

# Saturday School of Community Languages

Connection Diversity Excellence

## Remote Student Policy

### 1. Introduction

The Saturday School of Community Languages (SSCL) is a NSW Department of Education co-educational secondary school. It was established to provide a pathway for students to study their background community language via face-to-face lessons on a Saturday. Over 3250 students in Years 7 to 12 from public and non-government schools are currently enrolled with the SSCL to study languages that are not offered at their weekday school.

The SSCL's vibrant learning environment is driven by the core values of connection, diversity and excellence. The school delivers quality language education and caters for the individual learning needs of all students. The SSCL is a welcoming and engaging school that imbues students with a sense of belonging and cultural identity. The school actively encourages community involvement.

The SSCL operates out of 15 high school Centres – thirteen based in the Sydney metropolitan area, one in Wollongong and one in Newcastle. Every Centre offers a different selection of language courses. Classes are held every Saturday morning during the NSW Department of Education school term. Students follow NSW Education Standards Authority (NESA) syllabuses in 26 languages. These languages are Board Developed Courses that are accessible as part of their Stage 4, Stage 5 and Higher School Certificate studies.

### 2. Provision for remote students wanting to study a language

The NSW School of Languages (NSL) offers courses in twelve languages for Years 9-12 via Distance Education. Students who live too far to attend a SSCL Centre and who are seeking to enrol in Chinese, Italian, Japanese, Korean, Modern Greek, Russian or Spanish are encouraged to enrol with NSL.

The SSCL may provide remote support for students if they:

- live in a region where weekly attendance at an SSCL Centre is not feasible
- are suffering from an illness or disability or other welfare concern which prevents them from attending an SSCL Centre regularly.

The SSCL provides two modes of remote study:

1. **Synchronous** – where the student accesses the lesson in real time by logging onto a computer from their home, weekday school, or closest SSCL Centre. The student is present and participating for the duration of the lesson using a form of audio/visual technology which connects the student and the SSCL Centre delivering the course. The student is able to engage fully in lessons by seeing and communicating with the teacher and other students in the class. This mode of remote study gives the student access to a community which is not available to them in the in the area where they live.
2. **Asynchronous** – where the student does not have access to technology or is physically unable to participate in the lesson in real time, their SSCL teacher will send work and instructions to them before the lesson. This work will be completed by the student during the course of each week. The teacher and student will make contact with one another at regular designated times, providing an opportunity for discussion and feedback.

Before submitting an application for remote study with SSCL, weekday school Supervisors and the nominated Centre executive are asked to discuss the requirements with the student. Remote students should display good organisational skills and be able to work independently to ensure they meet course requirements.

### 3. Attendance and participation in remote lessons

The SSCL recognises that attendance is a central aspect of successful learning. The unique situation of the school as a Saturday-only program means that punctual and consistent attendance is essential. Missing one lesson at the SSCL is the equivalent of missing an entire week of school. Students are expected to catch up on any missed work throughout the week to ensure they do not become disengaged from their studies.

The school's attendance policy applies equally to on-site and remote students. Absenteeism is taken very seriously, particularly for students studying an HSC course via remote connection.

For remote students studying asynchronously, attendance is gauged by the completion of work as well as participation in weekly phone lessons. Asynchronous attendance will be recorded on SSCL rolls.

For remote students studying synchronously, the SSCL recommends that they participate from a SSCL Centre closer to their home, rather than from their home or weekday school. This ensures adequate supervision and mitigates any potential technology issues (i.e. access to a camera and microphone, stable internet connection).

Synchronous remote students must log onto the classroom before the official start time of their lesson. Students who are not present by the time of the lesson's commencement may be phoned by the Centre delivering the course to remind them to connect. Students who log on at a time later than the start of the lesson will have their late arrival recorded on the SSCL Learning Management System, Millennium. Once students log on they must remain connected for the entire duration of the class and should only log off during break periods and when the class has concluded. Remote students are expected to fully participate in lessons by asking questions, responding to other students and getting involved in class discussions.

When a remote student is absent, a member of their support team (i.e. a weekday school Supervisor or member of the executive from the SSCL Centre they attend) should advise the delivering Centre as soon as possible. This ensures attendance is accurately recorded and avoids any concerns about technology malfunction. For students who miss more than one lesson a term without explanation, the weekday school Supervisor and the parent will be contacted by the Centre delivering the course. For senior students, a Warning Letter may be issued.

#### **4. Provision of resources**

It is the responsibility of participating SSCL Centres to provide students with:

- stable internet connection
- a computer
- a camera and microphone.

Students who do not attend a SSCL centre to access their remote lessons will be personally responsible for the provision and maintenance of the above resources.

Teachers delivering lessons remotely will upload materials to an online platform (e.g. Edmodo or Google Classroom) to ensure students can easily access their work.

It is the responsibility of the SSCL teacher to:

- provide all materials and instructions for the lesson well in advance
- provide all corrections and feedback
- contact the student through their preferred learning platform if further explanations relating to content or feedback are required
- organise contact with parents at designated interview times or when necessary
- keep their centre executive informed of any issues concerning the student's wellbeing and learning.

It is the responsibility of all remote students to:

- regularly check their school email
- connect to relevant platforms such as Edmodo or Google Classroom before the start of each lesson
- ensure they have downloaded and printed any required materials before the start of each lesson.

Technology support will be provided for students and teachers by SSCL's IT coordinators.

## **5. Assessment tasks**

The SSCL's standard assessment policy applies to remote students. At the beginning of each academic year, students will be issued assessment schedules and booklets. Assessment notifications will be sent via email to students two weeks prior to a task.

To complete an assessment task, students will attend the closest SSCL Centre. The executive at that Centre will organise supervision, printing of assessment task materials and return of the completed task to the class teacher.

If a student is unable to attend a SSCL Centre, the assessment task will be sent to their weekday school Supervisor two weeks prior to the task date. Arrangements will be made for the student to complete the task during the school week. It will then be returned to the class teacher via email.

For speaking assessment tasks, the teacher and the executive from the SSCL Centre the student attends will coordinate a time for the student to complete the task. For asynchronous students, the teacher and the weekday school Supervisor will organise a time and venue.

## **6. Semester reports**

Semester reports will be sent via email and hardcopy to the student's home address. They will also be uploaded to the school's Learning Management System, Millennium, to be accessed by the weekday school.

## **7. Parent/Teacher interviews**

Parents of remote students can nominate a time for the teacher to contact them by phone or Skype for an interview. Parents may also contact the executive on Saturdays via the Centre email or phone.

## Appendix 1: Equipment requirements

### Camera and microphone

It is essential that students have access to a camera and microphone in order to complete their remote studies. It is recommended that they use a webcam with a built-in microphone, or a laptop that has built-in camera and microphone. Models that are appropriate include, but are not limited to:

#### Microsoft LifeCam HD-3000 Webcam



#### Logitech C270 HD Webcam



### Learning Apps

The following applications are frequently used by teachers to assist remote students in their studies:

- Edmodo
- Adobe Scan or Scannable (allows the user to scan documents with their camera phone and export to PDF or image files.)
- Microsoft Office (or Office 365, accessible for free through the Department's Student Portal)
- Google Drive (including Google Docs and Slides).