BUCKLEY PARK COLLEGE

CONTINUITY OF LEARNING PLAN

Version	Date	Created/Updated
1.0 **All students on remote**	**11 Apr 2020**	**Principal Team**
2.0 **All students on-site**	**16 July 2020**	**Principal Team**
3.0 **Year 7-10 Remote** **VCE/VCAL On-Site**	**31 July 2020**	**Principal Team**
4.0 **All students on remote**	**3 August 2020**	**Principal Team**
5.0 **Year 7-10 Remote** **VCE/VCAL On-Site**	**5 October 2020**	**Principal Team**

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Introduction

As the case numbers of COVID-19 declines across Victoria, Term 4 will see the phased return on site for our staff and students which will require us all again to pivot to a blended approach. Our priority at Buckley Park College has not changed in ensuring our students can achieve their personal excellence and are supported in their wellbeing. Despite the challenges of COVID-19 we have continually collaborated and supported each other which has allowed all of us opportunity to continually improve individually and collectively.

With the phased return of our students on-site, the following priorities for students and staff should guide school operations in Term 4.

Priority 1 – Wellbeing and Equity

The wellbeing, and particularly the mental health, of every student and member of staff is the highest priority.

This means encouraging and sustaining motivation for learning, re-engaging students and families where needed, and supporting the social and emotional learning of children and young people alongside curriculum-based learning.

This also means ensuring support for school staff, who have sustained their efforts through multiple transitions in modes of teaching and learning delivery.

All available resources will need to be effectively mobilised to ensure support for every student, including our most vulnerable, as well as access to support services for all school staff.

Priority 2 – Learning and Excellence

Some students have been better able to progress in their learning in the remote and flexible learning environment, others have maintained their rate of progress, and some have, despite their best efforts and those of their families and teachers, not progressed in their learning.

It will be important to meet all students at their point of need – both to support those who have not progressed in their learning to catch up and those who have progressed to continue to extend and stretch their learning.

Literacy and numeracy across the curriculum remain a focus, with schools also adapting their teaching and learning program in Term 4 to be responsive to student needs.

Priority 3 – Transitions

Term 4 is a critical period, particularly for the children moving from Grade 6 into Year 7, from Year 11 to Year 12, and those in Year 12 moving into employment or further education and training.

Students in other year levels will also prepare for a change of teachers and new classmates.

A key focus of Term 4 will be to make every effort to ensure each of these end-of-year and beginning-of-year transitions occurs as successfully as possible.

This includes finding contextually appropriate ways to conduct orientations and end-of-year celebrations and ensuring transition information captures additional details as necessary.

From Week 2 Term 4 where the college will have welcome back on site our Year 11 and 12 students, and Year 10 students enrolled in VCE or VCAL program, so they receive face to face teaching. There will also be limited provision of supervision programs for children with a disability, vulnerable children and children of parents who cannot work from home. For the earlier parts of Term 4 until all students return on site, this will also mean staff will be working both on site and from home

By all of us working together with a strong family school partnership, we can ensure the continual success of students in their learning and wellbeing whether on site or for the remaining period of remote learning.

Version 5 of this plan is for the period of 5ᵗʰ October 2020 to 23ʳᵈ October 2010. Families and students will be notified of any updates. This plan may also be varied as DET amends or provides further guidance.

Guiding Principles

We have contextualised the DET Return to School Operation Guide, in developing the Buckley Park College Return to Onsite Planning and Operational Arrangements.

To support students to return to a normal routine the college has as much as practicable focused on maintaining current college structure and processes as per before COVID-19 reflective of DET guidance.

With the evolving nature of COVID-19 this plan will be in effect for Week 1 of Term 4 to Week 3 of Term 4 or further updated to reflect future DET guidance.

On-Site Learning

Social Distancing

For any school to function it is dependent on interactions between members of the school community. At this point students refer to any person who is enrolled at Buckley Park College. The Social Distancing requirements will vary and in relation to:

- **Student to Student:**

There will be no requirement for social distancing. The college will continue to encourage social distancing but it will not be enforced.

> The Chief Health Officer:
> *This is in addition to the available evidence that largely indicates that transmission between children in the school environment is low.*

> The Australian Health Protection Principal Committee (AHPPC) has advised that
> *a 'venue density rule' of no more than one person per four square metres is not appropriate or practical in classrooms or corridors, nor maintaining 1.5 metres between students during classroom activities.*

- **Staff to Student:**

The college will continue to encourage social distancing. Staff can determine individual protocols in relation to social distancing when interacting with students.

> The Chief Health Officer:
> *This growing evidence, coupled with low levels of community transmission in Victoria, means that the risk posed to staff and students returning to on-site schooling at this time is very low.*

Maintaining a physical distance of 1.5 metres will not always be practical in education settings. Physical distancing is most important between adults.

- **Staff to Community members (adult):**

Visitors to school grounds should be limited to those delivering or supporting essential school services and operations (e.g. student health and wellbeing services, specialist curriculum programs, maintenance workers). All other interactions should be conducted using alternate options (telephone, Google Meet)

Face coverings in schools

- All school-based staff must wear face coverings at school, and when travelling to and from school.

- Teachers and education support staff are not required to wear face coverings while teaching, but those who wish to do so, can. Teachers should wear face coverings in other areas of the school when not teaching (for example, in the staffroom, on yard duty and when providing first aid or taking temperatures), and when travelling to and from school.

- Health, wellbeing and inclusion staff are required to wear face coverings, unless an exemption applies, including the need for 'clear enunciation or visibility of their mouth' (for example, when undertaking a speech therapy intervention or working with individuals who are deaf or hard of hearing).

- Students who attend primary school for on-site supervision, including students in Prep to Year 6 who attend a P-12 school, will not be required to wear a face covering. Students who are aged 12 or over by Year 6 are not required to wear face coverings.

- Some students and staff are exempt from these requirements. This includes students who are over the age of 12 and are unable to wear a face covering due to the nature of their disability. This also includes students or staff who have a medical condition, such as problems with their breathing, a serious skin condition on the face, a disability or a mental health condition.

- Parents/carers will be required to wear face coverings whenever they leave the house, including for school drop off and pick up. If they are travelling in a car alone, or only with members of their household, they do not need to wear a mask.

- School staff should refer to the Department guidance for the use of personal protective equipment (PPE) in education to determine when additional PPE is required and for information on the correct and safe use of PPE.

- Schools should display information and signage at school entrances and in communal areas such as staff rooms as reminders for staff to wear face coverings when not teaching. Posters are available in the communications support pack.

- Schools should ensure that staff wear face coverings when required to as set out above.

COVID Testing Protocols

Students showing Cold/Flu like Symptoms or Unwell
- Proceed to testing
- Remain at home while waiting for the result
- Name recorded on in-school database
- Provide Negative Test Message or Medical Certificate submitted to General Office/Year Level Coordinator
- If there is a positive outcome, the Principal is contacted immediately by phone and he will initiate DET/DHHS process

Student Information

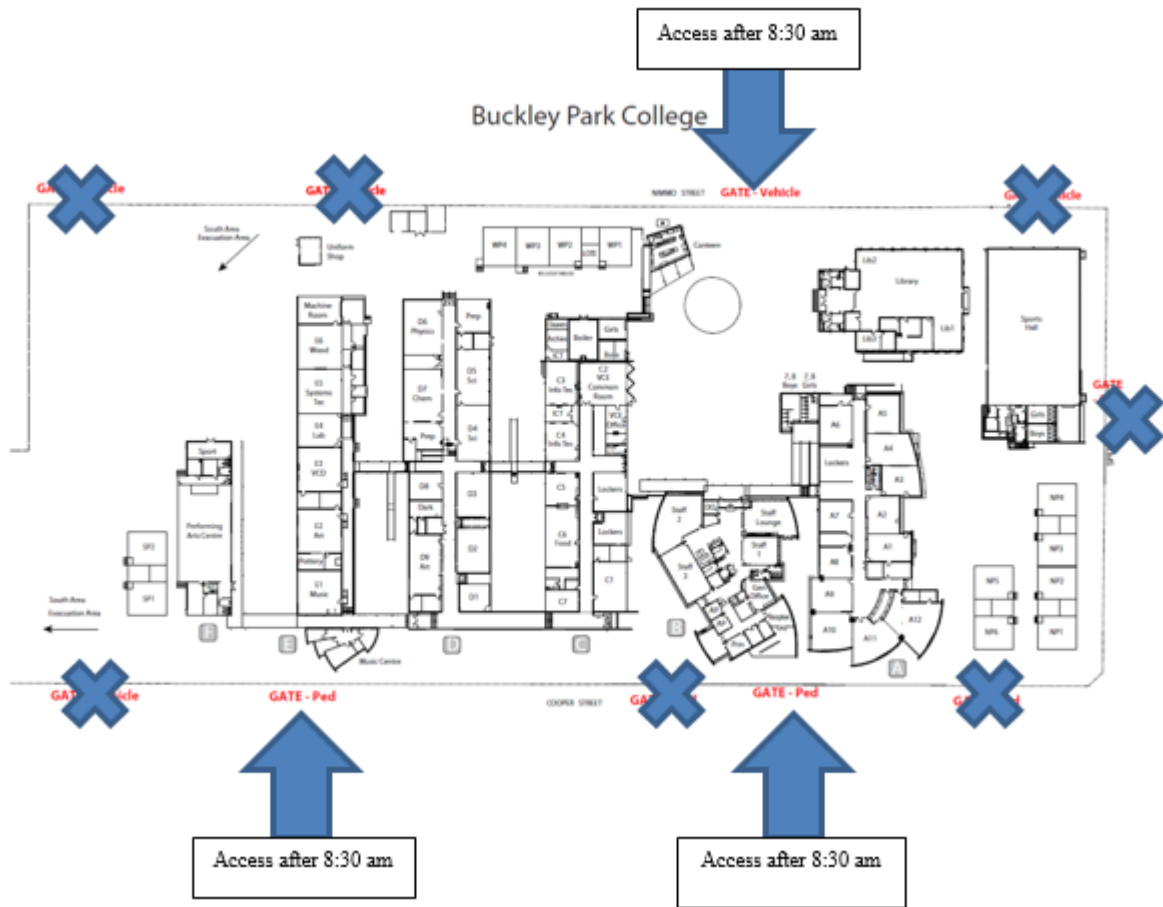| Students	
Defining Students	● All students at Buckley Park College are considered to be students, not adults regardless of age.

Student Attendance	● Term 4 Week 1
	  ○ All students on remote learning, unless attending school for essential on-site assessment in Year 12 classes.
	● Term 4 Week 2 and 3
	  ○ Year 7-10 Remote Learning
	  ○ Year 10 VCE: Attend onsite only for their VCE class
	  ○ 11 and 12 VCE/VCAL students: Onsite
	For Year 10 students on Monday single periods they have the choice to work remotely or onsite where practicable
	● Term 4 Week 4
	  ○ To be advised

Student access on site	● Students advised not to arrive prior to 8:30 am ● Students access school grounds from 8:30 am through 3 entrances. All other entrances will be locked ● Students when entering will be temperature tested by assigned Principal Team/Leadership team from 8:30 am-9 am ● Students arriving late will be temperature tested at the Compass Kiosk by First Aid Officer ● Students arriving at recess will be required to sign in and temperature tested by First Aid Officer Map Below for reference
Temperature Testing	● Conducted prior to entering the first class of the day ● Any student with a temperature 37.5 degrees or greater will be sent home ● Compass Chronicle will be recorded with automated SMS/Email ● Student return after medical clearance or negative COVID-19 test message

Student Illness at School	● Send student to the First Aid Room if showing continual cold/flu like symptoms
	● First Aid Attendant to contact home if:
	  ○ Showing cold/flu like symptoms and/or
	  ○ > 37.5 Degree
	● Family to send student to GP for medical advice or COVID-19 testing
	● Medical Certificate or COVID-19 negative test message to be provided for return to school.

Personal Protective Equipment (PPE)	● Students must wear a face mask at all times at school. They are required to bring their own from home. The only exception to wearing the mask will be when exercising but the mask must be carried by the student. (see separate section) ● Students who wish to wear gloves are required to bring their own supplies from home. (The school will not be providing these items).

Locker Bays	● Students that are concerned about accessing locker bays, have the option to carry their bags throughout the day.
Year 12 Study Centre	● The study centre will only be open during class time ● It will be closed during recess ● Student can access at lunchtime only to heat lunch
Canteen	● Canteen will open and operate as usual.
Mobile phones	● The DET *Students Using Mobile Phones Policy* remains in place. Remind staff and students to clean their phones regularly. Phones can be turned on with the COVID SAFE app activated immediately before and after school. Schools are managed environments which include records of student, staff and visitor attendance, which can support contact tracing.
Library	● The number of students in the library at lunchtime will be capped to reduce overcrowding (the number of students will be the same as the number of chairs) ● The library will operate normal hours ● Sneeze guard and sanitiser

Approved Year 7-10 Onsite Supervision	On-site supervision will continue to be available in Term 4 for students in the following categories, where the student's year level has not yet returned to on-site learning:
	
	● Children whose parents and carers are permitted workers who cannot work from home and where no other arrangements can be made.
	   ○ Where there are two parents/ carers, both must be permitted workers, working outside the home in order for their children to be eligible for on-site provision.
	   ○ For single parents/ carers, the permitted worker must be working outside the home in order for their children to be eligible for on-site provision.
	● Vulnerable children, including:
	   ○ children in out-of-home care
	   ○ children deemed vulnerable by a government agency, funded family or family violence service, and is assessed as requiring education and care outside the family home;
	   ○ children identified by a school as vulnerable, (including via referral from a government agency, or funded family or family violence service, homeless or youth justice service or mental health or other health service);
	   ○ children with a disability and the family is experiencing severe stress.
	● Families must complete the Onsite Attendance Form for each week
	● Approved students will be supervised in the library

Buckley Park College

Access after 8:30 am

Access after 8:30 am

Access after 8:30 am

Facilities

Facilities	
Hygiene	● Individual sanitiser bottles will be given to all staff (refills available in B-Block) ● Corridor doors to be opened all day ● Increased DET Centralised cleaning
Sanitiser Dispensers	● Installation of Automatic Dispensers at all external entrances to A, B, C, D, PAC and Gym ● Additional Pump Dispensers located at Canteen, Music and E ● Staff assigned pump dispensers to be taken to classrooms
Classrooms	● Keys for windows in portables so that windows can be opened ● Heating works in all rooms (might struggle to have airflow and heating!!)
Water taps	● Drink bottles are encouraged ● Cannot drink out of water taps
Study centre	● The study centre will only be open during class time ● It will be closed during recess ● Student can access at lunchtime only to heat lunch
Locker areas	● No change to access or use ● Students can carry bags if they prefer not to go to their lockers
Corridors	● No change to access or use ● Students should not loiter in the corridors
Canteen	● Food hygiene, ● Money ● No parent volunteers
Signage	● On walls
First aid room	● As normal ● Personal safety precautions need to be taken (PPE etc.)
Cleaning	● Cleaning throughout the day of high touch areas ● Minimise the use of shared equipment ● Provision of cleaning wipes for use on shared equipment ● Extended and increased cleaning arrangements have been introduced and will continue. This involves progressive cleaning throughout the day to ensure that risks of transmission are reduced for high-touch services. ● For schools under the metropolitan area-based model, the Victorian School Building Authority will ensure cleaning providers provide the extended and increased cleaning.
Library	● The number of students in the library at lunchtime will be capped to reduce overcrowding (the number of students will be the same as the number of chairs) ● The library will operate normal hours
Computer rooms	● Wipes for keyboards to be provided
Sports Equipment	● Wipes/spray for equipment to be provided
Science Equipment	● Wipes/spray for equipment to be provided

Parents and Community

Parents/Community	
Parent Meetings	● Preference to be remote ● On-site parent meetings to be held in meeting room 1 or conference room only ● Only meetings with no alternate option to be provided with on-site option

Request for On-site Learning
 	
Term 4 Week 1 – 4
	On-site supervision will continue to be available in Term 4 for students in the following categories, where the student's year level has not yet returned to on-site learning:
	
	● Children whose parents and carers are permitted workers who cannot work from home and where no other arrangements can be made.
	  ○ Where there are two parents/ carers, both must be permitted workers, working outside the home in order for their children to be eligible for on-site provision.
	  ○ For single parents/ carers, the permitted worker must be working outside the home in order for their children to be eligible for on-site provision.
	● Vulnerable children, including:
	  ○ children in out-of-home care
	  ○ children deemed vulnerable by a government agency, funded family or family violence service, and is assessed as requiring education and care outside the family home;
	  ○ children identified by a school as vulnerable, (including via referral from a government agency, or funded family or family violence service, homeless or youth justice service or mental health or other health service);
	  ○ children with a disability and the family is experiencing severe stress.
	● Families must complete the Onsite Attendance Form for each week
	● Approved students will be supervised in the library

Picking up and dropping off	● Parents should not leave their cars if they are picking up/ dropping off their children ● It is strongly advised that cars are parked away from the school (e.g. - Buckley Park Bowls car park) ● Students are not to congregate in groups outside the school
Reception Area	● Social distancing markers will be placed in foyer ● Signage on front door ● A maximum of 6 in the foyer ● Extended bench at general office ● All visitors temperature tested on arrival
Parents who choose not to send their child back to school	● No remote learning will be provided ● Parents should note absence on Compass ● Students will not be in breach of College Attendance Requirement ● Learning materials may be available on google classroom which does not require additional work by the teacher ● Students can submit learning exercises for feedback ● Students that are based on medical advice must complete GAT, Unit 4 SACs and SATs on site

Operations

Operations	
School Start and Finish times.	● School start, finish, and period times will remain as normal. ● It has been decided that staggered starts are not necessary at BPC due to the minimal chance of adult to adult contact ● Staggered starts/finish will not reduce the mixing between year levels. 　　○ DET guidance - Schools must give consideration to steps that can be taken to reduce the number of adults congregating outside the school at any one time, including parents and carers at peak times such as drop-off and pick-ups.
Confirmed case of COVID	● Contact DET, DHS ● DET guidelines
Camps, excursions, sport	● No camps, excursions or interschool sport will occur. ● Non-contact sports should be encouraged. Hand hygiene must be practised before and after use of any sporting equipment.

Remote Learning
Duty of care and child safety

The parent or carer is responsible for students' general safety at home or elsewhere.

Principals and school staff continue to owe a duty of care to take reasonable steps to prevent foreseeable harm (physical and psychological) to students who are learning from home. Mandatory reporters' obligations under law require that if school staff become aware of an incident, receive a disclosure or form a reasonable belief that a child has been abused or is at risk of abuse, they must follow all normal procedures for responding to and reporting child abuse, including the Four Critical Actions for Schools.

Student Communication

Teachers can communicate with students through school affiliated email, Google Classroom, Compass chronicle and Video Conferencing with the class or small groups. One on one conferencing can be used if parent approval is obtained. This can be done through Chronicle on Compass

Parent Communication

Teachers can communicate with parents through Compass chronicle and email. Should they have further concerns with academic progress they may communicate through a phone call as per existing protocols. (Check phone settings for setting up 'No caller ID').

Teaching and Learning - Continuing to provide a learning program for all students.

Remote Learning

All students will be provided with work by their classroom teacher throughout any school closure for the length of the closure. This work will be aligned with their established timetable in Compass. This is required to be added to both Google Classroom and Compass.

Google Classroom - Everything we want the students to see and do will be placed on Google Classroom. Lessons can be added now using the Scheduled send feature. For instructions on how to do this, see the Digital Delivery Guide.

Compass - Outline of lesson plans for each period for parents to access these can be copy and pasted from Google Classroom and placed in 'Lesson Plan'. This lesson plan must include the learning intention, success criteria, structured learning activities and reflection activity for the single or double period.

Video Conferencing
● The goal is to maintain connection with our students. Minimum once a week structured video conferencing for classes of 3 periods or more in a week. Once a fortnight for subjects 2 periods or less a week.
● Where possible, this should occur during the regular scheduled class time only to ensure there are no clashes or by arrangement with students outside the 'school day'.
● There is no maximum or minimum time limit for conferencing. The important part is to check in and provide feedback.

Each lesson will have the same structure

We are all required to provide a consistent lesson structure for every scheduled class we teach. It is important that we have a lesson structure to ensure consistency of delivery for each individual 'lesson' on both classroom and Compass. This includes:

- Learning Intention
- Success criteria
- Structured learning activities
- Reflection activity

The learning intention is the goal the teacher is hoping to achieve with the lesson. It's the major aim of the lesson.

The success criteria are key points and learning of the lesson. It is a list of things that the teacher is expecting you will do and achieve in the lesson. If you can put a tick next to each dot point on the list you have been successful with the lesson.

Learning Activities are designed by the teacher to engage the learner in the content. You complete them in the order as they appear. There is a suggested time next to the activity which you can follow or take longer with a learning activity if you need to. You control the pace of your own lesson! The learning tasks will demonstrate your understanding and may involve sharing with your teacher.

Reflection activities help to train you as critical thinkers. It demonstrates your thinking to do with a lesson and it helps a teacher to understand your thinking about a topic. It's a great way to finish off a lesson!

An example of a lesson structure may be accessed **here.** This is a guide on how to incorporate the elements in a lesson structure. This document is also planned to be distributed to the students. We are not suggesting the amount and breadth of activities have to match. Use your own determination for activities that are suitable for your context, subject, and students.

Lesson Structure and the GVC
- We are following this structure to ensure consistency of student learning for every lesson.
- Each area has been outlined/explained about why we need this now (for the anticipated online learning).
- Students and Parents will be expecting these areas to be addressed in a lesson outline.
- This is a model lesson, but doesn't need to be as detailed or have as many activities listed. This has been designed to help you understand the structure. There is no expectation for the amount or breadth of the activities.
- Please use the learning Intentions and activities that currently are listed in the GVC.
- The success criteria and reflection activities were not listed in the GVC previously but are both vital, so students know what success looks like and to reflect on learning.
- Success criteria don't need to be detailed, just clear. Reflection activities don't need to be revolutionary, but need to get students to think. It could be a question or an exit ticket.
- Please capture all this information in the relevant unit plans and pacing guides within the GVC. This will largely be copied and pasted from Google and Compass

Delivery of the Program

- The delivery of the curriculum resources and activities will be made available through Google Classroom
- Formative Assessments and Assignments will be made available through Google Forms/Classroom and submission through Google Classroom
- Expectation of work is provided for every period as reflected on the timetable and placed in:
  - o Google Classroom (students)
  - o Compass (parents)
- Informal Feedback via Google Classroom
- Formal Feedback and Assessment results via Compass
- Work collaboratively in Teams so the planning/preparation can be shared
- Classes can be delivered via video conference *if preferred* through Google Hangout Meet (see technology guidelines)
  - o Live
  - o Recorded (this could be pre-recorded by the teacher and shown to students. It must not be recorded with students present)
  - o Please be aware of your surroundings when conferencing. Student surroundings and clothes must be appropriate.

Assessment

The college will continue to assess as per the existing Assessment schedule located **here** and apply Timely Reporting guidelines which are located **here**

- CLT's need to be common across all classes of the same subject
- As per remote learning arrangements, the format of CLT's/SAC's may need to be adjusted. Approaches may include using Google Docs, Video conferencing, Scanning/Photographing work or undertaken in a different format.
- The number of CLTs per semester per subject may need to change but each subject should have at least 3 CLTs

Reporting

Feedback
Feedback as per existing structures. Think about how this might be done in a remote learning environment using the accepted communication protocols with students.

Interim Reports
The 3 elements of Work Completion, Work Quality and Learning Behaviour will continue. For further details about the descriptors and marking scheme for Interim reports see here. Please be mindful of how the descriptors apply to remote learning.

Interim reports will be conducted and released at the following times in Term 4.

Cycle	Weeks Covered	Release to parents and students
1	1,2,3,4,5	Thursday week 6

Semester Reports
The end of semester report will be formalised as per the current process as outlined in the Timely Reporting guidelines. These will be available to students and parents at the end of Term 4.

Student Wellbeing and Engagement

Student Attendance at School During Remote Learning

Children in years 7 to 10, on days when they are not able to be supervised at home and no other arrangements can be made, can attend the school. This will be available for children of parents who cannot work from home, any student with a disability and vulnerable children, including:

- children in out-of-home care
- children deemed by Child Protection and/or Family Services to be at risk of harm
- children identified by the school as vulnerable (including via referral from a family violence agency, homelessness or youth justice service or mental health or other health service).

Parents will notify the Student Wellbeing Coordinator (Alexia) by Thursday of the previous week that their child/ren will be attending on-site. Students will be added to a class roll for attendance purposes.
Students will report to the library where they will be supervised by ES staff (library and/or integration aides)

- The ES staff will provide initial instruction and ensure that students are on task

In the event an issue arises, the ES on duty will:

- Contact a teacher if available
- Contact a Year Level Coordinator or Sub-School Leader
- Contact a Principal Team member
- Contact the General Office to locate a member of the Principal Team

Attendance Marking Process

Individual teachers will not be expected to mark rolls for their classes. **As there is a mixture of classes On Site (11-12) and remote (7-10) , staff are required to press the 'Save Class' for all classes regardless of marking the roll for 7-10. This will ensure that it doesn't appear on the teacher and student notifications as unmarked. This is unfortunate, but there is not much we can do with a blended model of remote and on site.**

Year 7 - 10 students will check in twice a day through a google form.

Process:

- Two events have been created for each day - one covering period 1-3 and one covering period 4-6.
- A google form will be sent to all students at 8:00 am each day and students are expected to fill it out by 8:50 am. Another one will be sent at 12:35 pm and will need to be filled in by 1:50 pm.
- The information from the google forms will be transferred into the events and this will be the basis for the students am and pm attendance.
- Teachers can refer to the data when reconciling their own classes.
- Students with regular non-attendance will be referred to the YLC.
- Parents are required to put a note into Compass if their child cannot participate in the remote learning at any time.
- Staff have the option of adjusting the roll for any of their classes.

The google form will be very simple. It may contain a news item, it may ask for some feedback on how the student is feeling. It will be a daily check in with students.

Parent Support

Parent Responsibility	
Space	**Set up a quiet learning space in the house with Computer/Internet access**
Lessons	**Access and discuss with your child the lesson plans on Compass.**
Structure	**Familiarise yourself with the Student Responsibility section and understand the BPC approach to Remote Learning**
Attendance 7-10	**Ensure the student has logged on for attendance checking in at the nominated time for morning and afternoon.**
Support	**Provide the support and encouragement in undertaking this learning journey together.**
Technology	**It has been shown that mobile phones are a distraction to learning. Students should not have their mobile phones during class time**
Balance	**During recess and lunchtime breaks, students should engage in some sort of physical activity.**

What can I do to support my student during this period?

- Talk about the virus in a manner which is appropriate to their age. Find out what they know, correct any misinformation, teach them how to prevent spreading germs or research it with them.
- Familiarise yourself with things you can do to support learning at home.
- Information about your child's learning program will be available on Compass and Google Classroom. Communicate by email with your student's teacher(s) if you have any questions regarding their learning program.
- Ask what they might need to complete their learning successfully at home. Stock up on a few essentials like post-it notes, coloured pencils, highlighters, unlined and lined paper, and pens/pencils. Where possible, ensure they have access to an appropriate device and internet to support online learning.
- Consider where your student might feel comfortable working without distractions.
- Familiarise yourself with your student's learning program, so you can get a sense of how much they should be doing each day for each subject. Prepare a study timetable so that they can keep to a routine. A hard copy of their time table which is put somewhere that is highly visible would be useful.
- Make sure your child knows how to communicate with their teacher(s).
- Take into account that your child won't see their friends. Negotiate appropriate ways in which they can maintain connections to their peers. You can do this by setting up virtual playdates with their friends through video chat.
- Encourage a period of physical activity each day. This will help keep them active and reduce boredom.
- 'Help' at home means providing support, encouraging, listening, praising, guiding and discussing – there is no expectation that families will 'teach' school subjects.
- Use the opportunity to do projects you've been wanting to do with your student. Whether it is learning how to bake, doing an art project or starting a blog, there are many ways to be creative with your student.

Students

Student Responsibility	
Attendance (7-10)	**Sign in before 8:50 am in the morning and, again, before 1:50 pm in the afternoon on the Google form**
Daily Timetable	**Follow your daily timetable as listed on Compass. You are expected to log into Google Classroom for each lesson to determine the learning activities for this time.**
Stay Connected	**Ensure that you are aware of your daily requirements through Google Classroom and check student emails at least twice per day**
Staying Engaged	**Tuning in is only half the work. Ask questions, seek clarification and get feedback about your learning. If unsure, ask!**
Staying up to date	**Know what is due and when it needs to be submitted. Teachers will make notifications to parents of any work that is not up to date.**
Submission of Work	**Ensure you are aware of how work should be submitted and what is required by your teacher.**
Technology	**It has been shown that mobile phones are a distraction to learning. Students should not have their mobile phones during class time**
Balance	**During recess and lunchtime breaks, students should engage in some sort of physical activity.**
Punctuality	**Ensure that you are connected and ready for any video classes**
Online etiquette	**When online, ensure that you are dressed appropriately for a class, muted microphone (unless talking in the discussion) and have an appropriate background like a blank wall. At all times, students are expected to adhere to same classroom rules and guidelines but remotely e.g.: respectful language to be used online, identify yourself with your given name if required and not a 'made' up identity.**