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Dear parents and carers,

I would like to take this opportunity to thank you for your support and positive response to College Online Offsite Learning (COOL). The King’s College is committed to provide quality education, whether in an onsite classroom environment or an offsite online environment.

COOL has paused for the school holidays and we look forward to having the students back engaging in COOL with their teachers for the first day of Term 2, Tuesday 28 April.

The King’s College will continue to deliver College Online Offsite Learning (COOL) in Term 2, as planned. You are encouraged to keep your child at home; however, you may choose to send them to school. Whether offsite or onsite, all College students will be continuing to engage in COOL. As occurred last term, accommodation will be made for students with learning/special needs and for those without internet at home. These onsite students will be supervised and follow the COOL programme. Additional measures have been implemented to make the school grounds as safe as possible for both staff and students, including additional cleaning and restricting access to playground equipment. If you intend to send your child to school, please register your intent by emailing the PA to the Principal, Ms Jo Housego, on joh@tkc.wa.edu.au.

After three weeks of term, the Government will review the public-school situation and potentially institute change. Consequently, the College will also review its position at that time.

I ask you to take the time to read through this updated pack, which has been created to inform and empower you to support your children in the home learning environment. We have listened to parent feedback and have provided additional information and resources in the area of assessments, online safety, pastoral care and wellbeing. Please continue to provide feedback as we appreciate the support and aim to continue to refine procedures to ensure the best outcomes for students.

These have been unprecedented times that have brought a myriad of challenges and pressures. I am so proud to see our teachers, students, parents and carers rise to meet the challenge with creativity, innovation, hard work, determination and compassion. We will remain uncompromising in the provision of exceptional education.

Orlando dos Santos
Principal
# COOL AT A GLANCE!

| COOL start date | Term 1 – from Wednesday 1 April 2020  
Term 2 – from Tuesday 28 April 2020 |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Parent checklist</td>
<td></td>
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</table>
- Internet Access.  
- Registered for SEQTA Engage.  
- Registered for Consent2Go.  
- Set up workspace for children at home, in a public space if practical (headphones optional).  
- Cyber safety programs installed and running. |
| Student checklist |  
- Laptop charged and ready to go (secondary).  
- SEQTA Learn active (secondary).  
- Resources as required (textbooks, pens, paper, etc). |
| What do we expect from students? |  
- To wear your sport uniform every school day.  
- To stay engaged, participate and complete work.  
- Follow your teacher’s instructions.  
- To behave well, just as you would in class.  
- To be respectful, go the extra mile...you can earn EPS points (and infringements!!). |
| What do we need from parents? |  
- Relax! We don’t expect you to teach! Our teachers are still teaching the lessons and are there to support your children.  
- Monitor your children; ensure they are engaging, on task, taking periodic breaks, getting exercise.  
- Be mindful of your child’s cyber safety. |

## What a COOL day looks like!

| For primary students |  
- Start at 8.25am - Form Class with Class Teacher.  
- Complete tasks as per SEQTA Engage.  
- Follow a schedule that works for your family. |
| For secondary students |  
- Start at 8.25am - Form Class with Form Teacher.  
- Follow same timetable as usual online via SEQTA Learn. |
| For students on IEPs |  
- Extra support packs available. |

## COOL Support

| IT support | Please email helpdesk@tkc.wa.edu.au providing as much detail as possible including screenshots and error messages as they arise. |
| Need help? | First, try to contact the teacher via SEQTA DM. Then, please contact Dean of Students or Head of Year via SEQTA DM. |

Contactable hours for support are between 8.25am and 4.00pm on school days. All effort is made to respond to requests as quickly as possible. If you send a communication outside of those hours, you may not get a response until the next school day.
FREQUENTLY ASKED QUESTIONS

How can I teach my child at home when I’m not a teacher?
Please understand we don’t expect our parents to teach. Support what the teachers are doing online. You will make a big difference to your child’s learning if you:

- Create an orderly environment for learning, for example, by limiting distractions
- Help to set and reinforce routines and timetables
- Support children to be ready for learning, including ensuring they have the materials that they need
- Engage in meaningful conversations about learning
- Communicate with your child’s teacher if they need additional support

I am having to work from home and look after my children, how do I balance this?
These are extraordinary times and we all need to have realistic and flexible expectations depending on our individual circumstances. We encourage you to communicate with your teacher to see what additional support the College can offer. Do the best you can on any given day...tomorrow is another day!

I have more than one child at home and am finding it hard to assist them all, help!
Students have different needs, whether at home or at school. It’s okay to take different times to give each of them what they need. Secondary school students will certainly be more self-directed and self-sufficient, however younger children will require more support with COOL (see pages 9 and 10). If you can manage two total hours of academic-skills-oriented activity over the course of each day with your lower primary school-age children, you’re doing great! Think outside the box – use the time you would normally use for daily chores or tasks and see how you can include that as part of your child’s educational experience.

I don’t have the resources to print out worksheets etc from home, what can I do?
Most tasks should not require any printing to be done. If needed, the College can prepare weekly resource packs for those families without printing facilities which can be collected from College Reception. Please order these through the Dean of Students or Head of Year at least a week in advance.

Will there be a reduction in school fees?
No. The College is continuing to employ all its resources to provide an alternate, quality delivery of education via COOL. We understand some families are experiencing financial hardship due to the pandemic, if so, please contact our Bursar, Mrs Hayley Walker on hayleyw@tkc.wa.edu.au.

What has been arranged for students coming onsite?
Students will be put into small age-appropriate groups. Numbers will be kept to approximately 6-10 students for the primary classes and 12-16 for secondary. Each class will have a teacher (not their regular teacher) who will provide assistance to facilitate COOL. All primary students will have access to a device for Zoom sessions with their regular teacher. Secondary students will use their laptops.
COOL PLAN

What is COOL?
The King’s College is implementing College Online Offsite Learning (COOL) as a temporary alternative teaching and learning approach during the COVID-19 pandemic.

COOL will enable the College to continue to provide exceptional education and exceptional service. It is our intention that every student and their family experience connection to the COOL teaching and learning community throughout this period. COOL will be delivered in such a way as to ensure maximum student engagement and minimal learning disruption. For example, there will be attention given to the incorporation of class video conferences through the Zoom platform and varied strategies and resources, including online interactives, YouTube videos, hands-on activities, mini-experiments, power-points, worksheets and more.

Every individual student will be provided for. Students will effectively have the same amount of time ‘with’ their teacher each school day as they had when onsite in the classroom. Students with learning disabilities and special needs will be catered for. Students without internet access at home will be catered for. Every individual student matters.

The College seeks to maintain educational ‘normalcy’ for you and your child as much as possible. As part of this, students should wear sport uniform when online. Consistent with normal routines, staff will still meet for daily devotions, attend department and whole staff meetings and view assembly and chapel services, all through Zoom and SEQTA. They will regularly check and respond to emails and DMs throughout each and every day.

Teachers will operate out of SEQTA as the central hub of teaching and learning. They will: create amazing lessons; develop useful resources; deliver daily form class; and be available online every day to support your child’s learning. They will monitor your child’s participation and progress, and regularly communicate with you, including through SEQTA Forums, SEQTA DMs, phone calls and emails. Education assistants will support the teachers in their duties and provide extra contact with students and families during this time.

The Dean of Studies, Mrs Mary dos Santos, The Head of Primary (Curriculum), Mrs Lyndsay Smith, and the Heads of Learning Area in secondary, Mr Joshua East, Mr Nathan Yuan, Mr Daniel O’Malley and Mr Hudson Servina, will continue to oversee teaching and learning in SEQTA and are available if you have any questions regarding your child’s courses and assessment.

The Dean of Students, Mr Kyle Baggaley, and the Heads of Year, Mrs Erin East, Mr Joshua Hoffmann, Mrs Leanne Panting and Mrs Karin Au, will continue to oversee pastoral care through SEQTA and are available if you have any questions regarding your child’s wellbeing. Further, the pastoral care team will be regularly monitoring overall engagement and progress and making contact as needed.
Regular and ongoing communication is critical to COOL. Please do not hesitate to contact staff if you have any questions or concerns. You can phone College Reception on 9411 4100 or send a SEQTA DM to any staff member.

How Does COOL Look for Me?
COOL is accessible to ALL STUDENTS EVERY DAY through the College learning management system, SEQTA. As parents and carers, you utilise SEQTA Engage and secondary students additionally utilise SEQTA Learn.

Given the online delivery, please join all of us in encouraging the students to undertake at least 20 minutes of exercise every single day, as part of caring for their physical and mental wellbeing.

Try to relax and enjoy the useful and creative approaches our teachers will bring to this unique learning environment. Most importantly, stay connected! Please engage daily in SEQTA and stay in regular communication with your child’s teachers.

The expectation that students participate in learning hasn’t changed. The way this ‘looks’ for students has. And it’s different for primary students and secondary students due to the difference in their age and that, whilst all families have access to SEQTA Engage, only secondary students have access to SEQTA Learn.

Primary Students (K-6)
- Each morning should start, where possible, with the student joining in with morning form class at 8.25am on SEQTA. This will be led by the class teacher with all the students in the class who are able to join. Attendance will be noted at this time (via Zoom and/or Forum). On Thursdays during period 1, starting at 8.45am, assembly and chapel will take place online.

- Primary students will require guidance, given their age. However, please do NOT think that you need to take on the role of the teacher and that your child must be ‘working’ all day according to the school timetable. Rather, it is recommended that you create a daily routine for ‘lessons’ that works for your family situation. Direct and assist them, as possible, in completing the tasks provided in SEQTA Engage for the different subject areas.

- Students should be guided through learning tasks in SEQTA for each of their subjects each day. Choose an approach that works for your specific family circumstances, as it is not recommended nor even possible that students at this age should sit at a computer all day trying to mimic a ‘normal’ day at school.

- The class teacher will be regularly monitoring student participation and making contact as needed. Teachers will be available in SEQTA throughout each day to support and assist as needed. Please note posts in Forums as well as DMs.
Secondary Students (7-12)

- Each morning should start, where possible, with the student joining in with morning form class at 8.25am on SEQTA. This will be led by the form teacher with all the students in the class who are able to join. Attendance will be noted at this time (via Zoom and/or Forum). On Fridays during period 1, starting at 8.45am, assembly and chapel will take place online.

- Secondary students are expected to follow the same timetable at home as they do at school. They should sit in a suitable space with their laptop and engage online via SEQTA Learn for their daily lessons in their usual courses with their usual teachers and classmates. It is expected that they complete all tasks that are set.

- Students should work through learning tasks in SEQTA for each of their courses each day. They should take regular breaks, as it is not healthy and, therefore, not recommended, that they sit looking at their laptops all day.

- Course teachers will be regularly monitoring student participation and making contact as needed. Teachers will be available in SEQTA at the usual lesson times each day to interact with students and to support and assist as needed. Please note posts in Forums as well as DMs.

Communications

Please do not hesitate to contact staff if you have any questions or concerns.

Phone: Via Reception on 9411 4100
Message: Via SEQTA Direct Message (DM)

Leadership:
Mr Orlando dos Santos Principal
Mrs Jodie Matenga Deputy Principal
Mr Lachlan Chong Business Manager

Academic:
Mrs Mary dos Santos Dean of Studies
Mrs Lyndsay Smith Head of Curriculum (Primary)
Mr Joshua East Head of English and The Arts
Mr Nathan Yuan Head of Mathematics
Mr Daniel O’Malley Head of HASS and Health & Physical Education
Mr Hudson Servina Head of Science and Technologies

Wellbeing:
Mr Kyle Baggaley Dean of Students
Mrs Erin East Head of Year 7
Mr Joshua Hoffmann Head of Year 8
Mrs Leanne Panting Head of Years 9-10
Mrs Karin Au Head of Years 11-12
SUPPORTING STUDENTS TO LEARN

As parents/carers, you can provide support for your children by:

- establishing routines and expectations;
- defining a space for your child to learn and where you or another adult is present and monitoring your child’s learning;
- monitoring communications from school and teachers;
- taking an active role in helping your child process his/her learning;
- encouraging physical activity and/or exercise;
- checking in with your child regularly to help him/her manage stress;
- monitoring how much time your child is spending online;
- setting rules around your child’s social media interactions; and
- communicating with the school if your child is unable to participate in the learning at home.

Please refer to the Home Learning section on the website for helpful information regarding study from home. There will be information added at regular intervals covering topics such as: the home learning environment, setting up a study space, routine, health and wellbeing. https://thekingscollege.wa.edu.au/home-learning/

Creating a Study Space
In order to create a study space, follow these steps:

- Is your child a lone studier or does he/she need more activity to concentrate? For solitude seekers, set up a space in a bedroom or an out-of-the-way spot. For kids who thrive in a busier atmosphere or like to involve you during homework time, carve out a permanent corner of the kitchen or family room for studying. Try to keep distractions to a manageable level by steering clear of family thoroughfares.
- Remove all distractions i.e. TV, phone, video games, unnecessary open tabs on laptop.
- Provide a comfortable, ergonomic chair.
- Ensure easy access to everything needed i.e. textbooks, notebooks, paper, writing utensils, calculator, headphones (great for blocking out distractions).
- Make sure there is good lighting such as a spot near a window with natural light or one with a combination of overhead lighting and a desk lamp.
- Encourage your child to keep their study space tidy and organised.
Correct Study Position
When you study, especially using a computer, you must be very careful to maintain good posture; how you sit, where your computer and keyboard are located and the type of chair that you use.

It is a little challenging with a laptop where the screen and the keyboard are together but there are still things that you can to increase your comfort and decrease the tension that can build up in your neck and shoulders. Being comfortable will help you to learn effectively. Being comfortable helps you to work to the best of your ability!

Remember:
- Your neck was not made to hold your head while bending forward for long periods of time, so avoid being hunched over your laptop or computer.
- Your feet should be flat on the floor.
- Your chair should be adjustable and allow your back and knee angle to be at 90°.
- Try to have any paper or book that you are copying from at the same level as your screen, so that you do not need to keep lifting and tilting your head.
- Take regular breaks to move your neck and shoulders and stretch your back.

Communicating With Your Child About Their Learning
We encourage you to start and finish each day with a simple check-in. These check-ins need to be a regular part of each day. Not all students thrive in a home learning environment; some struggle with too much independence or lack of structure and the check-ins help keep them on track.

In the morning, ask:
- What are you learning today?
- What are your learning targets or goals?
- How will you be spending your time?
- What resources do you require?
- What support do you need?

In the afternoon, ask:
- What did you learn today?
- Identify one thing that was difficult today. What strategy could you use to deal with the same problem if it came up again?
- Identify three things that went well today. Why were they good?
- Are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?
HOME LEARNING
Easy Stretching Exercises

SHOULDER UP AND DOWN
3-5 seconds / 3 times

NECK SIDE TO SIDE
5-10 seconds / 5 times

HEAD TURNING
5-10 seconds / 3 times

HEAD UP AND DOWN
5-10 seconds / 3 times

ARMS REACHING

LEGS UP AND DOWN

BODY BENDING

The infographic was adapted from Vital Care Physiotherapy
Please do safely under adult supervision.
**CURRICULUM AND ASSESSMENT**

**Curriculum**
In so far as possible, students are expected to follow the work set for them each day, including the curriculum content and lesson format, as they would at school.

Please refer to the Home Learning section on the website for helpful information regarding study from home. There will be information added at regular intervals covering topics such as: the home learning environment, setting up a study space, routine, health and wellbeing.  [https://thekingscollege.wa.edu.au/home-learning/](https://thekingscollege.wa.edu.au/home-learning/)

The lessons in the START course for Years 5-12 will also contain helpful information about online learning.

**Assessment**
The College is maintaining a close association with the School Curriculum and Standards Authority (SCSA) to ensure that decisions made with regard to assessment comply with SCSA regulations during this pandemic crisis.

Primary assessments will be formative in nature, conducted at convenient times by the teacher via Zoom conferencing. Middle to upper primary school students may be asked to submit simple assessment tasks via Direct Messages (DMs) or email.

Assessments, in secondary school, may take a different form and submission dates may be changed from the overview given at the beginning of the year. Both students and families will be updated on changes and requirements as they are made.

No student will be disadvantaged by any of these changes.

The requirements of the College Assessment Policies will remain in effect in so far as possible, but the additional clause regarding a Pandemic Crisis has been added to ensure equity and the fair treatment of all students in our care.

**Statement on Assessment and Reporting in the Event of a Pandemic Crisis**
Whilst the College has strict guidelines in place for assessment and reporting in order to ensure a high level of academic rigour, the College also recognises the irregularities that may result from the spread of pandemic illnesses such as COVID-19, and/or the closure of schools in Australia as a result of a pandemic.

*Every effort will be made to maintain effective teaching and learning throughout the duration of such a crisis, including the possibility of suspending normal classes in favour of online learning. Assessment outlines and submission dates for work will be adjusted to suit student needs whilst maintaining School Curriculum and Standards Authority (SCSA) guidelines.*
Students will not be impeded in their education and assessment outcomes, if and when, the College is forced to rearrange normal school schedules in the light of Government and Department of Health decisions to curb the spread of pandemic illnesses. Students will be supported in the event of them being infected or forced to self-isolate.

Where a catastrophic event (e.g. a pandemic) affects delivery of teaching programmes, the completion or submission of one or more assessment tasks and/or completion of the College examination timetable, students will be advised by the College of adjustments to task requirements and/or assessment outlines.

Please note: SCSA will follow a similar policy when it comes to Externally Set Tasks (Year 12), OLNA (Years 10, 11 and 12) and Year 12 practical and written examinations.

NAPLAN has already been cancelled.

Implementation of the basic steps of assessments will continue to evolve dependent on the situation.

1. Where relevant and possible, teachers expect students to complete assignments. New assignments may be created as deemed necessary.

2. Variations to any programme overviews, assessment outlines and/or assessment information on SEQTA will be updated as necessary to reflect these changes. Students and parents/carers will be notified as soon as practicable about changes.

3. Teachers may, with guidance and in consultation with the relevant Head of Learning Area, change the delivery format of assessments to move from requiring in-class supervision to being able to be completed at home where appropriate and applicable.

4. There are SCSA guidelines for Year 11 and 12 assessment types. The College will be guided by SCSA for all assessment changes.

5. Teachers will make use of online tests and formative assessments to ascertain student learning. This will help teachers to adjust lessons and learning requirements if necessary.

The School Curriculum and Standards Authority (SCSA) has recently issued guidelines for schools to follow during the COVID-19 crisis. These guidelines are available online:

- for parents: https://www.scsa.wa.edu.au/curriculum-assessment-covid-19/for-parents-and-the-community; and
progress of each student against the Achievement Standards set by SCSA.

- Summative assessments, typically used for a marks-based report, will be used only in circumstances in which they can be completed at home without teacher supervision and maintain the integrity of the assessment. These may include online, real-time tests or take-home projects and assignments.

- The use of these assessments will enable teachers to provide feedback for students to maximise learning and to ascertain if there are gaps in student learning that require a revisiting of the topic and skills.

- All subjects that are mandated by SCSA guidelines will be covered, but the content of some subject areas such as Languages, Technologies, Visual Art and Drama may only involve curriculum content that can be completed during online learning. The remaining content will be covered when all students return to school onsite after the COVID-19 crisis.

- Assessments, especially in the upper secondary years, that have been completed at home but require further authentication such as an in-class report or essay, will be validated on the students’ return to school.

- It is unlikely that Semester 1 examinations will take place for Years 7 to 10.

- Year 11 and 12 examinations are still scheduled for Week 6 of Term 2.

- Several Year 11 and 12 courses that use practical and/or collaborative assessments will require changes to the assessment structure. Guidelines for this are given on the SCSA website https://www.scsa.wa.edu.au/curriculum-assessment-covid-19/for-teachers/years-11-and-12 under specific subject headings.

- Overviews of subjects and assessments will be revised as necessary as the term progresses. Both parents/carers and students will be advised accordingly.

**Reports Semester 1**
Reporting for Semester 1 will only include grades and a comment for students; no semester percentage will be given. The grades will be based on summative assessments completed prior to the report publication and through formative assessments conducted during COOL. Please note that Semester 1 reports are indicative reports of student progress.

**Students With Additional Needs (Inclusive Education)**
Students who have additional needs will be supported at all times. During COOL, Education Assistants will DM parents/carers and the students to offer extra support in the teaching and learning of a topic or the completion of a task.

Some classroom teachers have organised small group Zoom conferences with students who normally receive additional support in class. These conference calls may include the Education Assistant who normally works in the classroom with these students.
Please contact your child’s teacher if you require extra assistance for a child with additional support needs.

An Inclusive Education Information Pack is also available on the website.

**Students in Their Final Year of Schooling**

Year 11 and 12 students rely on the completion of set criteria throughout both years of school in order to achieve graduation or the Western Australian Certificate of Education (WACE) at the end of Year 12.

SCSA is committed to the ongoing education and support of these students in their final years of schooling during the COVID-19 crisis. Please refer to the SCSA website for updates regarding the flexible approach to learning and the authentication of assessments that ensure the continuity of learning for these students. [https://www.scsa.wa.edu.au/curriculum-assessment-covid-19/for-parents-and-the-community](https://www.scsa.wa.edu.au/curriculum-assessment-covid-19/for-parents-and-the-community)

Please note the following:

- The College is committed to the continued support of Years 11 and 12 students working towards WACE in 2020 and 2021.
- Year 11 and Year 12 students will not be disadvantaged through the use of the COOL system.
- All relevant and important content for each course will be covered throughout the year. The work for each lesson has been carefully maintained to ensure the completion of all work in a timely manner.
- Year 11 and Year 12 students must commit to completing all tasks and work set for them either in a normal classroom setting or during the COOL period.
- All essential assessment, both assessment type and assessable content, will be conducted throughout the year in accordance with SCSA updated COVID-19 guidelines.
- Years 11 and 12 Semester 1 examinations are still scheduled for Week 6 of Term 2.
  - Examinations are an essential part of learning for students in the upper years in preparation for Year 12 when all students will take part in one or both of
    - Externally Set Tasks for students studying General courses and
    - ATAR course examinations for students completing ATAR courses
  - Several Year 12 courses are completing Small Group Moderation with other schools within the state to ensure equitable results. In these cases, all schools within the partnership must complete the same assessment tasks.
- In the event that a Course Overview or Assessment Outline needs to be re-arranged due to the COVID-19 crisis, students and parents/carers will be informed as soon as practicable. Some assessments may be delayed until students return to formal schooling.
- The Externally Set Tasks for Year 12 have been postponed. The College will inform students and families of the timing of these tasks as soon as SCSA publishes the new dates for the tests.
- Students who are meant to complete Work Place Learning (WPL) as part of their course but are
unable to due to the COVID-19 crisis are advised to inform the Dean of Studies as soon as possible so that a record of their attempts to complete this course are kept. SCSA has advised that a Special Consideration Request can be made at the end of the academic year to accommodate a shortfall in the number of hours required to complete WPL.

- For courses with practical components that are under the supervision of SCSA, there has been advice regarding varied ways in which to ensure the completion of practical components or to compensate for aspects of the practical elements that are unable to be completed due to the COVID-19 crisis.

**Movies**
Teachers may utilise the movie and documentary collection available in Clickview. The College has restricted the rating of documentaries and movies for students in this collection as follows:

<table>
<thead>
<tr>
<th>Years</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-9</td>
<td>G rated</td>
</tr>
<tr>
<td>10</td>
<td>PG rated</td>
</tr>
<tr>
<td>11-12</td>
<td>M rated</td>
</tr>
</tbody>
</table>

Please let your child’s teacher know if you would prefer that students do not utilise Clickview. Staff will endeavour to contact parents to gain permission before the viewing of relevant documentaries and movies. The use of Clickview is for educational purposes only.

**Copyright**
During COOL, teachers may incorporate a YouTube clip or scanned copy/photocopy of additional resources into the lesson. Some of these materials may not be compliant with copyright under normal circumstances; however, these resources are for educational purposes only during the COVID-19 crisis in the absence of normal classroom instruction. In this situation, staff will make it clear to students in the lesson outlines, or on the cover of the copied material, that these resources are for educational purposes only and will be deleted or shredded at the end of Semester 1. Please refer to the link below:

LESSONS
Each class in primary and each course in secondary will have a SEQTA Forum established for regular communication, monitoring student participation and understanding, and for students to ask questions. Parents/carers are encouraged to make use of the lessons supplied by the College rather than use alternate resources that may undermine teaching e.g. different phonics resources. Lessons and resource materials used by the College will be in accordance with SCSA requirements.

Primary
The course delivery will continue to be in line with programmes and curriculum content that families are already familiar with. Adjustments will be made to ensure explicit teaching is presented in a step by step process that is understandable for both students and parents/carers.

Where possible the teacher will include explicit instruction videos and/or ‘talk-over’ PowerPoints for student and parent/carer reference. Lessons will be engaging and include a wealth of information and varied resources.

Where practicable, regular one-to-one Zoom video conference calls with the teacher and student will be conducted to ensure that learning has taken place e.g. a teacher may read a short text with a student and ask some verbal comprehension questions. It is advisable that a parent/carer is present during these Zoom calls. If parent/carer cannot be present, another teacher or education assistant will be asked to be involved in the Zoom call. Written responses to the questions can then be handwritten/typed. These responses can be emailed, either as an attachment or photograph, to the teacher (lower years may just give verbal responses).

Secondary
Each lesson will contain enough content for students to complete at home during the lesson time. Lesson instructions will be clear and explicit and contain a variety of resources and activities e.g. reading, handouts for completion, textbook pages for reading or reference, YouTube clips, PowerPoints etc.

Each lesson will also have a revision activity/question to gauge student response, and understanding of, the lesson. This may need to be answered on the class forum or be submitted via DM.

Assessments will be clearly outlined by teachers and details will be posted on the relevant class forum. In addition to this, the task details will be posted on the assessment tab of SEQTA under the relevant subject.

Students will submit work via online submission in the assessment area of SEQTA or via an attachment to a DM. Formal assessment tasks must be submitted on time as per the Secondary Assessment Policy. If an extension is required, please contact the class teacher who will submit the request to the relevant Head of Learning Area and/or the Dean of Studies. Parents will be notified if a student fails to submit work.
**Video Conferencing Security Measures**
There are measures in place to increase the security of the virtual classroom and maximise protection for students, including waiting rooms and passwords. The teacher, as the Zoom meeting host, has full control of who participates.

**Video Conferencing Student Guidelines**
When students are involved in a Zoom video conference, the below conditions should be met:

- school sport uniform worn;
- student seated at a desk (for Years 4-12 only);
- only the student present (for primary students, a parent/carer may be present as well);
- preferable that the location is easily observed/supervised by an adult;
- suitable background e.g. no dirty washing; and
- no people moving past in the background e.g. sibling running by.

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**The King’s College**

**Student tips for successful VIDEO CALLS**

1. Gather your materials. Sit comfortably at your desk.
2. Be on time. Check in through the forum chat when you arrive.
3. Mute your mic.
4. Stay engaged (nod or thumbs up) when others are talking.
5. Use the forum chat or raise your hand to share questions/ideas.
6. Wait for the teacher to call on you to unmute your mic.
7. Take notes.
8. Look at the camera not the screen when you are speaking.
PASTORAL CARE AND WELLBEING

On behalf of the Student Services team, we would like to encourage you in these challenging times and do all we can to support you and your family. The items below are intended to provide you with some tools to help you to manage these challenges as we move to online learning.

While your child is away from school and self-isolating it is important to ensure that they are still able to connect to others for friendship and support. As a College, we are committed to supporting your child in any way we can. Teaching staff are still here to help to provide that support. If your child is struggling emotionally, please send us a message and we will arrange to contact your child and help them work through their struggles. This may look a little different to what we are used to, but your child is important to us and we aim to continue to provide a high level of care even in an offsite environment.

We would also like to encourage you to look for opportunities for your child to connect with their friends. While in person may not be an option at the moment, why not encourage your child to pick up the phone and learn the lost art of verbal communication?

Uniforms
In order to set the tone and help students to prepare themselves for learning, we ask that students wear their College sport uniform while involved in online learning. By wearing their uniform students will associate their attire with the roles, responsibilities and behaviours expected of them. This also helps to ensure all students have appropriate attire when engaging in video conferencing.

Mental Health
An ever-increasing concern in these times is mental health. Many people will struggle with anxiety, depression or other mental health issues at some stage in their life. Lifeline has developed some helpful tips in managing mental health, including:

- Strategies to cope with social distancing, self-isolation or quarantine
- Staying connected through the COVID-19 crisis
- Helping children cope through COVID-19

Please see the below link for more information, and remember we are here to help.

Mr Kyle Baggaley, Dean of Students
Coping With Grief
As we experience many changes, many of us will struggle with some form of grief. This could range from struggling with losing the everyday contact with friends and family in our schools, workplaces or social gatherings to the passing on of a loved one or friend. Please let us know of any struggles your family may be facing so we can support you through any grief and loss. Among other reputable organisations, Headspace has developed some useful resources for coping with grief.

Stress and Anxiety
Amongst the changes and uncertainty we face with COVID-19, it is natural to feel a range of emotions including stress, anxiety, worry or distress. It’s important to know you are not alone and there are people here to help you process these feelings. Below are some brief tips for managing stress and anxiety.
- Talk to a trusted adult.
- Take some time out to relax.
- Focus on the present, think of the good things you have now.
- Monitor your thoughts, write them down.
- Change your thoughts, if your thoughts are negative look for positives to think on.
- Move more (exercise), eat well and get a good night’s sleep.
- Be kind to yourself and others.

Controlling Worry
Limiting daily news consumption may be wise. If you’re losing sleep over what’s happening or you’re unable to concentrate on anything other than the risk that someone in your life has, you should probably consider lowering your dose of media to once a day.

It also helps to write down your worries and concerns on paper. This moves the concern from the initial emotional responsive part of the brain to the problem-solving part of the brain.

Then, quantify the concern and the probability of two things:
1. On a scale of 1 to 10, how bad is the concern/worry?
2. On a scale of 1 to 10, how likely is it to happen if we follow all health advice (which we can control)?

If we take all precautions and the probability is low, there is nothing else we can do and we need to try to stop obsessive, unhealthy worrying. If the probability is high, then we can then write down steps we can take to mitigate the situation.

If you are feeling concerned, anxious or uncertain due to the COVID-19 pandemic, 24-hour, 7-day support lines can be used:
- Lifeline 13 11 14
- Beyond Blue 1300 22 4636
- Kids Helpline 1800 55 1800
Indigenous Australians
The Western Australian Department of Health has developed some useful information specific for people of Aboriginal descent. These resources include:

- Information Flyer for Aboriginal People
- Good Hygiene
- Social Distancing
- Symptoms and What to Do If unwell

Please follow the below link for further information:
https://healthywa.wa.gov.au/Articles/A_E/Coronavirus/Coronavirus-information-for-Aboriginal-people

Attendance
The College has developed a system in order for students to “check in” for attendance each day. While at home secondary students are still expected to attend lessons as per their normal timetable. Primary students are also encouraged to start their day at the same time as normal; however, we acknowledge that the structure of a primary student’s day will need to be flexible to fit in with each family’s specific set of circumstances. Classroom teachers and form teachers will be conducting a Zoom session each morning during form time where students will need to check-in and attendance will be recorded. Staff will be in contact with parents/carers if they find students are not checking in. If your specific circumstances don’t make this possible, contact your child’s classroom or form teacher so that we can take note of this and make alternative arrangements.

Cyber Safety
One of the greatest assets we have in times like these can be technology. Unfortunately, technology can also cause many struggles. During this time, we would like to encourage you to carefully monitor your child’s screen time. We realise that there is a strong need to utilise computers for learning and to stay connected, but we would encourage you to follow some basic guidelines for the use of technology at home, including the use of regularly scheduled screen breaks and time outside doing physical activity.

The Australian government has developed some useful resources for parents to help with managing technology in the home including:

- Using parental controls
- Setting time limits
- Staying in open areas of the home
- Knowing the apps and games your kids are using

These topics can be found at the below links:
Appropriate Online Behaviour
We need to remember that an online classroom is still a classroom. Listed below are some good “netiquette” points, which outline how to conduct yourself in an online class with the same respect, politeness and excellence that you would exhibit in a real-life classroom.

1. **NO YELLING, PLEASE**
There’s a time and a place for everything—BUT IN MOST SITUATIONS TYPING IN ALL CAPS IS INAPPROPRIATE. Most readers tend to perceive it as shouting and will have a hard time taking what you say seriously, no matter how intelligent your response may be.

2. **Sarcasm can (and will) backfire**
Sarcasm has been the source of plenty of misguided arguments online, as it can be incredibly difficult to understand the commenter’s intent. What may seem like an obvious joke to you could come across as off-putting or rude to those who don’t know you personally. As a rule of thumb, it’s best to avoid sarcasm altogether in an online classroom. Instead, lean toward being polite and direct in the way you communicate to avoid these issues.

3. **Don’t abuse the chat box**
Chat boxes are incorporated into many online classes as a place for students to share ideas and ask questions related to the lesson. The class chat box isn’t an instant messenger like you’d use with friends. Treat it like the learning tool it’s meant to be, and try not to distract your classmates with off-topic discussions.

4. **Attempt to find your own answer**
If you’re confused or stuck on an assignment, your first instinct may be to immediately ask a question. Before you ask, take the time to try to figure it out on your own.

5. **Stop ... grammar time!**
Always make an effort to use proper punctuation, spelling and grammar. Trying to decipher a string of misspelled words with erratic punctuation frustrates the reader and distracts from the point of your message. On the other hand, it’s important to be reasonable about others’ grammar mistakes. Nobody likes the grammar police, and scolding a classmate because he or she used “your” instead of “you’re” isn’t practising proper netiquette.

6. **Set a respectful tone**
It’s good netiquette to use respectful greetings and signatures, full sentences and even the same old “please” and “thank you” you use in real life.

7. **Submit files the right way**
You won’t be printing assignments and handing them to your teacher in person, so knowing how to properly submit your work online is key to your success as an online student. Read your teachers instructions carefully before submitting.
8. **Read first**
   Take some time to read through each of the previous discussion post responses before writing your own response. If the original post asked a specific question, there’s a good chance someone has already answered it.

9. **Think before you type**
   A passing comment spoken in class can be forgotten a few minutes later, but what you share in an online classroom is part of a permanent digital record. Not only is it good practice to be guarded when it comes to personal information, you always want to be just as respectful toward others as you would be if you were sitting in the same room together. A good rule of thumb to follow is, if you’re comfortable standing up in front of a classroom and saying your message, then it’s most likely okay to share.

10. **Be kind and professional**
   Online students probably don’t have the complete anonymity that comes with using a screen name, but you could still fall prey to treating someone poorly because of the distance between screens. Make a point to be kind and respectful in your comments—even if you disagree with someone. Be careful not to criticise others’ work if viewed collectively online.

**Behaviour Management**

While learning at home we expect that your child will behave appropriately and in the same way they would if they were at school. We ask that you regularly monitor students to make sure they are engaging in lessons and submitting the work they are assigned by the relevant due date.

As we transition to online learning, it is important students understand that the College holds a firm stance on cyberbullying and reports of inappropriate conduct will be responded to and dealt with in a manner consistent with the normal behaviour standards. We will be carefully monitoring SEQTA Forums, Direqt Messaging and Zoom to ensure appropriate use. Students should be reminded that school systems such as SEQTA, Emails, Zoom and other College platforms should be used for educational purposes only.

Teachers will be utilising Zoom video conferencing in some of their lessons. We ask that students don’t try to initialise a Zoom call but wait for the teacher to make the call at the appropriate time. If a student needs to contact a teacher, we ask that this be done via DM only.

**Who Can I Contact for Support?**

If you are needing help or support with any of your child’s learning the first point of contact should be with the subject or classroom teacher. For any other concerns or issues that are across multiple subjects the best point of contact would be your child’s classroom teacher (primary school) or form teacher and Head of Year in secondary. The best method of communication is to use the Direqt Message (DM) function within SEQTA.

We would like to acknowledge that as things are changing daily so are our needs and resources. The College seeks to provide you with exceptional service and asks that if there is a need you feel is not being met, you contact us as soon as possible, so we can work together to find a solution.
THE ONLINE ENVIRONMENT

Internet Access
Internet access for SEQTA, Zoom sessions and email etc. are very important during this season; however, we acknowledge that some of our families don’t have internet facilities in their homes. For these students, we will work out a ‘hard-copy’ resource alternative for the learning materials, and look at other ways of staying connected through phone and email etc.

If you’d like more information about the plan for homes without internet/computer facilities, please contact Mrs Linda Battersby, Public Relations and Projects Manager at lindab@tkc.wa.edu.au

SEQTA
All students in Years 7 to 12 are now online and using SEQTA LEARN. To access the portal go to www.tkc.wa.edu.au > SEQTA > SEQTA LEARN (for students Years 7 to 12) or SEQTA ENGAGE (students in Kindergarten to Year 6). These can also be accessed via the app which is available from the App Store or Google Play Store.

There is also a training video in this menu for students/parents to watch that will help you to navigate the platforms. Reception is also still open to respond to any queries you may have.
Microsoft Office
All secondary students with a laptop already have the Office suite licensed and installed on their device which has been paid for by the College.

Secondary Email Addresses
Students will now be able to access the email that will contain their Zoom links. The email address is also an option for students to use as a way to submit work when requested from the teacher (where age appropriate).

1. Select the drop down ‘SEQTA’ Menu at the top of the website and select ‘Email’.

2. Select the SEQTA Menu at the top of the College website > select EMAIL >.

3. The Outlook Web App will open in a new page. Always select the following option under ‘Security’ This is a public or shared computer and tick the box “Use the light version of Outlook Web App”.

4. In Username type (in lower case): Username: student’s first name and the first letter of their surname e.g. Mary Moped will be marym.

5. In Password: the password is the same password that the student uses to log into the College network.
Primary Email Addresses
Email addresses have been created for students in Kindergarten through to Year 6. Parents will need to assist the students to access these email accounts using the same login method as described previously. The process will be slightly different when logging in for the first time (Kindergarten to Year 6).

1. Using the Outlook Web App via the SEQTA tab on the College website enter the student’s username, which will be as follows;
   Username: student’s first name and the first letter of their surname e.g. Mary Moped will be marym
   Password: Kings01#

   Once you have successfully logged into the email account, you will need to change the password by doing the following.

2. Select the ‘Options >’.

3. Select the ‘Options > Change your password.’

4. Select the ‘Options > Change your password > Enter Kings01# > Enter new password. The new password must consist of 8 letters including at least one capital and one number.'
THE ONLINE ENVIRONMENT

**Zoom Video Conferencing**
Zoom is the video conferencing platform that the College will be using to assist teachers with the delivery of classes to students and to help maintain the sense of community and connection with the students and families.

1. To create a Zoom account for your child, click on the following link [https://zoom.us/](https://zoom.us/)

2. Select ‘Sign Up, It’s Free’ Button.

3. Enter your child’s College email address marym@tkc.wa.edu.au into the box indicated in the image below and click on the blue ‘Sign Up’ button.

4. You will receive an activation email in the student’s inbox from zoom. Click on the Blue Activate Account Button in the body of the email.
Clickview
Clickview is a Video Learning application that allows teachers and students to access curriculum-related video material to assist with their teaching and learning.

Logging in:
Web address: https://online.clickview.com.au/SignIn

Email address = school email
E.g. bernardh@tkc.wa.edu.au
First name + first letter of surname
Password = password

You will be asked to change your password.
If you forget your password email Mrs Holland: taniah@tkc.wa.edu.au

This is the main dashboard. You can search for a video from the search box at the top. Type in the name of the video your teacher would like you to watch.

You will get a list or one video. Click on the play button to watch.
THE ONLINE ENVIRONMENT

Video Copyright
Please note that any video recordings of full or partial lessons for students to access on demand have been made available in accordance with the Copyright Act for student viewing only. No further copies or sharing of videos should be made outside the class as the material in the recording may be the subject of copyright protection. Remote lessons are being provided as part of the school’s response to COVID-19, and further copies of any of the content provided must not be made, including sharing with friends, via social media, or uploading to the internet.

IT Support
For all technical or IT-related issues, please email helpdesk@tkc.wa.edu.au providing as much detail as possible including screenshots and error messages as they arise.
FINANCIAL SUPPORT

These are challenging times with all the uncertainty surrounding COVID-19. The College is aware that there will be a financial strain on many of our families as a result of this.

Please let our Bursar, Mrs Hayley Walker, know by phone or email hayleyw@tkc.wa.edu.au as soon as there is a change to your employment or financial situation.

We will continue to work with families experiencing difficulty to come up with a solution that will not place any additional strain on finances. Together we’ll do all we can to support families, enabling students to remain connected with The King’s College community.