

PRINCIPALS MESSAGE

Diamond Valley College 165-179 Main Hurstbridge Rd, Diamond Creek , Phone: 9438 1411 , Website:

Important College Dates

TERM 2

- 8th June Queens Birthday Public Holiday
- 26th June Last day of Term

Thank goodness, it's Friday! I am not sure how you are feeling, but I know that the staff at DVC are really feeling the pressure as they continue to provide the best learning opportunities they can for your children.

If you have driven past the College recently you would have noticed a great deal of activity, all with appropriate social distancing. The roof replacement continues, with 50% of the Technology wing replaced. It has taken longer than expected as the number of workers has had to be reduced and the weather has not always been favourable. This work should be completed by June.

United Commercial Projects has taken the site for the Science build, with the area now completely fenced off and a site office established. Work has begun with the removal of a number of trees to clear the site and work will begin shortly on the replacement of a ramp from the lower car park to the Technology wing. We hope that this will be completed prior to our students' return to school.

Due to the loss of school access via Gate 3 for the remainder of 2020, we have had to adjust our traffic management. On return to school, there is no parent or student car access to the College grounds unless it is to use the disabled space in the lower car park or to use the visitors carpark to pick up a child from sickbay during the day. I will remind everyone of this once things return to normal.

We continue to revise the support material that we provide teachers, students and parents. The further we go with remote learning, the more we realise that our learning structures and expectations may need modification. As such, we will be making some time table changes to the Year 7 and 8 programs, introducing an increase in double sessions. This will allow teachers to pace the work in a more effective manner and ensure that regular breaks are being taken to stretch and get away from the screen for a little bit. It is important that your children take these breaks and not continue working; they are being implemented to promote physical and emotional wellbeing.

The documents on Page 3 onwards clarify the expectations we have in regards to learning, outside of school hours work (I am reluctant to call it homework as we have in the past), wellbeing checks, behaviour expectations and remote learning etiquette. These documents will continue to evolve, but we do believe that they are quite thorough and address many of the concerns raised by our teaching and support staff and families. We have also included advice on how parents can support the reading program matched to the curriculum for each year level.

As in previous terms, all teaching staff will be taking a Professional Practice Day. This will be especially timely as they prepare new curriculum for remote learning. If this impacts on your child, they will be notified on COMPASS in the lesson plan that the class teacher is taking a Professional Practice Day and that they are to work independently on the tasks identified on COMPASS.

(Continued over page)



Statement of Commitment

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Our next work will be on how we report to families at the end of the semester. We acknowledge the difficulties, for many, of remote learning for Term 2 and the highly disrupted Term 1 with high absenteeism. We are awaiting advice from DET but our discussions have already begun on how we can simplify the reporting process to take in to account the current learning environment. College Council Sub Committees will be discussing this on Monday afternoon. If you have any thoughts, please do not hesitate to email me at Allison.Bennett@education.vic.gov.au.

We have finally received some advice from VCAA regarding VCE and VCAL. Units 1, 2 and 3 will not have any changes to the study design unless it has already been published. To accommodate this we will extend the study of units 1 and 3 to the end of Term 2. Our usual practice would be to begin Units 2 and 4 in Week 9 of Term 2. Unit 4 study designs have been reviewed and adjusted, with every subject being reduced in some way. These will be published by VCAA shortly and class teachers will discuss this with their students. The end of year exam dates have not been officially released but it has been confirmed that these will take place in December.

VCAL students will also have their year extended to ensure that they are meeting all competencies and meeting their VET and workplace commitments. More information will be given to students once we have confirmed arrangements with the VCAL team.

As yet, there is no information about VET; this is being addressed by VCAA over the coming weeks.

We have had a delivery of laptops from DET with priority for distribution to Year 11 and 12 students and then to Years 7 to 10 based on need. They do not have internet support, which is disappointing, and I am endeavouring to find out if this will be forthcoming. If your child is in need of a laptop please contact me, outlining the reasons for your request and we will begin distributing them as quickly as possible.

Please stay safe and contact us if we can be of any further support.

Allison Bennett

Principal

1. SCOPE

As a school community, we are committed to our *School Values of Respect, Excellence and Responsibility*. As a school, we acknowledge the importance of setting high expectations and taking a consistent approach to pursuing these values in all aspects of our students' education. By highlighting them we also emphasise the important role that students have in their own learning.

There is good evidence to suggest that clear learning gains can be made through the adoption of consistent teaching and learning protocols, and setting high expectations for all students.

The way that teachers go about their work in and out of the classroom, the attitudes and approach that students bring to their learning, the support and encouragement from parents when students are away from school and the level of the expectations that we set as a learning community are all significant in achieving the best possible outcomes for our students.

Flexible and Remote Learning is governed by these same philosophies and principles.

The *DVC student* recognises that there are positive outcomes for appropriate behaviour in and out of school and being engaged in their learning, including;

- Feeling valued and cared for, with strong engagement in the school culture
- Personal motivation, resulting in enhanced learning and confidence
- Participation in the academic, social and extra-curricular opportunities of the school.

The aim of this document is to:

- contextualise student learning and wellbeing within a framework of Flexible and Remote Learning
- outline our Flexible and Remote Learning strategy for all stakeholders – students, parents, staff
- clarify expectations
- be dynamic so that the document is updated as we learn, adapting our flexible and remote learning practices

Flexible and Remote Learning concepts:

- Each class will "run" at its scheduled Compass time
- Teachers will be connecting with each class within the scheduled 50 minute block
- Resources, other than physical books, will be provided online
- Students will complete class tasks and make submissions each week per subject undertaken as directed by their teacher
- Parents and guardians are not expected to teach, but to support their children by providing a suitable work space, guidance in engaging with classes on time and communication with teachers if support is required.

Communication:

Compass will be the primary online learning platform, as it always has been

Students will see tasks set by their teachers in the Lesson Plan section

Learning Tasks will be visible to students and parents – there is no change here

Teams of teachers may also use Microsoft Teams, or another platform such as Webex, which is very easy to use while being safe and secure.

Email can be used to communicate with teachers and support staff as usual

Phone access will be limited.

Remote Learning is any learning conducted away from the traditional classroom setting and not conducted face to face.

At Diamond Valley College this will usually be supported by technology using email, file sharing, simultaneous interactions (video, audio, chat, discussion board, live shared documents) and non-simultaneous interactions (email, discussion board, shared documents, video lessons) as well as, telephone contact.

Remote learning can occur when one or more students are away from normal classes (blended learning for the teacher; remote learning for the student), or if normal classes are not run physically, but online or remotely.

Currently, due to COVID 19 at Diamond Valley College remote learning is supported by the use of Compass and Microsoft Teams, students are utilizing their Edupass password to access Microsoft Teams.

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3. CHILD SAFETY

Child safety during remote learning is of critical importance and it essential that it is prioritised at all times.

Any concerns should be reported directly to the College Principal, Allison Bennett, contacting the school on 9438 1411, as soon as the **concern** arises.

There is specific advice and information for schools, teachers, students and their families through the following links:

🔗 <https://www.esafety.gov.au/about-us/blog/covid-19-keeping-schools-and-learning-safe-online>

🔗 <https://www.esafety.gov.au/about-us/blog/covid-19-online-survival-kit-parents-and-carers>

4. SHARING, RECORDING AND EXPECTED BEHAVIOURS

Remote Learning will often involve sharing materials between participants, and sometimes the session will be recorded by the teacher to enable others to review the lesson later. Staff and students are not required to reveal themselves in a video conference

There is no excuse for lack of etiquette, manners, allowing plagiarism, or illegal activity, just because learning is occurring remotely.

As students and staff interact online, the normal respect and etiquette is expected.

Failure to meet these expectations will result in normal behaviour management processes being applied:

- Teaching staff will provide students with a warning:
- If behaviours continue a second warning will be issued by the teacher, with an explanation that they will be removed from the Virtual Classroom.
- Third and Final warning: student removed / exited from the Virtual Classroom. Complete an incident report on Compass informing relevant Coordinator and Parent/ Guardian.

1. All participants must respect everyone else's privacy and security.
2. Only a teacher is permitted to record a remote learning session.
 - a. Students will be advised at the start of the session if it is being recorded.
 - b. Students who join a session late need to determine if the session is being recorded by the recording symbol and/or text warning in the session.
3. Students will respect others' rights to learn by not disrupting the session.

Examples of online disruptive conduct include:

- i. Taking control of applications (apps), resources or video when not asked;
 - ii. Removing other people's work, comments or content from shared collaborative spaces and/or activities;
 - iii. Sharing the link to the classroom forum to others not enrolled in the class; and
 - iv. Inappropriate comments (verbal and or written) or noise during a remote learning lesson.
4. Chat and discussion boards (Microsoft Teams, Webex & Compass) will be used for on topic, lesson-based discussions.
 5. No person will post inappropriate images (memes, GIFs, Tik Toks etc) text or other content in the chat or discussion boards.
 6. Students will keep their microphone on mute as directed by the teacher unless they are contributing to the discussion or asking a question.
 7. Students will not share images, video or text for a live-stream or video to others outside the class.
 8. All participants in remote learning are reminded that all content posted by participants, or provided during remote learning, can be viewed by the School's IT department and staff.

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5. CONSIDERATIONS FOR LIVE INTERACTIONS (INCLUDING VIDEO)

Preparation for remote learning is important.

Students and staff are expected to ensure that they set up before the session.

Some important considerations if you choose to show yourself in a video conference:

1. Ensure that you are dressed appropriately
 - a. Smart-casual attire
2. Choose a public location
 - a. No live remote learning should be occurring in unsupervised spaces
 - b. Choose a suitable background
 - i. Be mindful of what is in the background (personal photos, paintings/posters etc)
 - ii. Make sure lights do not cause discomfort
3. Video needs to be optimised
 - a. Think about your Camera Angle
 - b. Raise the laptop to eye level
 - c. Know how to turn webcam and microphone off and on
 - d. Visual check-in is encouraged
4. Audio needs to be clear
 - a. Choose a quiet room
 - b. Use a headset with microphone or dedicated microphone if possible
 - c. Know how to mute and unmute microphone
 - d. Mute microphone when not teaching/learning
5. Test your video and audio
 - a. Restart your computer if something is not working, ensuring everything is plugged in when you restart.
6. Have a plan for others in the vicinity.
 - a. Make sure all people in your vicinity (e.g. your house) know when you are engaging in remote learning and what they can and cannot do.
 - b. Make sure they know how to keep the noise to a minimum.
7. Parents or carer or older sibling must ensure regular check-in with the student.
8. Look after yourself
 - a. Alternate between standing and sitting
 - b. Take regular breaks
 - c. Have a water bottle nearby
 - d. Regularly mute and turn off the webcam to take care of personal business.
 - e. If you need a bathroom break, excuse yourself without going into detail and turn off audio and video
 - f. Block out RECESS and LUNCH follow the scheduled timetable for these breaks giving yourself a screen break.
 - g. Use the school timetable and meeting calendar to guide your day, logging off at the end of the scheduled day.
 - h. It is critical that all staff and students take a mandatory 10minute break for every 30minutes spent in front of a Digital Device for your health and wellbeing.

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6. ADDITIONAL REQUIREMENTS FOR TEACHERS

Teachers will maintain a **professional tone** in ALL online communication.

The language that teachers will use with a student online must be comparable to that used in the regular school environment.

The following needs consideration:

1. **The Microsoft Teams and COMPASS** are the only forms of communication teachers should use with students.

Under no circumstances will staff ring a student personal mobile phone or make contact by using social media carriers like Facebook, Instagram or Snapchat.

2. When teachers make a **video call** to a student/small group/class, teachers will ensure the following:

- a. Teachers are suitably attired in appropriate professional dress (smart casual).
- b. Teachers will situate their device within the home or workspace so that it has an appropriate backdrop that does not compromise a teacher's professional standing or expose any child to inappropriate imagery or conduct.
- c. Meetings will be 'arranged' with the student(s) according to the regular timetable time.
- d. Teachers will not 'cold call' a student using the video functionality outside the scheduled classtime.
- e. Staff and Students are not required to reveal themselves in a video conference

3. Should any student within the meeting behave inappropriately, or be situated in an inappropriate location, the teacher will end the conversation immediately. The teacher must log the information on COMPASS and if necessary contact the relevant yr level coordinator and parent/carer to pass on advice as to how the student might demonstrate more suitable behaviour next time.

4. Teachers will only communicate '**live**' with students during school hours and no later than **4.30pm**. Should a teacher need to communicate an idea or explanation to a student outside these times, email or a recorded Teams meeting will be used.

5. Should a teacher discover any student(s) engage in serious **misuse** of any aspect of the platform, the teacher will challenge the student's behaviours and report the behaviour to Year Level Coordinator / Sub-School Leader via COMPASS and a follow-up email.

6. Teachers will **monitor** their Microsoft Teams classes to ensure any 'chat' is subject focused and appropriate.

7. The same **mandatory reporting requirements** are upheld in terms of student protection.

- a. Any concerns about harm, including cyberbullying, self-harm or suicidality are to be reported immediately by phone and direct discussion to the Principal or Wellbeing Manager.
- b. If staff form a belief that the student is not safe according to Mandatory Reporting guidelines they must act and report their belief by contacting Child Protection.

<https://providers.dhhs.vic.gov.au/mandatory-reporting>

8. School provided confidential **counselling services** will continue during periods of remote learning, with the students making appointments as normal via email with the School Wellbeing Manager Vanessa Caruso.

The counselling will be conducted using Telephone or Google Meet, and can be audio only or video.

Due to the confidential nature of counselling, the student will need to be in a private location during the session.

If the wellbeing team member believes the location that the student is sitting in, is not suitable for a private consultation the session will be ended and reschedule.

No remote counselling session will be recorded.

9. The Wellbeing Mentor is a staff member who has been allocated up to 12 students to monitor the wellbeing and learning effort.

We will endeavour to ensure that the students allocated are ones that you teach or have a working relationship with but this may not always be possible. Check in with students each day via email. Check-in with students via phone or video conferencing individually once a week. Using the script to guide the conversation. Key task is to ensure the students are engaged with their learning and monitor the student's wellbeing.

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Remote Learning Roles & Responsibilities General Information for Teaching Staff

In the event of a School Closure, ALL Staff (Teaching & non-Teaching) will be required to work from home and fulfil some key work tasks to support student learning.

With this intention, staff will be required to take on the role of a **WELLBEING MENTOR**

AC & RT have allocated a group of 10 to 12 students to every staff member dividing the Homegroups up to allocate staff as **WELLBEING MENTORS pro rata to your teaching load.**

Please note that this schedule of responsibilities is fluid and may change and will be reviewed as we navigate our way through the process of moving to remote learning.

Role of Wellbeing Mentor	Role of Teaching Staff	Curriculum Leader & Learning Specialist with Domain & Program Leaders	Sub School Leaders / Coordinators	Principal Class Domain Leaders and Program Leaders														
<p>The Wellbeing Mentor is expected to monitor the wellbeing and learning effort of up to 12 students</p> <p>We will endeavour to ensure that the students allocated are ones that you teach or have a working relationship with but this may not always be possible</p> <p>Check in with students each day via email.</p> <p>Check-in with students via phone or video conferencing individually once a week. Using the script to guide the conversation. Key task is to ensure the students are engaged with their learning and monitor the student's well-being.</p> <p>Keep a log of contact made and note any concerns raised by students and/or parent/carer; by making a chronicle entry on COMPASS.</p> <p>ES staff who work as integration aids will be required to support those students as guided by the PSD coordinator (FW).</p> <p>As required inform the relevant Coordinator/ Sub School leader/ Wellbeing and/or Domain Leaders of any concerns raised.</p>	<p>Working remotely will require you to be accessible during regular school hours. You are expected to fulfil the agreed tasks in relation to your role.</p> <p>This involves:</p> <p>The Compass portal is our Primary Location to communicate with Students and Parents when giving a set of tasks and or directions to upload classwork, provide feedback on student work, and interact with the class regarding their work via email. This will include Lesson Plans on Compass that are scaffolded over the duration of the week adhering to your Domain Curriculum overview and YCA study designs, for each lesson a learning intention, success criteria and instructions for the class including links to other learning forums such as Microsoft Teams need to be included.</p> <p>Using Microsoft Teams create a team for all your classes and invite your students to join by sending them an email through Compass.</p> <p>Using Microsoft Teams, to conference with your classes using the table below for minimum expectation.</p> <table border="1" data-bbox="662 414 869 1294"> <thead> <tr> <th>Number of session per week</th> <th>Number of 20 min Video Conferences per week</th> </tr> </thead> <tbody> <tr> <td>Home Group</td> <td>Will not run</td> </tr> <tr> <td>PDL</td> <td>Will not run</td> </tr> <tr> <td>2 Sessions per week</td> <td>One 20 min Video Conferences per week</td> </tr> <tr> <td>3 Sessions per week</td> <td>One 20 min Video Conferences per week</td> </tr> <tr> <td>4 Sessions per week</td> <td>Two 20 min Video Conferences per week</td> </tr> <tr> <td>5 Sessions per week</td> <td>Two 20 min Video Conferences per week</td> </tr> </tbody> </table> <p>Staff do not need to reveal themselves to the class during the video conference.</p> <p>Staff and Students are to follow their current scheduled timetable on Compass.</p> <p><i>Whilst your scheduled session is running you will need to make yourself available only through email or the chat function in Microsoft teams to respond to any concerns raised by your students. Staff can determine when they choose to run the Video Conference component of their classes during the week. For example, if you have a class 5 sessions a week you may run a Video Conference the first session of the week and the final session of the week. You may choose to run more. Monitor progression of learning, working remotely in your Domain & PLC team to adjust and modify delivery tasks as required. This will include Assessment and Reporting.</i></p> <p>Formative Assessment can be delivered using Compass and/or accessing other agreed platforms. Maintain records regarding student completion of Assessments and Learning Tasks. Maintain attendance roles on Compass. This data can be determined by those students who communicate with you whilst your scheduled class is on via Email or Microsoft teams.</p> <p>Note: that some of our students may need hard copies of learning documents. These will need to be processed through the General Office as need arises. Email relevant work to Allison and Justin who will organise the collection of materials.</p> <p>Note: For students in Yr 7 to 10 homework can only be issued if a student hasn't completed the required set classwork.</p>	Number of session per week	Number of 20 min Video Conferences per week	Home Group	Will not run	PDL	Will not run	2 Sessions per week	One 20 min Video Conferences per week	3 Sessions per week	One 20 min Video Conferences per week	4 Sessions per week	Two 20 min Video Conferences per week	5 Sessions per week	Two 20 min Video Conferences per week	<p>Curriculum Leader to oversee in consultation with Domain Leaders and the Learning Specialist the effective delivery of Curriculum across the college.</p> <p>Domain Leaders and Program Leaders are expected to check in with their staff group following the published meeting calendar.</p> <p>Support staff in their curriculum delivery.</p> <p>Confirm assessment and reporting needs.</p> <p>To track Learning Growth Data of students</p> <p>In the first instance the critical data piece is participation levels followed by other learning behaviours eg. Completion of Task</p>	<p>Sub School Leaders will oversee and support coordinators to follow up any concerns raised by Wellbeing Mentors and/or Subject Teachers.</p> <p>(Weekly Video Conference meetings to be held and led by Sub School leaders)</p> <p>Document concerns on COMPASS.</p> <p>Liaise with students and parents.</p> <p>Weekly update to Principal Class Team (verbal or written).</p> <p>Fortnightly video conferencing meeting with the Principal Class Team; invitations will be sent via email.</p>	<p>Principal Class will guide expectations from either home or school (if permitted), keeping the School Community informed on a regular basis.</p> <p>A weekly Update will be provided on COMPASS and Email to members of the DVC community or more regularly if needed.</p> <p>Maintaining the communication through Staff Meetings and Briefing etc</p> <p>Regular Staff check-in will be shared by the Principal Team. Support Leadership Team members with their respective responsibilities.</p> <p>Contact in case of emergency: Allison Bennett Justin Matt Karen Baker</p>
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<p>There is no excuse for lack of etiquette, manners, allowing plagiarism, or illegal activity, just because learning is occurring remotely. As students and staff interact online, the normal respect and etiquette is expected. Failure to meet these expectations will result in normal behaviour management processes being applied:</p> <p>Teaching staff will provide students with a warning:</p> <p>If behaviours continue a second warning will be issued by the teacher, with an explanation that they will be removed from the Virtual Classroom.</p> <p>Third and final warning: student removed / exited from the Virtual Classroom. Complete on incident report on Compass informing relevant Coordinator and Parent/ Guardian.</p> <p>It is critical that all staff and students take a mandatory 10minute break for every 30minutes spent in front of a Digital Device for your health and wellbeing.</p>																		

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Expectations around Flexible and Remote Learning: Parents/Guardians

All students are expected to be learning from home. Students with exceptional circumstances may be considered to attend school. <https://www.education.vic.gov.au/parents/Pages/coronavirus-advice-parents.aspx#link49>

Parents/Guardians are the most important support for students in Flexible and Remote Learning. They provide a safe place for students to live and learn.

Please visit <https://www.education.vic.gov.au/parents/learning/Pages/home-learning.aspx> for a comprehensive parent guide to home-based learning, published by the Department of Education. It includes a link to a fact sheet with many useful hints and tips, particularly around managing screen time, checking on wellbeing and supporting students with additional needs.

We acknowledge that some parents/guardians may not be able to supervise their children's learning every day. The school's expectation of parents/guardians is not to teach but to support their child's learning by providing comfort, support and clear expectations in relation to their learning program.

We ask parents/guardians to focus on the following:

Self-care:

As for students, self-care is important for all of us. The focus on healthy diet and exercise, good sleep, regular breaks and good hygiene is a priority for all of us at this time. Help your children to maintain healthy routines, and remember that resources such as reachout.com are also available to parents and carers.

Environment:

- Continue to provide a working digital device as most classes need this. If there are issues around this, please contact the School **immediately** (details on last page) as DVC can assist with the provision of loan devices for families in need, If there are any technical problems, email Leon Kolbe at leonk@dvallcoll.vic.edu.au
- The College website can also provide support for trouble shooting remote access issues: <https://www.dvallcoll.vic.edu.au/>
- Provide a designated workspace for your child:
 - i. Quiet, away from distractions
 - ii. Enough room to use the resources properly
 - iii. Good light
 - iv. Internet access. Please inform the relevant Sub-School if your child does not have internet access.
 - v. Encourage good posture and eye care – take regular breaks

Routine:

- i. Set clear expectations with your child in relation to their learning program
- ii. Assist your child to establish a routine: o Regular class / study times – every teacher will be available during the scheduled class times
- iii. Stick to regular times for getting up, getting dressed, meals, family activities
- iv. Ensure your child spends some time each day outside, as per the current government requirements
- v. Ensure your child has regular breaks from viewing screens
- vi. Expect safe and responsible use of online communication tools

School work:

- Check Compass at least twice a week to:
 - i. See what tasks have been set
 - ii. Check that required Learning Tasks are being submitted
 - iii. See what your child is working on – this can be discussed with the family and could lead to some investigative learning for the whole family
- Monitor communication from teachers, through Compass and email

Feedback:

- Any questions about particular subjects or Learning Tasks should be emailed to the subject teacher – the easiest way is to log in to Compass, click on a class and click *email teacher* near their profile photograph
- Be mindful of staff work hours, 8.40 – 3.40. They **will not be available** outside these times.
- If you are aware of another family without access to digital technologies and/or the internet, please inform the relevant Sub-School Team Leader

Wellbeing:

- Any concerns around your child's wellbeing can be emailed directly to your child's coordinator.
- For urgent or highly confidential concerns, please contact Vanessa Caruso directly via email [caruso.vanessa.v@edumail.vic.gov.au](mailto:so.vanessa.v@edumail.vic.gov.au)

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Invest in your child's education by sharing their reading at home

As students remain at home, they have more opportunity to develop practices that can enhance their independent learning for the future. As parents, some simple reading strategies can foster a time for rich engagement with your children. Sharing reading is one way of supporting adolescents in the development of reading for both language and knowledge about the world both inside and outside a culture. Emotionally, creating a regular space where young people and parents come together can also provide a calming effect that turns attention away from the challenges and concerns facing us at present.

Reading takes on real meaning and value, when there is a discussion about what is read. This is something that parents or siblings can easily do.

The following strategies are recommended for any type of reading whether it be academic or for pleasure.

It is most important to set aside regular times of a minimum 30 minutes each day for reading.

While background music might be used to create a calm environment, devices that can lead to distraction should be turned off.

Alternating between your adolescent reading independently and a parent sharing the reading in some way would be one approach for encouraging reluctant readers.

Here are some suggestions for sharing the reading:

1. Listen to them read aloud and initiate discussion that would connect the reading to personal experience.
2. Take turns in reading out aloud; this provides an opportunity for modelling reading with expression.
3. Ask them to practice the reading of a section aloud in their room before they read it aloud to you. In a novel or short story, the focus might be to create the different voices of the characters.

Here are some suggestions for activities after he/she has read independently:

1. Come together for a discussion about a section, paragraph or chapter that you and your son or daughter have read independently and apart. This could lead to clarification and a broadening of knowledge.
2. Ask them to explain or paraphrase what they have read using questions that use the following questions –
 - a. What happened?
 - b. When or where did it happen?
 - c. Why did it happen?
 - d.

Some very simple questions that help your son/daughter build logical thinking and at the same time show the way they are thinking is to ask the following questions:

“What makes you think that?”

“How do you know that?”

DVC Library Access to borrow books

The Library can be accessed to borrow books and resources by appointment: Monday to Friday between 10am and 1pm. To make an appointment you need to email Wendy Moore :

moore.wendy.a@edumail.vic.gov.au

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Reading at Diamond Valley College

It is important that all students read for a minimum of 30 minutes every day. Below are the set reading texts for all students at each year level. For students' continued reading improvement there are also additional recommended books listed. Where there is a film version or video support of the text, a hyperlink is provided to Click View, Diamond Valley College's on demand video application and use your Edupass. All students should begin by making sure they are up to date with the

<p>Essential Current Reading</p> <p>Year 7</p> <ul style="list-style-type: none"> • Secrets in the Fire (Term 2) • Runner (Term 3 – though students are encouraged to read this before studying it in class)
<p>Year 8</p> <ul style="list-style-type: none"> • Absolutely True Diary of a Part-time Indian (Term 2) • Romeo & Juliet (HAP) (Term 3) <ul style="list-style-type: none"> ◇ Baz Luhrmann version (Rated M) ◇ Zeffirelli (Rated PG)
<p>Year 9</p> <ul style="list-style-type: none"> • Hunger Games (HAP) (Rated M) (Term 2) • Frankenstein (Rated M) (Term 3)
<p>Year 10</p> <ul style="list-style-type: none"> • Gone (Term 2) • Night (Term 2/HAP Term 3) • Background to Night (Rated M) • Flowers for Algernon (Term 3) • The Getting of Wisdom (HAP) (Rated PG). (Read Term 1, Assessment Term 2) • Much Ado About Nothing (HAP) (Term 2) <ul style="list-style-type: none"> ◇ 2005 'Shakespeare told' adaptation ◇ American production directed by Joss Whedon. This is available on Google Play, Youtube, and Stan (Rated PG)
<p>VCE Year 11</p> <ul style="list-style-type: none"> • Burial Rites (Kent) (Term 2) • Nineteen Eighty Four (Orwell) (Film Rated M) (Term 3, though students are expected to have read this before studying it in class) • Kiss Kiss (Dahl) (Completed)
<p>VCE Year 12</p> <ul style="list-style-type: none"> • Station Eleven (Term 2) • The Dressmaker (Film Rated PG) (Term 3, though students are expected to have read this before studying it in class) • The Crucible (Film Rated PG) (Term 3, though students are expected to have read this before studying it in class) • Rear Window (Film Rated PG) (Completed) • Context of Rear Window
<p>VCAL Literacy</p>

Statement of Commitment

DVC is committed to Child Safety. We want children to be safe, happy and empowered. We support and respect children, as well as staff and volunteers.

Expected Behaviours at Diamond Valley College

(adapted for remote learning)



RESPECT	RESPONSIBILITY	EXCELLENCE
<ul style="list-style-type: none"><input type="checkbox"/> I am being kind.<input type="checkbox"/> I am respecting other people's personal space<input type="checkbox"/> I am respecting other people's right to learn	<ul style="list-style-type: none"><input type="checkbox"/> I am on time<input type="checkbox"/> I have all my equipment<input type="checkbox"/> I am completing set work	<ul style="list-style-type: none"><input type="checkbox"/> I am trying my best.<input type="checkbox"/> I am actively involved in learning<input type="checkbox"/> I can ask for help

Warning System:

First Warning: Teaching staff will provide students with a warning, either verbal or in chat page.

Second Warning: If behaviours continue a second warning will be issued by the teacher, with an explanation that they will be removed from the Virtual Classroom. Document Second warning on Compass.

Third Warning: Third and final warning: student removed / exited from the Virtual Classroom. Complete an incident report on Compass informing relevant Coordinator and Parent/ Guardian. If behaviour continues a conversation with the parents/guardian, teacher and coordinator (if needed sub-school leader or assistant principal). A possible outcome maybe the temporary removal of the student from the virtual classroom. Student will be expected to work independently following Compass lesson plans.

NOTE: *The College follows its behaviour management plan whilst remote learning is in place.*

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