



REMOTE LEARNING PLAN – PARENT GUIDE

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A. Delivering an Online/Remote Teaching and Learning Program

This Parent/Caregiver Guide has been developed and updated to support parents/caregivers for Online Learning and is part of our **Gleeson Connect-Ed** package of learning.

Every effort has been made to keep our online mode as normal and familiar as possible. Your child will have the same classes, with the same teachers at the same time as they would normally have at school. As a community we will check in with you and your family, with House Leaders, Care Group Teachers, Counsellors and senior leaders available to answer your questions and provide support.

Keeping a normal routine is going to be very important for the support of our young people's continued learning during this time. Attending lessons (online) and completing set activities in real time each day will help prevent your child/ren from falling behind.

As a College we have been planning for the following, based on Government recommendations that schools are to remain open for students, and that parents/caregivers may decide whether or not to send their children to school:

- Gleeson College will remain open as we have done throughout Term 1.
- Some students will learn at school and others will engage in the same lessons via remote learning.
- All students will learn using the same platforms – SEQTA and Microsoft Teams. Currently it is planned that students who are at school will attend classes with their regular teacher while their peers at home will connect online into the same lesson for their remote learning.



B. Timetabled Lessons

- Staff and Students will engage in all timetabled lessons.
- All materials will be posted to SEQTA before 8am on the day prior to the next lesson with clear learning intentions and steps for all activities.
- SEQTA is where students will begin each lesson, and families can monitor and support student remote learning.
- Student attendance will be recorded on SEQTA and students will be asked to sign into either a forum or a poll at the beginning of each lesson to show they are present and ready for learning. Students who do not engage in the poll or lesson during their timetabled time will be marked as absent.
- Delivery of curriculum may include SEQTA, Education Perfect, Microsoft Teams, verbal contact, chat forums and other programs. Full or partial video conferencing may be used in accordance with protective practices guidelines.
- Staff will monitor student work and engagement in lessons and will notify parents/caregivers if students are not completing the set work via email, SEQTA 'direct message' or a phone call.
- Along with lesson engagement students will be set assignments and homework to complete between lessons.

C. Communication from Gleeson College

Communication from the College will still occur through The Globe, email and SMS. Parents/Caregivers should ensure they have access to SEQTA Engage and that they monitor information provided by the subject teacher to ensure students are accessing and completing work at home. In this uncertain time, it will be more important for you take a few minutes to ensure you read all communication that is provided by Gleeson College.

If you are unable to login to your SEQTA Engage account or need more assistance in navigating the SEQTA platform, please email seqta@gleeson.catholic.edu.au and a member of staff will be in contact to support you with your inquiry.

D. Communication with Staff

Contact time and direct instruction when engaging in online learning will necessarily be different to your child's experience when attending school and receiving face to face instruction.

Staff will respond to student or parent/caregiver enquiries in a timely manner during the school week. During online lessons, your child will still be able to ask questions and receive answers prior to the end of the lesson where possible.

The staff at Gleeson College have upskilled in Microsoft Teams as the platform of choice for conferencing and engaging with groups of students and this program is available as part of our Office 365 licence.

Parents should contact their child's class teacher in the usual way if they have concerns or require support. Please refer to the [Parent, Student, Teacher Communication Policy](#) to direct concerns to the appropriate staff member. Class teachers will be expected to pass on feedback to the College leadership, particularly if there are concerns or a lack of communication.

Initial Concerns

- Academic concern – Subject teacher
- Attendance and Wellbeing concern – Care Group teacher

Ongoing Concerns

Where concerns are still ongoing and cannot be resolved by the Care Group teacher or Subject teacher, please contact the relevant House Leader for pastoral or wellbeing concerns, or Learning Area Leader for curriculum concerns.

Learning Area Leaders – ongoing academic concerns

- English – Jessica McCarthy
- Flexible Pathways – Tom Blake
- HaSS – Alex Hewson (Term 2)
- Health and Physical Education – Danny Gloria
- Inclusive Education – Renee Simanis
- Languages – Tom Dawson
- Mathematics – Tim Bond
- Religious Education – Alesia Sala
- Science – Jason Puttnins
- Technologies – Adrian Ranieri
- The Arts – Carly Meakin

House Leaders – ongoing wellbeing concerns

House	Middle School	Senior School
Damiani	Kathy Marusic	Josh Boden
Fyfe	Emma Rogers	Clint Vause
Hughes	Carlo Librino	Naomi Creek
McDonald	Sarah Campbell	Lisa Feleppa

Student Counsellors

Appointments can be made via email with either of the student counsellors:

- Victoria Riviere
- Daphne Vassiliou

Further information regarding wellbeing support has been communicated with students via email from the College Counsellors. These key links are also available through the SEQTA Learn Wellbeing portal.

Unresolved Concerns

In the event that concerns cannot be resolved please contact:

- Assistant Principal Teaching & Learning – Kate Morgante
- Assistant Principal Student Development – Shannon Bertram
- Deputy Principal – Adam Cibich

To contact staff members via email please use the following format:

firstname.lastname@gleeson.catholic.edu.au

E. Parent/Caregiver Support

As students are operating more independently, it is important that parents/caregivers with assistance from Gleeson College staff, continue to oversee the learning expectations of their child(ren).

The following guidelines aim to support you while your child(ren) works from home:

- 1. Support usual routines and expectations*
If students are able to undertake their learning at the usual lesson times, incorporating the normal breaks, they will recognise that learning is continuing but in a different location.
- 2. Set-up a study space in the home*
Setting up a space which is conducive to learning will assist in maintaining expectations.
- 3. Monitor your child's communications with teachers*
Parents are encouraged to monitor their child's communication with teachers before seeking to make contact themselves. Please avoid regularly contacting teachers (unless absolutely necessary) as teachers will be communicating remotely with their students across all of the classes they teach.
- 4. Regular check-ins with children*
Parents are encouraged to check-in with their child about their learning. Keeping communication open will assist in maintaining the continuity of learning.

If students are unable to engage with their learning due to illness, Parents/Caregivers are to advise teachers via email in the first instance so accommodations can be made.

We wish to thank you in anticipation of your support of the Gleeson Connect-Ed Remote Learning Plan and the support for your child in this new educational format.