



# 2021

ST DOMINIC'S COLLEGE  
**TERM 3**  
**ONLINE LEARNING**  
**STUDENTS & PARENTS**





# ST DOMINIC'S COLLEGE

## Phase 2 Online Learning Term 3 2021

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This document is to be used in conjunction with the Online Teaching and Learning Guidelines previously published. This document is particularly related to the functioning of Stage 6 lessons.



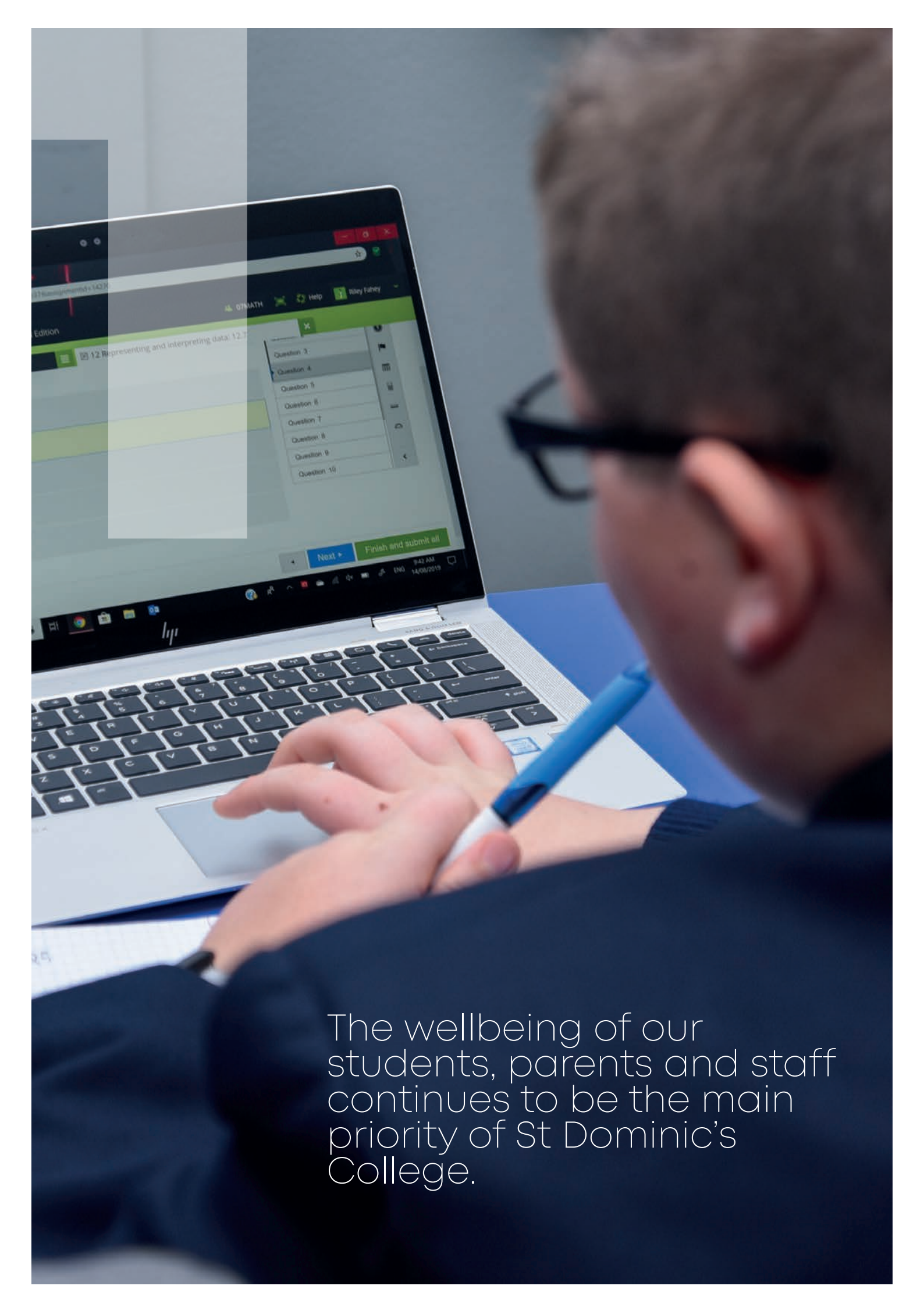




**RAM3**

AMERICA'S COLLEGE  
EXCELLENCE  
EDUCATION

*Good is my light*

A close-up, over-the-shoulder shot of a student with dark hair and glasses, wearing a dark blue sweater, sitting at a desk. They are looking at a silver HP laptop. The laptop screen displays a math quiz interface with a sidebar listing questions 3 through 10. The main area shows a question about representing and interpreting data. At the bottom of the screen, there are buttons for 'Next' and 'Finish and submit all'. The student's hands are visible, holding a blue pen over a notebook. The background is a plain, light-colored wall.

The wellbeing of our students, parents and staff continues to be the main priority of St Dominic's College.





## SECTION 1 – STUDENT INFORMATION

### YEAR 11-12 INFORMATION

#### YEAR 11-12 MICROSOFT TEAMS MEETINGS – ONLINE LESSONS

- Work will continue to be set using Announcements in Canvas by 8:30am each day.
- Weekly work schedules may also be used where appropriate.
- Students continue to use the timetable as their guide for what work to focus on for each day.
- The following extra requirement will run for the duration of Term 3 whilst online learning is in place:
  - 2 UNIT ATAR Courses – a minimum of 2 timetabled classes each week will be conducted through a Microsoft Teams Meeting.
  - 1 UNIT ATAR Courses – a minimum of 1 timetabled class each week will be conducted through a Microsoft Teams Meeting.
- This applies to all ATAR courses and is recommended for non-ATAR courses where appropriate.
- The Teams Meeting should run for approximately 15-20 minutes to outline the work for the lesson. The remaining time will be taken up with the students completing set work.
- It is preferred that this meeting takes place during a scheduled lesson in the timetable. However, if this is not possible for your teacher, then the following alternatives may take place:
  - Another meeting time may be found that doesn't conflict with other subjects' activities.
  - A pre-recorded lesson will be available during the scheduled lesson time.
- The class teacher will be available to answer questions/emails etc. for the remaining time in the lesson.
- There may be times when a longer Teams Meeting is required e.g. class discussion, assessment feedback etc.
- It is an expectation that you are present for this scheduled meeting and a roll will be taken.
- If you cannot attend this meeting you must email your teacher BEFORE the meeting, to explain your absence, and arrange a way to get the information required e.g. from a friend or the teacher at a later date.
- Any patterns of absences will be discussed with a parent or guardian.
- Ensure you follow the rules as set out in the College Disclaimer for Video Chats. This will be attached to any meeting request from your teacher.

#### YEAR 11-12 ASSESSMENT TASKS

- All assessments during online learning will need to be conducted as tasks completed at home that involve an online submission.
- This will mean that the nature of tasks for Term 3 may need to be adjusted.
- The timing and weighting of the tasks should continue to reflect the published Assessment Schedule for that course.
- College procedures regarding N warnings still remain for students who do not complete assessment tasks and submit by the due date.



## YEAR 7-12 INFORMATION

### CLASS WORK

- Students are expected to complete all assigned work to the best of their ability and notify teachers immediately if there are issues with completing the work set.
- The following things may be used to collect evidence of student progress:
  - Work submission that is required to progress in the course.
  - Students progressing through Modules with pre-requisites set.
  - Contribution to a discussion board.
  - Canvas activity as measured in Canvas analytics.
  - Using the “Student to do” function in pages.
- College procedures regarding N warnings (Year 10-12) and AC warnings (Year 7-9) still remain for students who do not complete class tasks or engage in their online learning.

### SETTING BOUNDARIES

- Teachers will only be available during the normal hours of a school day 8:30am – 4:30pm. This includes responding to emails and being available online.
- Ensure that you use College platforms for all communications with your teachers. This means Canvas messaging or your Outlook email, i.e. surname.givenname@my.stdominics.nsw.edu.au
- Outside of your scheduled Teams Meetings, teachers will reply to communication before the next scheduled lesson in the timetable. This would usually be within a 24 – 48 business hour time period.

### YEAR 7-10 ASSESSMENT TASKS

- All assessments during online learning will need to be conducted as ‘tasks completed at home’ that involve an online submission.
- This will mean that the nature of tasks for Term 3 may need to be adjusted and/or incorporated into class tasks during this time.
- N warnings (Year 10) and AC warnings (Year 7-9) may still be issued by phone and recorded in Synergetic for failure to complete assessment tasks.

### DIVERSE LEARNING

- Students are expected to engage with their online learning each day as if they are attending school.
- All students who require additional support will be sent a ‘Home School Daily Planner’ to help with the organisation of work to be completed each day. It is recommended that students print off 5 copies at the start of each week. Students then spend the first half an hour of each day sorting through announcements and messages and planning the work they need to complete based on their school timetable. [Daily Planner](#)
- If you are having difficulties understanding or completing tasks set in a subject, contact your class teacher immediately via email. Your class teacher is your first point of contact.
- If you feel you require further support, please let your class teacher know that you would like an extra tutor session. Your class teacher will then notify a member of the Diverse Learning team who will make contact with you via email.
- For students who participate in the Macqlit Reading program, this will continue online during Term 3. Your Macqlit tutor will contact you regarding an online timetable. Students are required to be online for the timetabled session. Absences will be recorded.











## SECTION 2 – STUDENT GUIDE TO EMAIL ETIQUETTE

### HOW TO WRITE AND RESPOND TO EMAILS IN A FORMAL MANNER.

#### SETTING UP YOUR EMAIL

1. Ensure you are using the correct email address for the person you are sending to.
2. Fill in the subject bar to indicate what the email is about. For example: English assessment draft; Question regarding assessment.
3. You can use the CC bar if you want someone else to have a copy of the email. For example, if you are working on a group project and you want other team members to see what you have sent to the teacher.

#### WRITING YOUR EMAIL

1. Address the person you are writing to with a greeting. For example: Good morning Mr....; Hi Miss.....; Dear Sir,
2. Try to avoid slang and abbreviations such as LOL, OMG, U, K etc. (It is not a text message to your mate).
3. Use your manners. If you are requesting something, make sure you use please and thank you. Manners go a long way.
4. People receiving emails can't determine the tone of your voice in an email. Try to make sure your email reads as being polite and doesn't sound aggressive.

#### FINISHING YOUR EMAIL

1. Make sure you sign off with a closing salutation (acknowledgment) such as sincerely, regards, have a good day etc.
2. Include your full name at the end to sign off.
3. ALWAYS: READ THROUGH YOUR EMAIL BEFORE YOU SEND IT (you cannot undo).
4. See Example below.

Good morning Mr Smith,

Thank you for putting up the classwork today. I was wondering whether this work was due today, or due with other work you sent out? This other work was due next Thursday.

I hope you're having a good day.

Your Sincerely,

Brad Walters







### SECTION 3 – AITSL ADVICE TO PARENTS

The following information was taken from a recent paper released by AITSL on the best evidenced based strategies for use in remote, distance or online learning. The main ideas are summarised here to ensure that our parents are informed and supported here at St Dominic's College, to maximise the chances for our students to achieve success in their learning.

The paper can be found in full by [clicking here](#).

#### THE UNDERLYING PRINCIPLES FOR DISTANCE LEARNING FOR PARENTS

The ideas below are the evidenced based best practices to support your son during this time of online learning:

- Supporting your child to develop positive relationships, including responding appropriately to negative experiences they may encounter.
- Learning together, including engagement in everyday activities such as cooking and spending time learning as a family.
- Creating a positive homework environment, that is:
  - Providing your child a dedicated space and time for homework.
  - Ensuring parent-child interactions around homework are positive.
- Information particularly for adolescents:
  - Being sensitive to increasing autonomy and independence of adolescents, while retaining a supportive structure.
  - Demonstrating aspirations for your child and having high expectations for their learning.
  - Aiming to provide a stimulating and supportive home learning environment.
  - Keeping connections and communications open with their school.

#### SETTING UP A HOME LEARNING ENVIRONMENT

- Students value their family members taking an interest in their learning.
- Tips for setting up a home learning environment:
  - Have books and other learning resources available in the home.
  - Model behaviours that promote learning and demonstrate education is valued (e.g. parents reading in the home, conversations between parent and child about learning).
  - Engage the child in out-of-school learning activities, such as gardening and cooking.
  - Provide a supportive environment for child health and wellbeing more generally. For adolescents, this may include managing fatigue and ensuring adequate sleep.
- The learning environment is crucial – see also the NSW Department of Education checklist by [clicking here](#).



### ENSURING STUDENT WELLBEING DURING HOME-BASED LEARNING

- This is a difficult time for both students and their parents.
- It is important for parents to show pride, unconditional support and acceptance without judgement.
- Practical support works well:
  - Providing support in accessing learning materials.
  - A focus on physical exercise and good nutrition.
  - Discussions about the learning experience.
  - General encouragement throughout the process.
- Monitor the mental health as well as physical health of your child.
- Students will have an increased reliance on online learning platforms. However, parents will need to be able to distinguish between normal and problematic use of technology.
- Problematic use can be characterised by:
  - Changes in mood after online activity.
  - Changes in overall personality.
  - Stress.
  - Changes in sleeping patterns.
  - Decline in physical health.
  - Secretive online behaviour.

### GOVERNMENT ADVICE ON STUDENT WELLBEING

To visit the student wellbeing hub, please [click here](#).

View Headspace resources, by [clicking here](#).

### ADVICE FROM THE ESAFETY COMMISSIONER

Please [click here](#) to view.

### BEYOND BLUE RESOURCES

Please [click here](#) to view.





## Learning environment checklist

### In setting up this space the following should be considered:

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



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