and the changes that are taking place in our community.

We know (currently) that we are working at home until the end of Term three and this gives us a good guide to help us to organise our classes and assessment for the remote environment. The below guidelines have been amended to reflect the feedback received from students, parents and teachers from our Term two experiences. It is important that we have considered student feedback and are using what worked well, listening to student needs in regards to having time to work offline and helping them to get the best out of their learning experiences.

Differentiating our approach to remote learning in areas of assessment, expectation, timeframes and difficulty of work is also vitally important. We know that some students thrived remotely while others needed more help in the home environment and we need to be continually adjusting for this. Providing consistency and trusting our students to work independently if they are able, will help our students achieve their best results and promote resilience and a student-centred remote classroom.

The guidelines include the following:

1. Teaching and Learning – General Information; SJC Online Code of Conduct; Timetable; Employee Work Guidelines; Disabling Caller ID
2. Planning your lessons – Preparing for remote learning; Disabling Caller ID
3. Wellbeing of students
4. On Line Behaviour Support
5. Wellbeing of staff

1. Teaching and Learning

Student Feedback – What we Learnt

All staff must place weekly lessons into “**Class Notices**” on SIMON for each subject at the beginning of each week to allow students to prepare for their scheduled lessons and to give them a sense of what needs to be achieved over the coming week. If students need to be “present” for a **Real Time** Teams/Zoom catch up, this should be listed with the day and period, in “Class Notices” so that students can plan ahead for this. Students will advise teachers if they are unavailable for these sessions before the scheduled time. Hyperlinks to other platforms used during lessons should be included in the instruction on “Class Notices” where appropriate. This will ensure that it becomes the most important place for students to go at the beginning of the day and for each lesson, after Homeroom and Daily Messages.

Staff should be prepared and confident to deliver lessons remotely. We all have differences in experience and confidence in the use of technology but there are many tools and experienced staff ready to help. Staff should familiarise themselves with how to make **short** videos for the delivery of skills and/or content. Pre-recorded videos were one of the positives for students from our last remote learning experience. If unsure on how to produce these, refer to the ICT Support link in SIMON here:



<https://stjosephscollegegeelong.sharepoint.com/sites/CCIRTRemoteLearningPlan/ict-support> There is also an enormous amount of resources in this area that can help with online collaboration, various tools for connecting with students and other tools that can be used in the online classroom.

Teams and/or Zoom should be used during **Real Time Learning**. Teachers should not require students to be online **for the entirety of the lesson** and not for every lesson across the week. **Anytime Learning** (students completing work in their own time frame outside of Real Time Learning) was a standout for students while remote and we should allow our students this important time to complete set tasks and catch up with any work they have that may be outstanding. Staff should remain available via email for any questions or queries from students but have a 24 hour window within which to respond.



SJC Code of Conduct

Rationale

St Joseph's College is committed to ensuring a safe and supportive environment for all children and young people in its care. This commitment extends to online learning environments prompted by COVID-19. The school has a zero tolerance approach to child abuse, including any abusive behaviour that occurs online.

This Online Learning Child Safety Code of Conduct (**Online Code**) sets out the standards of behaviour and expectations held by the school for all employees and volunteers within the school community and aligns with our requirements for complying with *Ministerial Order 870 – Child Safe Standards* by providing workers with a clear set of expectations when engaging with students online.

Scope

This Online Code applies to all employees, contractors and volunteers (together referred to as '**workers**'). It applies when workers are engaging with students online or using technology for the purpose of providing education related services (whether at school, working from home or elsewhere), including but not limited to:

- a. providing lessons to or interacting with students online (whether live or pre-recorded, with or without video) through platforms including but not limited to Zoom, Microsoft Teams, Google G-Suite including Classroom, Echo and Simon
- b. messaging, interacting or communicating with students via online platforms including but not limited to the school's intranet, Microsoft Teams, G Suite, Zoom, Office 365.
- c. calling students over the phone (refer to sections 4.2 and 4.4) or any other web-based platform;
- and d. emailing students.

Interaction with other obligations

This Online Code does **not** apply to online communication with students outside of an educative environment. Workers are expected to only communicate with students via technology for educational or co-curricular purposes. All workers must continue to comply with *Ministerial Order 870 – Child Safe Standards* and the expectations as set out in all other school policies, procedures and codes of conduct, including:

- Child Safe Codes of Conduct;
- Code of Conduct;

- Staff and Student Professional Boundaries Policy; □ Social Media Policy; and □ Child Safety Policy.

All workers, especially teachers, must continue to comply with their professional obligations, duty of care and legal obligations.

Interactions with students

This section sets out standards of behaviour and expectations when engaging with students through Online Learning.

1. General principles

When workers are working from home or engaging with students online, it is important that workers continue to maintain a professional and educative environment. At all times when engaging with students online, workers must:

- a. only use school approved online platforms;
- b. act professionally and in accordance with relevant school policy and Ministerial Order 870;
- c. endeavour to only communicate with students during school hours;
- d. reinforce professional boundaries with students who begin personal communication;



- e. continue to be alert to any red flags or warning signs of child abuse or harm and make reports as needed in accordance with their legal obligations;
- f. be mindful of the collection, storage and disclosure of student's personal information and comply with the school's Privacy Policy;
- g. notify the Principal, or Deputy Principal by phoning (03) 5226 8119 if there are any breaches of this Online Code or any other child safety policy, procedure or code of conduct; and
- h. intervene when students are disruptive or breach school policy and act in accordance with the school's Student Management Policy.

2. Prohibited conduct

At all times when engaging with students online, workers must **not**:

- a. share personal details about their private life with a student, including exchanging personal pictures;
- b. socialise with a student online in a private or personal context;
- c. connect, follow, add or communicate with a student on social media unless it has been explicitly approved by the school;
- d. post any personal information, image or video of a student on their own social media;
- e. provide a student with their personal contact details such as personal email address or phone number;
- f. contact a student on their personal email or phone number (unless parental / guardian consent has been provided and the school has approved this contact);
- g. expose a student to inappropriate or sexual material online (excluding for school approved educative purposes such as sex education);
- h. take or publish screenshots or photos, videos or recordings of a student without school authority; and
- i. engage in any behaviour that may constitute grooming.

3. Online lessons

When delivering lessons online through video, pre-recorded lessons or voice-over, all workers must:

- a. only deliver lessons online during teaching hours and in accordance with the school's schedule;
- i. provide students with clear instructions regarding appropriate online behaviour in accordance with the Online Learning Student Code of Conduct;
- j. take the attendance of students and report any absences in accordance with school policy;
- k. limit the disclosure of personal information regarding workers or students;
- l. be mindful of background noise and not expose students to inappropriate language or noise;
- m. not record the lesson unless prior permission has been provided by the school;
- n. not share the link to the lesson or invite into the lesson any individual that is not a student enrolled in the class or other authorised individual; and
- o. if there is video recording or ability to view the worker, the worker must:
 - i. wear appropriate and professional clothing. Advice suggests that dressing professionally is best for the delivery of video lessons. As people are working from home the dress should be smart, casual. eg. collared shirt. Ties do not need to be worn.
 - ii. be in an appropriate setting, including having an appropriate backdrop (e.g. workers should not be in their bedrooms);
 - iii. turning on the blur feature or set background effects to avoid depicting other individuals in the video such as a family member; and
 - v. take care to turn off the video after the lesson.



4. One to one contact

One to one contact with students online, other than through email, should be avoided where possible. However, in unique situations this may be necessary. If workers engage in one-on-one contact with students through online platforms other than email, workers should:

- a. Have authorisation from the Deputy Principal who will make an entry for each occurrence to the 1:1 Register.
- b. only do so via school approved online platforms;
- c. only do so during school hours or if necessary, either side of school hours (e.g. between 7:30am – 7:30pm);
- d. where possible, engage in such communication in writing; and
- e. if one-on-one contact occurs through a voice call or video conference, workers must:
 - i. only do so during school hours;
 - ii. comply with this Online Code and all other school policies, procedures and codes of conduct at all times; and
 - iii. document and keep a record of the time and date of the conversation, the general nature of the topics discussed and email to the Deputy Principal and their Personal Assistant who will record this information on the 1:1 Register

Further specific advice

- a. When linking to online resources, check that all sources are appropriate (e.g. embedded advertising or images) and functional.
- b. When linking videos from ClickView or YouTube, ensure that the classification ratings are checked and appropriate. With YouTube videos, check for advertising and other embedded media. Ensure that you have watched the entire clip through, prior to linking for students.
- c. It is preferable that video lessons involve one-way video imaging, where students are able to see the teacher, but cannot be seen themselves. There may be some circumstances where students need to be visible so ensure that strict learning and behaviour norms are upheld and environments suitable.
- d. If pre-recording video content, be mindful of your surroundings. Look around and maintain the environment viewable by students.
- e. If you need IT support email helpdesk@sjc.vic.edu.au or phone 52268174.

Employee Work Guidelines

It is important to note the following:

- All College policies, procedures and protocols are to be adhered to during this time. Policies and procedures can be found on Complispace.
 - Ensure your workspace is conducive to working - to be productive, you need an office or teaching environment that allows you to safely and comfortably work and stay focused.
 - You need to adhere to the SJC expectations around confidentiality. This includes ensuring that student work, papers and College communication is kept securely and treated with the strictest of confidence.
 - Stay connected - check in touch with your colleagues and team regularly. This can be done via email or Microsoft Teams.
 - Consider using video conferencing platforms instead of just making a phone call to



assist with keeping connected to your colleagues. Guidelines below for further information about the use of video when communicating with students.

- Take regular breaks and remember to exercise. Respite from your desk is important, especially when you are confined to your home. Schedule regular breaks. Staying active can be a challenge when you're in a confined space, however, exercise is a known aid in helping with the symptoms of isolation.

Timetable - Times for Remote Learning

For remote learning, St Joseph's will follow an assembly timetable. This results in slightly shorter lessons, with a larger lunch break between periods 4 and 5, allowing students to engage in other activities. These period times align with Sacred Heart classes. Below is the scheduled timetable during periods of remote learning. Westcourt will also follow these times. All students have been given this information.

Period	Start Time
Students to check Daily Messages, Class Notices and Emails	Prior to Homeroom
Homeroom	8:45
1	9:00
2	9:45
Break	10:30 – 10:55
3	10:55
4	11:40
Lunch Break	12:30 – 1:50
5	1:50
6	2:35



2. Planning your lessons

- The expectation is that all lessons are placed into Class Notices in the Learning Areas on SIMON before Monday's classes begin. This must occur regardless of the mode of delivery or learning platforms being used for that subject. One week of lessons should be outlined (like a weekly planner) and then be specifically broken into lessons/chunks. This will allow for ease of student achievement and greater flexibility.
- Lessons should continue to have essential elements for students to learn effectively including learning intentions.
- Teachers should be available via email for students during their timetabled classes and must endeavour to respond to student emails within 24 hours.
- Virtual instruction of classes will be referred to as **Real Time Learning**. If the teacher chooses to use real time learning with students, this should only take place during normal scheduled class time. For example, if a class normally runs period 3 and 4 on Day 2 then any live instruction should only take place during this period. This should avoid any potential clashes.
- For Year 7-10, it is recommended that any Real Time Learning takes place at least once a week. It should be short and purposeful. This is also the case for recorded instruction eg. 5-8 minutes.
- For VCAL and Unit 1-4 students, Real Time Learning may need to take place more than once in any given week. This requirement will differ in regard to subject, cohort and teacher need. Regardless, it should be short and purposeful.
- If Real Time Learning is scheduled, this should be communicated to students within the weekly plan displayed in Class Notices and be in advance of the class to allow students adequate time to prepare and be available at that time.
- To ensure our child safety obligations are being met and to provide protection for staff, one to one conferencing with students by audio or video means should be avoided. If this is unavoidable, please seek approval from Mark Kennedy who will note this on our child safe risk register. You should never provide your phone number (mobile or home) to students or call students on their mobile number.
- The standard College procedures apply for parental contact and emails. Should you need to speak with a parent/carer pre-arrange the call time and ensure that you disable the caller ID on your phone (Appendix E). All email contact with students, parents and carers must be undertaken via SJC email.



3. Wellbeing of Students

Whilst there is a school closure in place, it is imperative we are all looking out for the social, emotional and physical wellbeing of our students. It is important that we help our students feel connected especially in these uncertain times.

- Homeroom teachers are to begin their day with a Microsoft Teams meeting to mark the roll. The roll for Homeroom will be the only roll marked for each day. Subject teachers are welcome to keep their own roll for their classes but it is not an expectation that this roll will be marked every day. Homeroom teachers are also asked to make contact with their class through a weekly email preferably at the start of the week. Kerry Drever and the Wellness Team will provide homeroom teachers with wellbeing tips that can be included in these emails. The aim of the email is to check in with students, provide wellbeing advice and open up lines of communication.
- If homeroom teachers have any concerns, they should send a follow up e-mail to parents or a phone call may be required.
- The level of support you would usually receive from your Year Level/House Coordinators and Heads of School will continue and we encourage you to communicate any concerns or relevant information with them via email. SWAG meetings will continue each fortnight and the Year/House Coordinators will gather any important information to add to their notes. Natalie Welsh will be collating the notes and recording in our usual secure SWAG folders.
- Additional checks will be in place (in addition to homeroom teachers) for students at risk. Kerry Drever will be checking in with our Out of Home Care students and Mark Turner will be checking in with our students in Ed Support whose physical health may be vulnerable. John Stephensen will be checking in with our Aboriginal and Torres Strait Islander students and Di Makings with Refugee students.
- Karen Shum (Careers Counsellor) and Keelly Rae (VET Coordinator) are also available during this time to communicate with students regarding any Careers or VET concerns and considerations. You can advise students to contact them if needed.
- Our Wellness Team will be checking in with students who have been referred prior to the school closure time. If you or someone else you know need psychological or counsel support during this time, you are welcome to make contact with our Wellness Team. Their collective email address is collegeclinicians@sjc.vic.edu.au which is where they access their referrals and general questions and queries. For individual contact they can be contacted via their college email.
- Behaviour Support – If students engage in any inappropriate use of technology and/or use disrespectful language to staff or students, teachers are to notify the parents/carers, incident record it on SIMON and inform the Year level/House coordinator.
- See **Appendix A** for Leadership Team phone numbers and **Appendix B** for Wellbeing Team contact details.



4. On Line Behaviour Support

If students engage in any inappropriate use of technology and/or use disrespectful language to staff or students, teachers are to notify the parents/carers, incident record it on SIMON and inform the Year level/House coordinator.

Teachers and Wellbeing leaders should be aware of the role we play when cyber bullying and on line abuse takes place. We foresee that the majority of behavioural issues will mostly be online and whilst we may not be on school grounds we have a role to play in each scenario that is brought to our attention.

Please notify the relevant Year/House Coordinator or Head of School or Deputy Principal if you have any concerns.



For serious incidents we may still be required to fulfil our mandatory reporting requirements by following the **PROTECT** - 4 Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse

It is a requirement under *Ministerial Order No. 870- Child Safe Standards- Managing the risk of child abuse in schools* for schools to keep clear and comprehensive notes on all observations, disclosures and other details that led them to suspect the abuse.

https://www.education.vic.gov.au/Documents/about/program/health/protect/PROTECT_Responding_TemplateSchools.pdf



Please familiarise yourself with the following sources from the eSafety Commissioner

- For staff to report Serious Online Safety Incidents: [eSafety Commissioner's Guide to Responding to Serious Online Safety Incidents](#)
- We need to empower students to also report any Serious Online Safety Incidents to the e-Safety Commissioner: <https://www.esafety.gov.au/report>.
- We also need to empower parents and carers to be proactive in understanding their responsibilities and what action they can take other than notifying the College: <https://www.esafety.gov.au/parents>.

Please notify the relevant Year/House Coordinator or Head of School or Deputy Principal if you have any concerns.

See **Appendix A** for Leadership Team phone numbers and **Appendix B** for Wellbeing Team contact details

Further considerations can be accessed in **APPENDIX D - Ministerial Order 870: CSS 6**



5. Wellbeing of staff

With the uncertainty and challenges that we have faced this term, it is important to look at some self-care practices. The following resources may be useful.

- [Self-care for employees during the Covid-19 Pandemic](#)
- [Working from home during the Covid-19 Pandemic - Employees](#)

If you need psychological support please take advantage of the services on offer. The College has an arrangement with the four psychologists, where you can receive up to 5 sessions, at no cost. The school is invoiced without the staff member's name, so this process is completely confidential.

- Terri Moyle 0421457175
- Susan Temple 52298083
- David Pereira 52214142/96903515
- Sarah Hall 52001044

Asking for help can be really hard, especially if you feel stressed or confused. Getting the support you need during tough times can help you get through the situation, give you strategies to deal with the situation and give you some perspective. Additional support can be through

- Your GP
- Friends and family
- Phone helplines like Lifeline Phone - 131114 (24hrs)



Appendices

APPENDIX A – Leadership Team Contact

Mary Malone	0413451021
Michelle Bishop	0413970039
Mark Kennedy	0409191477
Tony Paatsch	0413997733
John Mitchell	0422102024
Andrew Dowd	0400448550
Adele Watt (Principal's PA)	0407876210

APPENDIX B – Wellbeing Team

Mark Kennedy (Deputy Principal) – markk@sjc.vic.edu.au
Mark Turner (Head of Education Support) – markt@sjc.vic.edu.au
Kerry Drever (Head of Student Services) – kerryd@sjc.vic.edu.au

WATERFORD

Simon Piasente (Head of Waterford) – simonp@sjc.vic.edu.au
Meleah Zanos (Year 7A-7F Coordinator) meleahz@sjc.vic.edu.au
Peter Malone (Year 7G-7L Coordinator) peterm@sjc.vic.edu.au
Brendan Reed (Year 8G-L Coordinator) brendanr@sjc.vic.edu.au
Nathanael Smith (Year 8A-F Coordinator) nathanaels@sjc.vic.edu.au

WESTCOURT

Mark Deverall (Director of Westcourt) deverallm@sjc.vic.edu.au
Luke Parsons (Assistant Director of Westcourt) lukep@sjc.vic.edu.au

MT SION

Cassie Gleeson (Head of Mt Sion) cassandrag@sjc.vic.edu.au
Matthew Walsh (Brophy House Coordinator) mattheww@sjc.vic.edu.au
Dan Hale (Foley House Coordinator) danh@sjc.vic.edu.au
Lauren Flint and Kate McLaren (Foley House Coordinator) FoleyHouseLeader@sjc.vic.edu.au
Pat Prendergast (Butler House Coordinator) patrickp@sjc.vic.edu.au

THE WELLNESS TEAM

Joanne Chappell (SJC College Psychologist) joannec@sjc.vic.edu.au
Mary Holmes (SJC Social Worker) maryh@sjc.vic.edu.au
Sarah Hanley (SJC College Psychologist) sarahh@sjc.vic.edu.au
Amanda Williamson (SJC College Psychologist) amandaw@sjc.vic.edu.au

CAREERS AND VET

Karen Shum (SJC Careers Counsellor) karen.shum@sjc.vic.edu.au
Keelly Rae (VET Coordinator) keellyr@sjc.vic.edu.au



APPENDIX C – Curriculum Team

Curriculum Executive

Mark Kennedy (Deputy Principal) – markk@sjc.vic.edu.au
Michelle Bishop (Director of Curriculum) – michelleb@sjc.vic.edu.au
Lauren Hall (Head of Waterford Learning) – laurenh@sjc.vic.edu.au
John Harmon (Head of Westcourt Learning) – johnh@sjc.vic.edu.au
Brad Smith (Head of Mt Sion Learning) – brads@sjc.vic.edu.au
Jules Holt – jules.holt@sjc.vic.edu.au

Curriculum Leadership

Data, Assessment and Reporting Coordinator – Vin Brown
PBL Coordinator – Erin Norman/Scott Harris
Creative Technologies Leader – Susan Dickinson
VCAL Coordinator - Tom Elliott
Library Manager - Joy Whiteside

RE Curriculum Area Leader – Peter Griffin
English Curriculum Area Leader – Peter Ryan
Health/PE Curriculum Area Leader - Glenn Kemp
Humanities Curriculum Area Leader - Huon Bertino
The Arts Curriculum Area Leader - Leanne Adams
LOTE Curriculum Area Leader – Louisa Biviano
Mathematics Curriculum Area Leader - Greg Waller
Science Curriculum Area Leader - Philippa Barber
Technology Curriculum Area Leader - Cassandra Coogan

CAREERS AND VET

Karen Shum (SJC Careers Counsellor) karen.shum@sjc.vic.edu.au
Keelly Rae (VET Coordinator) keellyr@sjc.vic.edu.au

APPENDIX D - Ministerial Order 870 – Child Safe Standard 6: Strategies to identify and reduce or remove risks of child abuse.

Due to a shift to greater online learning a number of specific risks to child safety need to be managed. These include but are not limited to:

- increased opportunities for unwanted or unsupervised contact with children
- opportunities for grooming children and young people
- potential growth in cyberbullying and abuse such as ‘trolling’
- risks of exposure to inappropriate, illicit or explicit content or imagery
- access to content that is not age-appropriate
- possible breaches of privacy, including sharing of personal or sensitive information or personal images
- scams targeting children and young people.



These strategies have been implemented to manage the above risks

- a. Staff, Volunteers and Contractors access and use the school's online environments in line with the school's Child Safe Codes of Conduct and relevant communication protocols.
- b. Children and young people and their families are informed, in culturally appropriate ways, about the use of the school's technology and safety tools and about expected and unacceptable behaviour when online, including the use of mobile devices during school hours and during school excursions, camps, retreats, immersion experiences and sanctioned school activities out of school hours.
- c. The school routinely monitors the online environment and reports and responds to breaches of its Child Safe Codes of Conduct or other relevant Child Safeguarding policies in accordance with the school's disciplinary, complaints handling, Student Duty of Care or other relevant policies and processes.

APPENDIX E - Disabling Caller ID

- Android phone – open phone>open menu > select settings > click on 'call settings' > click on 'additional call settings' > click on 'caller ID' > choose 'hide number' and your number will be hidden from the caller.
- iPhone - open phone> go to settings > scroll down and click on 'phone' > click on 'show my caller ID' > tap the green notification button to disable caller ID.

