



PADUA

COLLEGE

***KEY INFORMATION FOR PARENTS
MORNINGTON, ROSEBUD & TYABB CAMPUSES***

***REMOTE LEARNING & TEACHING HANDBOOK
Term 2 2020***

“Where there is darkness, light”
Peace Prayer of St Francis

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INTRODUCTION

Our Core Values

We welcome and affirm

We inspire growth of the whole person

We create a love of learning

We build positive relationships

We embrace diversity

We show compassion for those in need

We reconcile and forgive

We work for a just and peaceful world

Padua College is committed to ensuring that in the event that we are directed to begin remote schooling, we are able to provide a quality learning and teaching program for all students. In order to achieve this, we will provide students with a remote learning and teaching program with the aim of providing continuity of learning for all.

Our remote learning program will be delivered off-site via College approved platform/s. All notices and feedback will be provided through SIMON (and PAM for parents)

“We must strive to do ordinary things extraordinary well.” (Catherine McAuley)

Staff at Padua College are committed to providing students with the opportunity to engage in high quality learning. We will evaluate as we go, to make the system as workable as possible for both students and staff. This process will involve seeking feedback from students, staff and parents. We will adapt tasks and tailor learning as necessary, as we seek to provide students with access to quality learning and teaching within a new and challenging environment.

This document provides a summary of the key information to support students during this period of Teaching & Learning.

“Dear young people, do not bury your talents, the gifts that God has given you! Do not be afraid to dream of great things!” (Pope Francis, 27/4/13)

DAILY SCHEDULE OF REMOTE LEARNING & TEACHING

The Padua College Remote Learning Program will begin with our regular six period a day scheduled timetable (with minor adjustments to the lesson times that enable allocated brain/physical breaks and a common Monday-Friday timetable). Please see below:

Daily Schedule:

8.50am - 9.00am: Student Attendance & Check In via SIMON

9.00am - 9.45am: Period 1

9.45am - 10.30am: Period 2

10.30am - 10.50am: Morning Break

10.50am - 11.35am: Period 3

11.35am - 12.20pm: Period 4

12.20pm - 12.55pm: Daily Action 1

Activities to actively promote a healthy mind, body and soul – these will be provided to students daily via SIMON

12.55pm - 1.30pm: Lunch Break

1.30pm - 1.35pm: Student Attendance & Check In via SIMON

1.35pm - 2.20pm: Period 5

2.20pm - 3.05pm: Period 6

3.05pm: Daily Action 2

Activities to actively promote a healthy mind, body and soul – these will be provided to students daily via SIMON.



STARTING THE SCHOOL DAY

Focus your Mind:

Students should wake up with enough time to get ready for the remote learning school day including getting dressed and having breakfast before the 8.50am check in for their school day.



All students should access, review and respond to emails and check SIMON daily messages by 9.00am Monday to Friday, excluding public or school holidays.

Homeroom and EXCEL Periods:

Students will not be required to go online for Homeroom. Homeroom teachers may, however, elect to make regular contact with their homeroom. Homeroom teachers will also receive the weekly wellness check information to follow up on.

A daily prayer will be provided along with student notices on SIMON at the beginning of each day.

Student Attendance & Check In via SIMON

Each morning at 8.50am and after the lunchtime break at 1.30pm students are required to confirm their “remote attendance” via SIMON.

Students enter their Pastoral Care - Excel Learning Area (see below)

Pastoral Care - Excel (5XCL)

Domain Component: Homeroom (Excel) Class: M31 Year: 2020, Semester 1

Current Tasks (1)

 [Attendance- 13/4 - Morning Attendance](#)

Students will see a Current Attendance Task with the day’s date asking them to confirm attendance with a Yes (attending today) or No (will be absent today).

If a student is going to be absent from remote lessons for the day, parents are asked to please refer to the Student Absence section below.

Task Submission for "13/4 - Morning Attendance"

Topic: Attendance
Description: Will you be "attending" remote classes today? (Yes or No)

[Return](#)

Task Details

[Save Content](#) [Save Content and Return](#) [Submit Content](#)

A screenshot of a web-based text editor. At the top, there are three buttons: 'Save Content' (blue), 'Save Content and Return' (blue), and 'Submit Content' (green). Below these is a rich text editor toolbar with various icons for text formatting (bold, italic, underline, strikethrough, text color, background color), alignment (left, center, right, justified), and other functions like bulleted list, numbered list, link, unlink, and help. The editor area below the toolbar is currently empty.

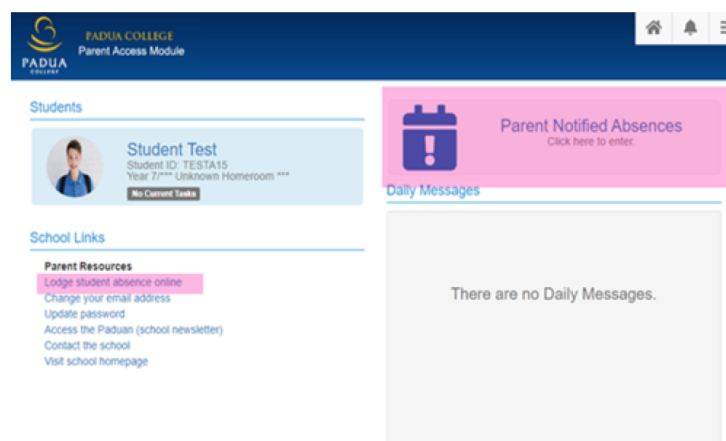
Pastoral or wellbeing check-in:

Each week, students will be required to complete a **Wellness check-in** through links on SIMON. This information will be shared with Homeroom Teachers and House Co-ordinators, enabling them to see how students are travelling in this remote learning environment. They may contact students for further information or support, or get in contact with you.

Student Absence:



If your child becomes ill, and is unable to participate in the day's remote classes, it is requested that you register their absence on PAM via Parent Notified Absences.



WELLBEING - STUDENTS

Pastoral Care, using eXcel (Enable, Connect, Engage, Learning)

enable + connect + engage + learn = excel

All families have been sent a copy of the resource “How we can ‘eXcel’ in Student Wellbeing in the time of Covid-19”. This resource contains several links for students and their families about accessing external services as well as tips and activities to keep a healthy body and mind during a time of isolation.

Remember Padua College is a connected, warm and hospitable community. We are all here to support each other regardless of where we are.

Daily Actions:

Excel lessons will not be specifically delivered on Tuesday mornings. Instead opportunities will be created through the 'Daily Action Tasks' to nurture relationships, make social connections at home and ensure students are nurturing a healthy mind, body and soul.



These activities, which will be created by teachers at the school and will be regularly posted in the course overview of the EXCEL learning Area in SIMON.



STAYING ON TRACK:

Communicate, communicate, communicate ... this is key to ensuring that remote learning and teaching is successful. Students are encouraged to communicate with their teachers even when they are feeling supported but also particularly when they are feeling challenged and need support. We have lots of support in place to help students achieve their best.



Be Productive:

Students are encouraged to manage “class time” carefully - they should use the allocated time for learning.

Students should submit all of their completed work as directed by the teacher. If they are unsure, they should ask for help. If students are falling behind, teachers will contact the student initially and may then contact you if needed.

Students should spend time revising any items/concepts they don't understand, and ask questions.

Students are encouraged to regularly keep a check of their emails - including reading them and replying when needed.



Taking regular breaks throughout the day

Very few of us are used to the amount of screen time remote learning and teaching will need each day.

Regular breaks throughout the day are critical to the health and wellbeing of everyone.

All students and staff should aim to maintain regular school breaks during the day (recess, lunch, non-class periods).

Breaks should include a move away from the designated study space and importantly away from screens. (Watching TV or playing a video game will not give them the needed break).

REMOTE LEARNING & TEACHING:

Student's Learning Space:

It is recommended that the learning space should be tidy, comfortable with appropriate lighting and **seating** position, not the bed or couch.

Students are reminded to be respectful when sharing spaces with other members of their family.

If using a webcam this must only be used in a common area and sit in front of a blank background, where possible.



Course Delivery:

The subject teacher will provide students access to coursework during their scheduled lesson.

Students within a subject will address the same key skills and content as well as undertake a common assessment task.

Everyone will play a role in our remote learning plan.

It is anticipated that staff will be available during their allocated lesson time. This can be in the form of answering emails from students within the particular subject and/or providing live lesson content via an approved platform.

Not all learning will need to be completed online. To add variety and reduce screen time, teachers may instruct students to read, draw, create or engage in other learning activities within the home environment.



Learning Expectations & Behaviour

Students are to:

1. Abide by the Padua College student expectations (Do your best, help others achieve, respect environment and community)
2. Only use school-authorized accounts or platforms when corresponding with your teacher and classes
3. Be ready and logged in with all class materials as soon as the scheduled class begins, and ensuring emails are checked on a regular basis
4. Students must be dressed appropriately for school and ready to begin class by 8.50am
5. Ensure they are in an appropriate study space and have all necessary materials
6. If students are on webcam for a Google Meet, ensure that you are appropriately attired and the session is undertaken in a centralized location at the home, ie Not the bedroom and not in pajamas
7. Inform the teacher via email or chat on Google Meet if they need to go offline/exit the online class for any reason during the online class time.
8. Study offline if they have study periods (Years 11 & 12 only), however, students can contact staff for support if required.
9. Complete any work set by their teachers to the best of their ability.
10. It is recommended that students are not online during recess and lunchtime, it is optional during study periods.
11. Take breaks away from the computer, like at school, have a proper lunch break, maybe get some exercise or do something preferably away from their screen.
12. Keep following good hygiene habits to stay healthy and strong.



Working Together:

- Teachers will be available online during scheduled class times unless absent and another teacher will be assigned.
- Each teacher will confirm the preferred platform/s for this period of remote learning and teaching via an email by the beginning of Term 2.
- Teachers will work collaboratively to provide high-quality online student learning experiences consistent across the subject.
- Teachers will communicate with students and families in a timely manner during the period of remote learning and teaching.

Teachers will notify your child's House Co-ordinators and you via SIMON if they have any concerns in relation to the following broad categories:

- Remote Learning – Engagement Concerns
- Remote Learning – Inappropriate Behaviour



LEARNING TECHNOLOGIES INCLUDING: WEBCAM AND/OR AUDIO:

Some staff may engage in real time video introductions, tutorials and conferencing with their class. They will inform their class that this is going to happen by email prior to the lesson.

Remote Learning communications conducted in a virtual environment involving sound and/or visual communication must adhere to the following standards:

- All visible items and audible sounds within the home-based workstation and the student's location are appropriate for a regular classroom setting. This must be a common area (ie lounge or study) not bedroom.
- Student dress must be appropriate for a classroom setting (neat, casual).
- All video, sound and written communications for Remote Learning are conducted using the School network and communication facilities.
- No private email accounts, networks, video of students or virtual environments are permitted to be used for communication with teachers.
- Before the lesson begins, students must disable their webcam and audio, using the text based chat rooms as the default.
- If specifically required during the lesson, students can enable their webcam and/or audio, however, this must be disabled again before the lesson concludes.
- Wear headphones if using audio and you are studying in a public or shared area.

Guide for internet usage at home

There are a few things to keep in mind to ensure that your online engagement goes smoothly.

- It is recommended that whilst you video conference with your class/teacher, that other members of the household are mindful of their internet activities. E.g. if you notice your connection is not keeping up, you may advise them not to watch Netflix or play computer games at the same time.
- Students sit closer to the their WIFI internet router, as distance may impact on overall speeds
- The household monitors their overall data usage, ensuring that they will not exceed any data allowances
- Households engage with their Internet provider to see if there any free upgrades are being offered.

Approved Platforms:

Online communication and content must always be respectful and follow school rules and expectations.

Each subject will be using one or more of the following platforms to provide information to students - email via SIMON, SIMON Resources, Edrolo, Google Classroom; Google Meet; Stile; OneNote; OneDrive; StudyOn; Education Perfect; Cambridge Go (Formerly Hot Maths), ClickView.

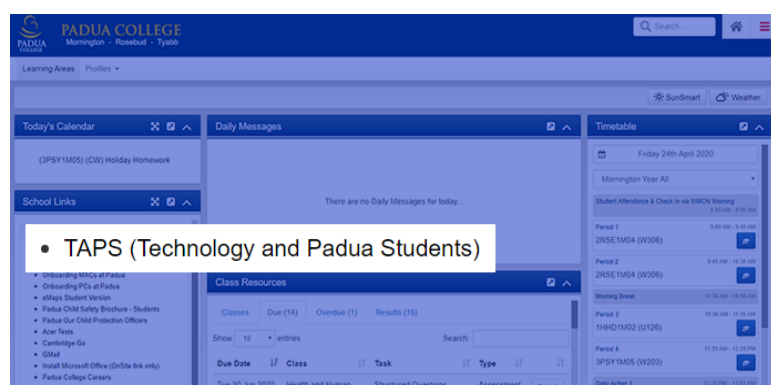
Students and parents will have received an email from individual subject teachers confirming the platform/s.

For a full list of subject specific platforms please see Subject Nominated Platforms on Page 25.

Online guides

To help support students' online learning, the school had launched an online portal that contains guides on how to perform a variety of online activities. The Technology and Padua Student (TAPS) portal is an evolving site, which will expand to meet student needs.

To access this portal please login into Simon and click on the TAPS (Technology and Padua Students) link on the right hand side of the page.



Google Meet Protocols

- Before the lesson begins students must disable their webcam and audio, using the text based chat rooms as the default
- If specifically required during the lesson students can enable their webcam and/or audio, however, this must be disabled again before the lesson concludes. This should only be done when students are working in a common area.
- Classes in Meet will be named according to the following protocols: **Teachers Name + Subject + Date + Period**
- Teachers may remove students from online classrooms if they are acting inappropriately and the behaviour will be followed up at the end of class.
 - Students should communicate at appropriate times with their teacher during the class
 - Please note Google Meet sessions will be recorded.



CHILD SAFETY

ALL STUDENTS need to help each other and teachers make the College a SAFE place for all. Students are aware of how and who they can report to, if they feel UNSAFE. Please consult the Child Safe Brochure that was presented this term in eXcel classes for more specific information on this.

If you need to raise a concern in relation to child safety please contact your House Coordinator, one of the Padua College Child Protection Officers or you may wish to use the following email:

childsafepadua.vic.gov.au

END OF THE SCHOOL DAY:



Students are encouraged to tidy up at the end of the day to mark the school day's completion. This can help to signify to other members of your household when they are "at school" and when they are "at home".

Homework

Students will still be expected to undertake study and undertake set homework. This may be in the form of a revision activity, completing unfinished work from the day's lesson, ongoing assignments, assessments (non-Unit 3/4) as always remembering the purpose of meaningful homework is to reinforce what was taught in today's lesson.

Assessment & Feedback:

SIMON will remain our source of feedback to students and parents (PAM). All assessment grades and feedback should be uploaded on SIMON for parents to access.

Teachers will be encouraged to provide updates on student progress on a regular basis using PAM. Furthermore, teachers will contact parents directly if they are concerned about a students' progress and/or engagement in their remote learning.

If you have a query about a specific task/subject you are encouraged to contact your child's teacher directly.

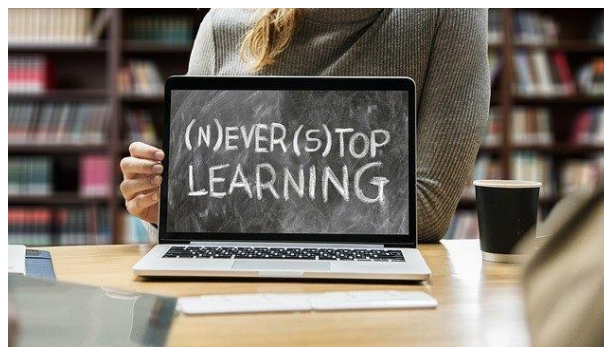
SENIOR STUDENTS:

The library will be providing Study Tips for Senior Students via Google Classroom. This will be made available to you at the start of Term 2. This site will include the option of seeking assistance with finding resources as well.

VCAA Updates:

Regular VCAA updates will be provided to students and parents via email from Assistant Heads of Campus - Learning and Pedagogy (Senior) Mrs Helen Sugameli and/or Mr Travis Pearce, as they are made available. It is anticipated that additional updates will be provided in this area in the first few weeks of Term 2.

This will be particularly important if for any student undertaking a Unit 3/4 subject. It will include instructions about how and when SACs/SATs will be completed.



We will supply information regarding GAT dates, Exams and potential reduced number of School Based Assessments as soon as it becomes available. VCAA will be working with all schools to supply as much detail as soon as they can. The Minister of Education has advised that the GAT and Exam dates will be adjusted.

It will be important that students follow all instructions and timelines carefully and ask questions if unsure. We will communicate all information regarding VCE and VCAL with both students and parents.

LEARNING ENHANCEMENT

The Learning Enhancement Department always strives to support our students with additional learning needs. This focus will not change, however, the conditions of how we can offer support will look different.

The Learning Enhancement Co-ordinators and LSOs (Learning Support Officers) will work with classes and individual students during this remote learning period.

LSO Support

LSOs will continue to follow the Semester 1 timetable. Each period that an LSO is assigned to work with students, they will email the student through SIMON to let them know that they are available during that period to provide additional support.

The LSOs will have access to the online learning platform/s assigned by each subject teacher for their class.

They will respond to student correspondence received during the period assigned to that student and/ or throughout the school day where possible, if the student contacts them outside their set lesson time.

Learning Hub:

Some students have regular “Learning Hub” time allocated on their timetable. During allocated Learning Hub lessons students will have the opportunity to seek additional support and/or complete outstanding work. If required a video/audio conference through Google Meet may be arranged.



Learning Enhancement Co-ordinators:

The Learning Enhancement Co-ordinator will also be in regular, direct contact with LSOs to monitor student progress and to determine whether the student requires more intensive support in terms of course adjustments or time allocation.

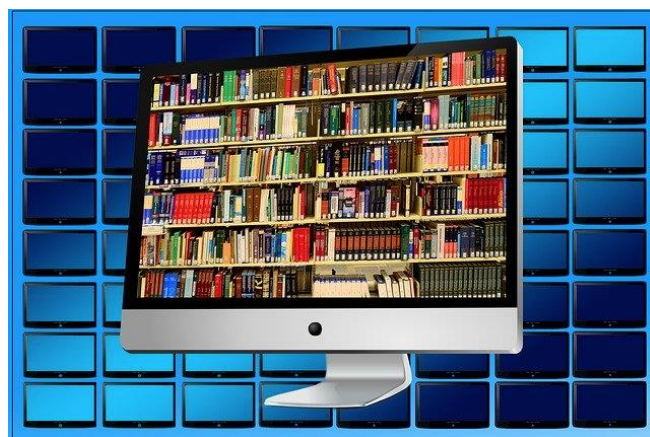
Learning Enhancement Co-ordinators will continue to communicate with parents/guardians of students under their care through email and/or phone.

LIBRARY SERVICES FOR REMOTE LEARNING & TEACHING:

Padua College Library Webpage on SIMON:

Students have access to several resources to further assist them on the SIMON School Links - > Library Resources

- Library Homepage
- Library Resources: Choice – Online magazine
- Library Resources: ClickView Online
- Library Resources: ClickView Online Helpsheet
- Library Resources and Services
- Library Subject Guides



COMMUNICATION

We want to reassure you that we understand that learning remotely will be a challenging experience for many students (as well as parents). The effects of the COVID-19 pandemic are global, but we also understand that they are also local and personal for every student and member of our community. Remember we are here for your child (and you).

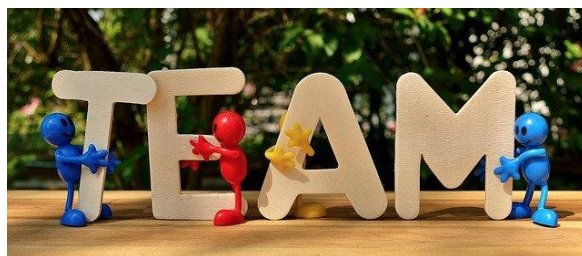
Teachers will check-in regularly with students to see how they are managing. If concerns or issues arise, students and parents will be able to email teachers, House Co-ordinators, Assistant Heads of Campus - SWAG, counsellors or the Leadership Team.

School Telephone and Email Contact

During any period of remote learning and teaching, members of the school community can contact the school through the enquiry email (enquiry@padua.vic.edu.au) and the main school phone number (5976 0100). These will be monitored by Administration staff and enquiries will be directed to the appropriate person to respond to the message.

Outlined below are individual contacts that can assist with specific enquiries.

Who to Contact in the Event of Requiring Assistance with Remote Learning:



IT Issue	IT Support Team Helpdesk helpdesk@padua.vic.edu.au <p>If students require any assistance regarding IT issues please continue to email helpdesk@padua.vic.edu.au where the team will be in touch either via email or phone to assist.</p>
Learning:	Subject Teacher name@padua.vic.edu.au <p>In the first instance if your child is having trouble with a particular subject we would encourage you (or your child) to contact the subject teacher directly.</p> <p>If further help is needed then the please contact the staff member/s below:</p>
Years 7-9 Curriculum	<p>Mornington: Orwin De Kretser odekretser@padua.vic.edu.au</p> <p>Tyabb: Ryan Gingell rgingell@padua.vic.edu.au</p> <p>Rosebud: Lisa Modd lmodd@padua.vic.edu.au</p>

Aspire 9	<p>Co-ordinators of Aspire 9</p> <p>Mornington: Georga Bryant gbryant@padua.vic.edu.au</p> <p>Rosebud: Andrea Cummins acummins@padua.vic.edu.au</p> <p>Tyabb: Lance Albrecht lalbrecht@padua.vic.edu.au</p> <p>Director of Aspire 9 Mark De Fazio mdefazio@padua.vic.edu.au</p>
VCAL & ALP	<p>Director of Applied Learning Marcus Butler mabutler@padua.vic.edu.au</p>
VCE	<p>Assistant Heads of Campus - Learning & Pedagogy (Senior) Helen Sugameli hsugameli@padua.vic.edu.au</p> <p>Travis Pearce tpearce@padua.vic.edu.au</p>
VET	<p>VET Co-ordinator Michael Arthur marthur@padua.vic.edu.au</p>
Pastoral Care - student wellbeing	<p>House Co-ordinators</p> <p><u>Mornington Junior:</u></p> <p>Frayne: Rebecca Haas rhaas@padua.vic.edu.au</p> <p>Assisi: Hayley McMillan hcmillan@padua.vic.edu.au</p> <p>Mannix: Steven Sasic ssasic@padua.vic.edu.au</p>

	<p>Kolbe: Sinead Ryan siryan@padua.vic.edu.au</p> <p>Sebastian: Peter McKenzie pmckenzie@padua.vic.edu.au</p> <p>Clare: Sam Vinson svinson@padua.vic.edu.au</p> <p>Chisholm: Jodie Williams jwilliams@padua.vic.edu.au</p> <p>Romero: Michelle Dillion mdillion@padua.vic.edu.au</p> <p><u>Mornington Senior:</u></p> <p>Bernard: Julie Barnhoorn jbarnhoorn@padua.vic.edu.au</p> <p>Elizabeth: Paul Ribet pribet@padua.vic.edu.au</p> <p>Djeembana: Mairead Johnson mjohnson@padua.vic.edu.au</p> <p>Merton: Mona Esmaty mesmaty@padua.vic.edu.au</p> <p>Mercy: Nathan Bradbury nbradbury@padua.vic.edu.au</p> <p>Francis: Caroline Jeremiah cjeremiah@padua.vic.edu.au</p> <p>Mackillop: Anthony Barnhoorn abarnhoorn@padua.vic.edu.au</p> <p>John XIII: Sharon Marshall smarshall@padua.vic.edu.au</p> <p><u>Tyabb:</u></p> <p>Doyle: Andrew Ferguson aferguson@padua.vic.edu.au</p> <p>Geoghegan: Heath Dwyer hdwyer@padua.vic.edu.au</p>
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	<p>McCormack: Nick Gleeson ngleeson@padua.vic.edu.au</p> <p>Cardijn: Luke Tyrrell ltyrrell@padua.vic.edu.au</p> <p><u>Rosebud:</u></p> <p>McAuley: Petrina Tyler ptyler@padua.vic.edu.au</p> <p>Anthony: Sheryl Paton spaton@padua.vic.edu.au</p> <p>Goold: Stefanie Santamaria ssantamaria@padua.vic.edu.au</p> <p>Teresa: Joanna Goldsmid jgoldsmid@padua.vic.edu.au</p> <p><u>Assistant Heads of Campus - Student Wellbeing and Growth</u></p> <p>Mornington Junior: Terry Luppino tluppino@padua.vic.edu.au</p> <p>Mornington Senior: Sam Powell spowell@padua.vic.edu.au</p> <p><u>Wellbeing (counselling) Team Co-ordinator</u></p> <p>Prue Wheeler pwheeler@padua.vic.edu.au</p>
Careers	<p>Careers Leader</p> <p>Shannon Maher smaher@padua.vic.edu.au</p> <p>Careers Team</p> <p>careersteam@padua.vic.edu.au</p>

<p>Learning Enhancement</p>	<p>Campus Learning Enhancement Co-ordinators</p> <p>Mornington Senior: Michelle Webb-Smith mwebbsmith@padua.vic.edu.au</p> <p>Mornington Junior: Liz Alserda ealserda@padua.vic.edu.au</p> <p>Mornington Junior: Jude Walker jwalker@padua.vic.edu.au</p> <p>Rosebud: Brendan Smith bsmith@padua.vic.edu.au</p> <p>Tyabb: Nicole Crozier ncrozier@padua.vic.edu.au</p> <p>Tyabb: Kelly Meikle kmeikle@padua.vic.edu.au</p> <p>Director of Learning Enhancement: Kat Tewman ktewman@padua.vic.edu.au</p>
<p>College Improvement Team</p>	<p>HEADS OF CAMPUS</p> <p>Mornington Junior: Stephen Veneris sveneris@padua.vic.edu.au</p> <p>Mornington Senior: Curtis Stone cstone@padua.vic.edu.au</p> <p>Tyabb: Peter Kerr pkerr@padua.vic.edu.au</p> <p>Tyabb (Acting): Ryan Gingell rgingell@padua.vic.edu.au</p> <p>Rosebud: Jim Baird jbaird@padua.vic.edu.au</p> <p>Rosebud: Phil Helisma phelisma@padua.vic.edu.au</p> <p>Principal: Anthony Banks principal@padua.vic.edu.au</p> <p>Senior Vice Principal, Learning & Teaching: Kelly McGurn kmcgurn@padua.vic.edu.au</p>

	<p>Vice Principal, Mission & Community: Michael Harrison mharrison@padua.vic.edu.au</p> <p>Vice Principal, Staff: Marjorie Canal mcanal@padua.vic.edu.au</p> <p>Vice Principal, Students: Sam Wright swright@padua.vic.edu.au</p>
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COUNSELLING PROCEDURES

Our College Wellbeing Team will continue to provide support to students during the period of remote learning. Students currently seeing the Student Counsellors will be contacted to 'check-in' as needed. Our counsellors will plan online appointments; ahead of time, arranged by email and phone calls with parents and students. This process will require that student and parents provide initial written consent (Student Wellbeing Online Counselling Consent Form) to allow online Wellbeing support services to proceed and then requires ongoing agreement for each appointment time to be arranged (permission via email will then suffice).

If a student has an external Psychologist/Psychiatrist, it is recommended that the parent/guardian advise them of the move to remote schooling and that the usual routine and monitoring will not be in place.

The College Counsellors will regularly communicate with House Co-ordinators, SWAGs and Heads of Campus regarding students of concern and vice versa.

Any new student of concern will be managed by consultation with the parent/guardian, House Coordinators, SWAGs and Heads of Campus and/or external services.

PARENT RESPONSIBILITIES

The partnership between students, teachers and parents is crucial to supporting students during this time.

We ask parents to support your child's learning by:

- Ensuring students abide by the Padua College student expectations (*Do your best, help others achieve, respect environment and community*).
- Providing an environment conducive to learning (*access to technology, safe and quiet space during daytime*).
- Encourage your child to follow his/her timetable and the daily schedule for remote learning and teaching each lesson.
- Engage in conversations with your child on posted materials, assignments and support his/her timely submission of assignments.
- Remind your child to contact his/her teacher if s/he has questions or if s/he needs extra help or support.
- Monitoring time spent engaging in online and offline learning, including participation in the Daily Action Tasks for students (*thus providing ample room and time for reflection, physical activity, conversation, and play*).
- Ensure if they are on webcam for a Google Meet that it is only during designated times and that they are appropriately attired and the session is undertaken in a centralized location at their home, ie. Not their bedroom and not in pajamas.



Subject Nominated Platforms:

Learning Areas	Platforms within Learning Area
English	Google Classroom, SIMON, OneNote, Google Drive/Doc, Google Meet
Religious Education	Google Classroom, Simon, Google Drive, OneNote, Google Meet
Learning Enhancement	SIMON, Google Meet and the online platform subject teacher uses
Visual Arts	Google Classroom, Google Drive, Simon, Google Meet
Humanities	Google Classroom, SIMON, One Note
VCAL/ALP	Google Classroom, Simon, Google Drive, OneNote, Google Meet
Maths	Google Classroom, SIMON, OneNote, Google Drive/Doc, Google Meet
Health & Physical Education	Google Classroom, SIMON, OneNote, Google Drive/Doc, Google Meet
Science	Google Classroom, SIMON, OneNote, Google Drive/Doc, Google Meet
Commerce	Google Classroom, Simon, Google Meet
Technology	SIMON/Google Meet/Google Classroom/One Note
Music, Drama and Theatre Studies	SIMON, Google Classroom, Email, Google Meet
Languages	SIMON, Google Classroom, Email, Google Meet, Google Drive