



FOREST LAKE STATE HIGH SCHOOL CONTINUITY OF LEARNING DOCUMENT

Parent and Student Guidelines

Our Vision

A first-class education for every student in our community.

Our Purpose

To educate and empower students to become successful global citizens.

Forest Lake State High School provides a first-class education for all students in our community. The COVID-19 pandemic has brought about the need for students to complete learning remotely.

Our school will use Digital technologies and applications to provide curriculum delivery and as a means of communication. Forest Lake State High School's continued teaching and learning arrangements are:

- Online learning platform including: eLearn ([The Learning Place](#)), OneNote (Microsoft), Microsoft Teams and OneDrive.
- Hard copy resources can be provided to students without access to devices and/or internet.

In the current modelling, students of essential workers (students whose parents have to work outside of the home and are unable to arrange supervision) will be provided with an on-site learning option. These students will:

- Engage in learning using the same online learning platforms as students off site.
- Attend class as per their timetable where their teacher is operating on site. If their teacher is working remotely, another teacher will supervise them.

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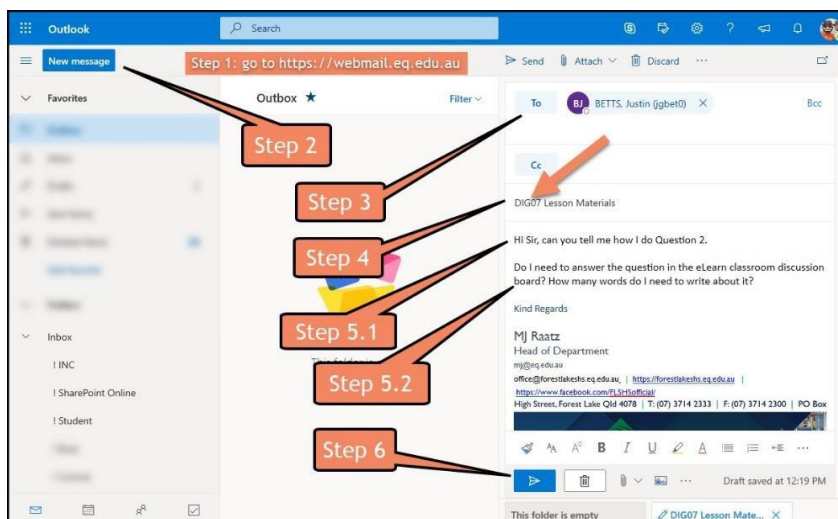
Online Learning Protocols

Communication

1. Communication between school staff and students will be via the DET email address.
2. Staff will be online and available to students for the duration of normal timetabled classes.
3. There is no expectation of correspondence between staff and students (e.g. email) outside of school time.
4. Staff will endeavour to respond to students, and other staff, in a timely manner (same day where possible).
5. Parents may receive calls from the school's number or from "No Caller ID" – and are encouraged to answer "No Caller ID" calls as these may be from school staff.
6. Parent can give permission for a staff member to call their student directly on the student's mobile phone.
7. Staff will NOT SMS students or parents on personal mobiles due to privacy reasons.

Lessons

1. Staff are planning to be available online for timetabled lessons between 8:30am to 2:30pm.
2. Teachers will **track student engagement in the learning materials** for their subject (keeping in mind that engagement may or may not be during timetabled lesson times).
3. Teachers will ensure that learning intentions for each lesson are clear by sending an email (through eLearn or Outlook) that includes:
 - Learning Goal
 - Success Criteria (where possible)
 - Links to the documents or websites for that lesson
 - List content
 - Provide differentiated/extension activities (where possible)
4. Teachers will maintain accurate records of students who are **engaged in lesson time**.
5. Students with questions may email their teachers using the following protocols.
 - Step 1: Go to <https://webmail.eq.edu.au>
 - Step 2: Click **New Message**
 - Step 3: In the **To** field - Type in your **teacher's name**
 - Step 4: In the **Subject** field - Type your subject code and brief topic (e.g. ENG071A, DIG071A)
 - Step 5: In the **Body** field:
 - Ask your question in a short sentence (Look at eLearn > WTE > Short Sentence)
 - Then in a second paragraph, please ask your clarifying questions
 - Step 6: Send



Students without access to device and/or Internet

1. The school has asked families to notify the office if they have no access to devices and/or internet by calling the school or emailing office@forestlakeshs.eq.edu.au .
2. Teachers may also identify who in their class does not engage with online learning.
3. The school will arrange for print copies of work for students who do not have access to online learning resources.
4. Print learning materials will prioritise the core learning areas of English, Mathematics, Humanities and Science.
5. The school will liaise with parents/carers with regard to their preference of posting or collection of materials.

Types of learning materials

Considering our approach to learning and teaching, aligned to the intended ACARA or QCAA curriculum, learning materials may include, but not limited to:

1. Interesting and varied activities considering the difference in timing for remote learning due to the absence of immediate feedback.
2. Learning segments including the technical aspects required to complete learning tasks such as short videos and screen casts.
3. Write That Essay strategies and Daily Writing Tasks (years 7 and 8).
4. Collaborating virtually and in person and encourage students to communicate in a variety of forms.
5. Offline activities such as reading, physically writing in a journal, taking photographs, making a video or other artefact. We will avoid requiring students to print or scan as many may not have access to a printer.

Teachers will continue to work with student case managers to implement learning that reflects inclusive practices.

Assessment of learning

Our pedagogical focus remains on having assessment for learning, assessment as learning and assessment of learning.

- Teachers will continue to implement a number of checkpoints in the learning phase to check for student understanding to allow for early intervention, if required, and maintain continuity of learning. These checkpoints may differ dependent on student access and engagement.
- Formal assessment at the end of the unit of work may need to be adapted based on the circumstances of learning, curriculum delivered and the current learning environment.

Supporting each student's continuity of learning

Students with any concerns, not related to a specific subject, are to contact their roll class teacher/case manager as the first point of contact.

Parents or staff with concerns regarding a specific student are to contact the assigned school leader identified on page 7 of this document.

Identified issues will be referred back to the class teacher/HoD/IT Service to address as needed.

Online learning expectations - STUDENTS

Prepared

- It is important to maintain routines. Take breaks, as you normally would – make sure you get out into the sunshine when you can. At the beginning of each timetabled lesson, your class teacher will be available to you via school email.
- Have a clearly defined workspace, free from distractions (eg: television, music, social media) that is well-lit and comfortable.
- Be able to access school email and online learning platforms.
- Check your school email and Online Learning Platforms each morning and afternoon Monday to Friday for information on courses, resources and assessment.
- Students will be provided with adjustments to Semester Overviews, Course Planners and Assessment Planners as required.
- Contact IT technicians on it@forestlakeshs.eq.edu.au or school IT voice message service on 0460 944 554 if you experience difficulty with access to materials/technology.
- Read the Daily Notices which will be emailed by the Duty Deputy Principal (this will include teacher absences).

Respectful

- Use technology mindfully and remember that you are responsible for everything you 'say'.
- Comply with the Information and Technology Acceptable Use Agreement and Responsible Behaviour Plan for Students to ensure you meet the school's PRIDE expectations. All communications are to be respectful and appropriate. Any inappropriate contact from students, or their parents, will be referred to the relevant year level Deputy Principal.
- Communicate with teachers via school email, the learning platform or school phone number only.

Inclusive

- Be respectful of others' opinions and their diversity.
- Know how to access the email addresses of your teachers: all staff email addresses are available on the school website under Our School and Our Staff.

Dedicated

- Dedicate appropriate time to learning, reflective of your timetable, including homework and study time, as guided by your teachers. You will be provided with a minimum of 24 hours' notice to complete online learning activities set by teachers.
- Submit assessments by the due date as communicated by teachers or request Variations to Assessment as outlined in the Learning to Assessment Policy.
- If you are ill and are unable to meet assessment requirements (Years 7-9), contact the relevant Head of Department to seek possible extensions or year level Deputy Principal (Years 10-12) via the variations@forestlakeshs.eq.edu.au email and variation to assessment process outlined on the website under Curriculum and Senior School.
- Additional learning materials are available from [learning@home website](#).

Engaged

- Actively engage in the learning process, including all courses in which you are enrolled (eg. School classes, school-based traineeships, external RTO courses etc).
- Communicate with teachers by school email and/or via online platforms already described to you by your class teacher. Communicate proactively with your teachers – ask questions, seek clarification, request support, let them know if you cannot meet deadlines. Participate in online forums, collaborate and support classmates in their learning.

- Check email often as the primary communication method will be by email with relevant documents saved in OneDrive and/or via other means already established by your class teacher. Your teachers may also direct you to other online platforms including eLearn (The Learning Place) and Microsoft Class Notebook. Your teacher will instruct you as to their use.
- Have breaks in between learning, by going for a walk and getting some fresh air.

Online learning – PARENT SUPPORT

To best support your student to be successful working remotely we recommend:

Prepared

- Establish the expectation that your child will engage in their online learning following the timetabled routine of their normal school day where possible.
- Define a space in your home for your child to work in that is well-lit, well-ventilated and comfortable.
- Ensure that students have access to their school email (for example misID2@eq.edu.au) and the appropriate online learning platforms, such eLearn (the Learning Place).
- Monitor how much time your child is spending online. Regular breaks are important.
- Ensure your child has breakfast and are dressed and ready to learn for the day.

Respectful

- Monitor communication from teachers and peers.
- Communicate with school staff as necessary, allowing staff members up to 48 hours, Monday to Friday to respond.

Inclusive

- Encourage physical activity and/or exercise during school break times or before/after school.
- Keep your children social, but set rules around their social media interactions and physical interactions as per Government Health guidelines.

Dedicated

- Begin and end each day with a check-in (ask your child about their learning, engagement and progress).
- Encourage your child to use eLearn and email to ask questions about their learning.

Engaged

- Take an active role in helping your children process their learning.
- Be familiar with the Learning to Assessment Policy and assist students to communicate with teachers as required.
- Keep up-to-date by reading information provided by the school (eg newsletters, emails, website and Facebook) and maintain communication with staff via email.

Online learning expectations – TEACHERS

Prepared

- Provide learning materials in regular learning time as well as associated homework tasks.
- Communicate learning materials in a pattern consistent with the timetable, understanding that students may require a minimum of 24 hours' notice to participate in "live" events should they be scheduled, or to complete set work.
- Check school email, staff notices and Online Learning Platforms each morning and afternoon, Monday to Friday.

- Ensure that group email lists for each class have been created.
- Clearly communicate assessment expectations with students.

Respectful

- Provide regular check-in opportunities for students and be available during regular school hours where possible. Reinforce continued access to online learning with positive feedback.
- Teachers are not required to respond to student and parent outside of school hours.
- Concerns and inappropriate behaviour or contacts are to be referred to KLA HoDs or DPs as per normal PRIDE practices (refer to PRIDE and Wellbeing Handbooks) through OneSchool (behaviour or contact).

Inclusive

- Should the teacher choose “live” online learning as a strategy, provide resources so that students who are not able to virtually attend or access live events are catered for. The timetable provides a potential schedule for “live” learning if it is chosen as a strategy.

Dedicated

- Provide feedback on formal drafts in a timely manner.
- Communicate information regularly about assessments to students.
- Online learning packages are to include lesson instructions and expectations for the week (written or video) along with relevant resources (worksheets, textbook chapters, activity instructions, online links).

Engaged

- Keep record of students who are actively engaging with the learning, both during timetabled lessons and across the school week.
- Respond to communication from students and parents within 48 hours, Monday to Friday.
- Teachers should direct students to Course Planners and clearly outline the progression of learning, necessary resources and assessment expectations and checkpoints.
- Teachers should be available to students (health and family circumstances permitting) during regular school hours (8.30am – 2.30pm).

Key Staff Email Contacts

School Leaders	Principal – Denise Kostowski Year level leaders SEP – Robyn Ferguson Year 7 – Inga Muller Year 8 – Adam Whitby Year 9 – Lucas Nicholls Year 10 – Simon Campbell Year 11 – Joanne Francis Year 12 – Daniel Johnson	principal@forestlakeshs.eq.edu.au dkost2@eq.edu.au rferg2@eq.edu.au imull5@eq.edu.au awhit299@eq.edu.au lnich76@eq.edu.au scamp22@eq.edu.au jfran3@eq.edu.au djohn287@eq.edu.au
Heads of Department	English – Fiona Laing Humanities and Languages – Rob Parker Mathematics – Lex McBean Science – Meagan Ferguson Health & Physical Education – Anita Davey Digital Technologies and Business – MJ Raatz Design Technologies - Glen Lindh The Arts – Sean Lubbers Junior Secondary – Inga Muller Senior Schooling – Leanne Randolph Teaching and Learning – Nikki Raatz Success Coach – Mike Van Barneveld Supportive School Environment – Adam Whitby Head of Special Education Services – Leonie White	flain1@eq.edu.au rpark45@eq.edu.au lmcbe4@eq.edu.au mferg109@eq.edu.au adave26@eq.edu.au mraat1@eq.edu.au glind13@eq.edu.au slubb1@eq.edu.au imull5@eq.edu.au lrاند13@eq.edu.au nraat2@eq.edu.au mvanb11@eq.edu.au awhit299@eq.edu.au ljwhit3@eq.edu.au
Guidance Officers	Years 7, 9, 11 - Jodie Appleby Years 8, 10, 12 – Lauren Davis and Holly Vyner	guidance-7-9-11@forestlakeshs.eq.edu.au Guidance-8-10-12@forestlakeshs.eq.edu.au
Student Services	Student Support Team	Emails available on school website
IT Issues	Technicians	it@forestlakeshs.eq.edu.au
Welfare and Wellbeing	Year Level Coordinators: Year 7 – Lisa Scholes Year 8 – Melisa Fisher Year 9 – Leonard Lai Year 10 – Scott McGrath Year 11 – Helen Parkinson Year 12 – Edward Alpert	lscho17@eq.edu.au mmfis1@eq.edu.au llai4@eq.edu.au smcgr66@eq.edu.au hpark71@eq.edu.au ealpe1@eq.edu.au
Absences	Attendance Officer	office@forestlakeshs.eq.edu.au
Finance	Business Manager	finance@forestlakeshs.eq.edu.au
General Enquiries	School Administration	office@forestlakeshs.eq.edu.au