



Samaritan  
COLLEGE

Learning @ Home

*Remote Learning in a sustained  
school closure event.*

FAITH · WISDOM · COMPASSION

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## What is Learning@Home?

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Learning@Home is the College's response to supporting students to continue their learning from home during the Corona (COVID-19) pandemic.

Samaritan College is an R-12 college. The information in this guide covers all year levels. Some information for the Secondary grades is more detailed. For Primary students and especially junior Primary students, the information you really need will come from your child's teacher. This guide will help in understanding some of the reasons why we are doing what we do, some suggestions, some requirements and some of the little things you may not have thought to ask about yet!

The learning tasks assigned to students may include a variety of learning formats from video recordings, digital texts, homework books, reading tasks and physical activity. Remote learning is not Home Schooling. Home Schooling involves the parents developing and delivering the total learning program to their children.

Remote learning in our current context describes the College's teaching and learning program being accessible (with specialist teacher support) to students while they are at home.

We are currently experiencing an unprecedented emergency situation impacting the whole world. Communities have been asked to respond to this crisis by establishing remote systems that support preventative health measures such as self-isolation and social distancing protocols. As a result, we will need to continually reassess whether the needs of our students and our community are being met and respond accordingly.

Clear and regular communication throughout this period will be vital.

Our main priority is to ensure each of our students have the opportunity to access and maintain continuity of their learning while the part school closure restrictions are in place. We aim to support students to attain the essential key knowledge, understandings and skills needed to progress their learning towards the next achievement standard.

## Continuation of Learning

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At Samaritan, we are taking an approach of being flexible in how staff access their students and vice-versa. This means at times student will work at their own pace, rather than at the same pace as their timetabled lessons. There are some very good reasons listed in this guide (and in a previous letter) as to why it simply isn't practical to copy the timetable of a normal day at school, of any grade, and expect it to 'work' at home.

All of this will also depend on what year level your child is in. For Secondary students, all with laptops, the expectations for what can be done at home will be different to our Primary students, especially our Junior Primary students. A Year 12 student may have a joint online lesson with their classmates at the same time with their teacher. For a Year 2 student, this won't be as common.

The word used amongst staff when planning this new learning environment has been 'equity'. Equity in terms of what students/families can do or access at home in terms of internet access. Equity in the sense of how many other people are also at home during this time let alone also trying to study or work. Equity in terms of the strain that many families may be under. Equity in terms of what other equipment or resources may be available.

There may be times a Senior Secondary teacher may require your child to be in an online lesson or discussion, but you will be given notice for this session in advance by your teacher (timetabled learning). Your child will be expected to be available for these interactive lessons which will be arranged in advance.

At Samaritan, we are choosing to use a variety of learning modes that reflect contemporary learning experiences where possible. This means that your child is not always expected to be at their 'desk' from 8:55 am to 3:20 pm, but they must be ready to be engaged to learn during the day should their teacher want to connect with them online or hold a class using the functionality of Microsoft Teams, for example.

We also know this is very much a reviewable and changeable structure and process. Do not judge Learning @Home on one or two weeks. Talk to the teacher. Is it too much? Too hard to get to all Teams sessions? Tasks require too much parent help that you can't give even though you want to? Is it not enough? Why is my child's teacher only 'talking' to my child a couple a times a week? He is bored and has nothing to do? etc

## Communication

This is crucial. This will be done via email or Microsoft Teams and Remind (where available, for Primary families). You can also phone the college as normal. The teachers will set up procedures letting your child know if there are to be questions for a task or if they just go and do it.

A contact list of staff can be found at the end of this guide. Please use this when attempting to contact staff – we would love to be able to ensure you get to the right person first time.

The same campus phone numbers can still be used – whether someone is actually on site or the numbers have been re-directed, it will still put you in contact with our admin staff who then decide the next best method of contact.

## Suggested times for work/learning

It is extremely important to not judge continuity of learning by the stopwatch. Nor should it ever be expected that your child is in constant video contact with their teacher all day.

There is a difference between work to keep children 'busy' and continuity of learning let alone making learning interesting– which is often the core of what a teacher does in their face to face interactions with students.

Some tasks will have students watching something on TV or reading or doing something in the back yard – it isn't just endless weeks of worksheets.

Students complete work at a different rate to each other and this will be even more evident if they are now working alone at home or with a parent. Twenty maths questions may take a double 90-minute lesson at school (with all the other students around, teacher explanation time, setting up, packing up etc) but at home some students may do them in 20 minutes.

It is vital to remember it is never the intention of any remote learning program to have children 'working' at a desk all day. ***The day at home is vastly different to a day at school. If you sit your child down and have them do their planned school work with no breaks they may complete it very quickly – but that is not what a normal school day at school look likes – there are breaks, class chat, inattention, physical activity, toilets, distraction, laughs and so on.***

Work is not provided by staff just to keep your child 'busy'. We will provide a substantial list on our website of other activities you can try with your child. Some will be for interest and extension and some may be handy if they are finding they have too much time on their

hands and some may simply be as an alternative to what was originally set. This list will be updated regularly.

But we do counsel against providing extra work for your child just so they are busy especially if they are already completing their tasks. And of course, your child's teachers are just an email away if you want some advice.

As a very general guide an R-2 student may find 1-2 hours of 'work' a day is more than enough and 2-3 hours for Years 3-6, remembering to factor in the 'other' things that happens in a school day.

Experience tells us from our American colleagues who have had school closures for several months now, that in many cases they supplied too much work for their students, often at a request from parents. Only to find out it made the home lives of the child and parent too tough with too much to do and follow up on. For most grades they reverted back to a comfortable workload that covered all areas i.e. exercise, art, reading, play etc as well as numeracy and literacy.

This is a living document meaning it will change over time and the approach to Learning@Home may also change over time. What is working perfectly now may not still be a good idea deep into the term or vice versa.

## Primary Information

### *What will I expect to see my child doing at home?*

| Reception – Year 1/2 work refers to:   | Year 2/3 - 5/6 work refers to:  |
|--|---|
| <ul style="list-style-type: none"><li>• Daily Literacy, Numeracy and number skills tasks</li><li>• Daily non-screen play/inquiry tasks (Year 1/2)</li><li>• Daily reading</li><li>• Religious Education tasks (2 per week)</li><li>• Specialist Subjects - Arts, STEM (where appropriate), Physical Education (1 task for each subject per week)</li><li>• Optional Digital learning</li></ul> | <ul style="list-style-type: none"><li>• Daily Literacy, Numeracy and number skills tasks</li><li>• Daily reading</li><li>• Religious Education tasks (2 per week)</li><li>• Inquiry tasks</li><li>• Specialist Subjects - Arts, STEM (where appropriate), Physical Education (1 task for each subject per week)</li><li>• Optional Digital learning</li></ul> |

### *What will be available weekly? - this may change – check with teacher*

- **A weekly class timetable** identifying the learning areas for each day and the time for the Microsoft Teams (Teams) class video chat. The order in which the learning activities are completed and the time of the day the activities are completed is flexible. We understand that managing the needs of children and parents at home requires flexibility.
- Specialist subject activities (one for each specialist subject per week) will be included in the daily timetable.

### *What will be available daily? - this may change – check with teacher*

**A class learning timetable will be available via 'Teams' or email daily.** The timetable will outline the activities for the day. The learning goals from the activity will be included to assist families in understanding the tasks.

### ***What is the suggested Wellbeing task for? - this may change – check with teacher***

In these challenging times the primary focus should be on the emotional wellbeing of children. Whilst academic learning is important, time to be in relationship with family, time to rest, time to question current world events (age appropriate) needs to be factored into a child's day. The suggested Wellbeing tasks are one way to support your child's mental and physical health.

### ***What is the Literacy and Numeracy at home section for?***

There may be times when the daily learning tasks are unable to be completed. The 'Literacy and Numeracy at Home' section assists parents to understand the educational benefits of the activities at home. If there are days when the daily learning tasks are not completed, it is important to recognise that valuable learning is still taking place.

### ***What contact will I expect from teachers? - this may change – check with teacher***

A minimum of two class video chats will take place each week – this will be with the whole class or in small groups of students. These will be communicated on the weekly timetable. The Teams chats will be recorded and uploaded for later viewing, should your child not be available to join at that time.

The teacher will then arrange other times where they will 'chat' with your child in a one-to-one setting and/or small groups.

The teacher is then 'available' during the day to support students as needed. Please contact your child's teacher via Teams/email with any questions or queries.

### ***I don't have access to internet/ devices. What will my child do?***

We are aware of families who do not have internet/data access. Arrangements have been made accordingly.

### ***How do I contact a teacher?***

Teachers can be contacted via email, Teams, Remind message, where available, and phone calls. Contact details and who to contact in the first instance, are all listed at the end of this guide.



### ***How long will I have to wait for a reply?***

Teachers will not be expected to immediately respond to emails outside the hours of 8:30am to 4:00pm. They will do their best to reply as soon as possible during school hours but emails sent after hours may not be responded to until the next day. Please be mindful that your child's teacher may receive 100s of emails during each day.

It is planned that the teacher is available to guide/support class learning during normal school hours. i.e. extra contact.

Please keep in mind some staff work part time, so please do not expect replies on days they do not work – these days are the same as they are now. So, if Mrs ABC doesn't teach your child on Mondays, for example, she also won't be teaching them remotely on Mondays either, in most cases.

### ***What do I do with all the work?***

Teachers will communicate what needs to be sent in (if any) and what can be left in a folder at home. Regular weekly contact may provide an opportunity for some data collection.

### ***My child receives support from and ESO and/or adjustments to their learning. How will this be maintained?***

Adjustments will continue for students, where practical. Additional support from ESOs will be available to students on IEPs. Children will be contacted at least once per week via phone from a designated ESO.

## Secondary Information - this may change – check with teacher

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### *How will Learning@Home work for my child?*

**Year 7 – 10:** each week your child will be invited to attend one Live Lesson per week for each of their subjects, using Microsoft Teams. At other times teachers may post tasks or assignments in Teams for the children to work on independently.

**Year 11 – 12:** each week your child will be invited to attend two Live Lessons for each of their subjects. In some instances, the teachers may have set a video to be viewed and the students are connecting to be part of the conversation to deepen their understanding. Teachers will schedule these meetings using Teams and the Microsoft Outlook calendar.

### *How will we know when the Live Lessons are scheduled?*

Students will be able to see a schedule of online lessons via their Outlook calendar. Live Lessons are normally 50mins long.

A timetable has been arranged to reduce the number of children who need access to streaming data within normal school hours. This timetable will be available on the College website so parents can also see when the Live Lessons are scheduled and make the necessary preparations at home. The timetable will also be posted to their class's Teams page. This has been done to accommodate the needs of families with more than one child at school.

### *What happens if my child cannot attend the Live Lesson?*

As with any absence parents should be contacting their child's House teacher to indicate the reason for absence or in some specific cases, the teacher of the subject they are missing.

**Teachers will be recording most Live Lessons.** Once the lesson is completed, it will be available within Teams, so any missed lessons can be accessed.

### *Is it all 'work'?*

Staff will arrange a 'pastoral care' catch up once a week. This could be about anything and everything but not 'school work'. i.e. something funny they have seen, what they are doing without sport, etc. About maintaining a social link.

### ***What if I don't want my child's image or voice recorded?***

When a person joins a Live Lesson they have the option of turning off their camera and microphone, before joining. They would be able to ask questions through the conversation panel which the teacher will be able to address. It is expected that students will only type questions or responses in the conversation panel that are relevant to the learning.

### ***How will my child submit work for drafting or assessment?***

Teachers may have created a private channel for your child within the class Team. Documents that are uploaded into this private channel can only be accessed by the teacher and the child. The teacher will be able to review the work and communicate directly to the child maintaining confidentiality.

### ***How will we be kept informed around SACE information?***

Our SACE Coordinator, Tanya Gibson, has created a SACE Team for all Year 12 students to access and keep them informed of updates and changes to their SACE (especially exams). Information will also be shared regarding SATAC (Uni and TAFE entry).

### ***I don't have access to internet/ devices what will my child do?***

We are aware of families who do not have internet/ data access. Arrangements will be made accordingly.

### ***How do I contact a teacher?***

Teachers can be contacted via email and Teams and some instances, phone calls. Contact details and who to contact in the first instance, are all listed at the end of this guide.

When communicating with students and families, email is the preferred method of communication.

### ***How long will I have to wait for a reply?***

A reply within 24-48 hours during Monday to Friday will occur even if it is simply to acknowledge the email and provide a timeline for reply/contact.

Teachers will not be expected to respond to emails outside the hours of 8:30am to 4:00pm.

## ***Will this work count towards grades i.e. formally assessed?***

This will be shared via your individual teachers. For some grades and for some subjects, work will still be submitted.

What can be a challenge, with a remote learning environment, is knowing how valid and reliable the assessment actually is. i.e. how much other 'help' was provided to do the task? Was Google used for a test? etc

## ***My child receives support from an ESO and/or adjustments to their learning. How will this be maintained?***

Adjustments will continue for students, where practical. Additional support from ESOs will be occur for students on IEPs. This will involve weekly calls and emails. The Learning Support staff will also liaise with the teachers of students with IEPs or needs to assist them in providing appropriate learning tasks and adjustments.

## **What does my child need at home?**

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Their normal school stationery should cover what they need i.e. pens, pencils, ruler etc. Staff are aware that in some cases, some families will not have the same items that might be accessible in the school.

Textas, spare paper, coloured pencils will all be handy.

Some specialist equipment will also go home with some students in some instances.

The hardware/software requirements are discussed in another section but aside from the compulsory laptop (Year 7-12), webcams and microphones are also important. A simple set of headphones not only brings peace to the rest of the house but can also be easier to hear for the user.

## ***Where will my child find the information they need to do the tasks?***

This will be outlined in the tasks the teachers send out. These may be websites or online textbooks. They may also be common items found in a house i.e. books, magazines etc

If you cannot find the information you need your child needs to contact their teacher – just like they would on a normal school day.

### ***Do they have access to textbooks?***

Students who normally use online textbooks will still have access to them and any paper text books should have been brought home by the student.

### ***Will they still get homework?***

Technically it is ALL homework! But there will be no additional homework set at this time. If after completing the tasks set, you wish to seek extension work, please contact your subject/class teacher. Some schoolwork, like on a normal school day, will need time 'after hours' to complete or for senior students to consolidate their learning.

### ***Is all work to be done 'online'?***

No. Likely most of it will arrive to your child online but it will vary from using Microsoft Office and the WWW to looking at things in the backyard to watching a TV show or radio or reading a book or drawing or even doing some exercise. Staff will be mindful when creating tasks to make allowances for what students have access to at home.

Teachers will not ask families to print work – printers are not in every home and it can be an expensive exercise to print at home (unless families choose to).

## **Our Learning SA Website**

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Our Learning SA is a website designed to support students, families and teachers for continued learning between school and home. It is a website especially created for South Australian students and families during this period. Students from all schools can access it. It is aligned to the Early Years Framework and the Australian Curriculum, these resources support learning in the classroom and beyond.

It is to be used in conjunction with everything else our Learning@Home program offers – it isn't a website to replace all of your child's schooling.

<https://www.education.sa.gov.au/our-learning-sa>

## **Catholic Education SA Website**

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The website is designed to support students, families and teachers to plan for learning between school and home. The content is aligned to the Early Years Framework, Australian

Curriculum, Crossways RE Curriculum and SACE. The site contains links to websites, lessons and educational resources across a range of subjects including English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Religious Education, Science, Technologies and The Arts. The website also offers resources on prayer, connecting with your Catholic community, tips for maintaining health and wellbeing, supporting learning diversity and ensuring students are safe.

Again, this site may get referred to by a teacher for you or your child to look at but it isn't a one-stop-shop for students to simply go to and do all their learning from,

<https://www.cesa.catholic.edu.au/learning-online>

## **What are the expectations for Learning@Home for parents?**

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As a parent / caregiver of a Samaritan student, we would like you to –

- Provide a positive learning space for your child free from distractions.
- If your child is accessing the internet it is important their usage is monitored. Families should be aware that the College's policies on Social Media, Information Communication Technology and Electronic Devices Policy and the Student Acceptable Use of ICT Agreement which all students sign each year (Year 7-12) still apply within the remote learning environment.
- Regularly check-in with your child regarding their learning and assist them in planning their day/week. Conversations can be positive opportunities to reinforce knowledge, understandings and skills learnt each day. These conversations also assist in early identification of issues if students are experiencing difficulties (both academic and pastorally) so timely support can be sought.
- Be responsible for your children and maintain a safe learning environment. Being responsible means you must remind students of good hygiene, exercising caution with social distancing including friends and their interactions with the elderly or vulnerable members of society where the risk can be life-threatening. Engage with your child regularly to see how they are travelling and note any changes in behaviour particularly in response to social media and social isolation. If your child's behaviour appears to be out of character, remind them of your support and encourage them to spend time on an interest or passion.

- Contact subject teachers via email if there are any learning concerns with your child. Please be aware during this remote learning period, many of our teaching staff are also having to care for children at home and may become sick themselves or look after unwell family members. Whilst an immediate reply may be ideal, please be mindful of these exceptional circumstances when awaiting a reply. A reply within 24-48 hours during Monday to Friday would be a reasonable timeframe even if it is simply to acknowledge receipt of an email and provide a timeline for reply/contact.
- Provide resources as needed i.e. paper, pens, textas etc. Some subjects may need more than others but ideally teachers are being respectful of what might be available from home when they plan some activities.
- Monitor how many emails your child is sending to staff. It can be tempting to treat email as a conversation i.e. 50 small emails in a row, instead of working through the task and sending multiple questions in one email or even utilising the video/call contact with the teacher more effectively. Please be aware that staff have been receiving over 150 emails a day from students in recent weeks (some secondary teachers have over 150 students in their classes). It isn't there as a replacement to asking questions in the 'class' sessions nor as a way to stop attempting the task until the teacher replies -which may be a while.
- Resist the temptation to keep filling your child's day with 'work'. Work does not equate to learning. Regardless of age, a child (and even an adult) does have a limited attention span and a limited propensity to keep engaging with a task over time. They need breaks and not just breaks from the task i.e. go get a drink, but a break from it totally. Again, this is why we have chosen not to 'fill a day' with back to back video lessons from 9am to 3.30pm.

## Some questions about Learning@Home for Students?

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### ***What is the role of your parents/ caregivers / supervising adults in all this?***

They are very important. They might not always 'know the answer' but they can tell when you need a break or try something different. They are also very important in simply having someone to talk to. For some of you, you will notice a big difference in your face to face contact with others during this time. Your family will be your main 'friends'! Use them to simply talk about how you feel or how they feel. Talk about something you just watched on TV or a book you read. They aren't just there to make you do school work.

### ***What will teachers expect of students (including attendance and participation, class protocols, completion and submission of work, how learning will look and feel)?***

This information will come from your class and subject teachers. Just like a normal school day, this may differ between all your subjects or teachers. But some basics will still remain i.e. getting work done on time, speaking in an appropriate way to your teacher even via email.

Learning will look different. Just because we use words like 'online' doesn't mean all your work is done on a computer. For some subjects, only the instructions come online – the actual task you may be asked to do might be outside in your backyard or in your kitchen. Again, this is just like a normal school day where some lessons are very different to other lessons.

### ***What will 'work' look like for me? Is it all 'work'?***

No. Just like a normal day you will have times where the teacher just wants to read or watch or listen to something or do some exercise.

You definitely will not be doing work every minute from 8.30 to 3.30pm. Given you are by yourself or with your family, you will probably get things completed a lot faster than at school. There may only be 2-3 hours' worth of work to do – for some year levels.



### ***Will “it count” towards my grade?***

Your teacher will tell you that but again, like a normal day, not everything is counted. In fact, learning isn't about that. Anything can 'count' toward your learning. But your teacher will tell you what you need to keep or send in and what can be left in a folder at home. We suggest keeping this folder as this period in the world's history may never be repeated – this is an unusual, challenging yet amazing time in our history.

Sometimes student try harder if they are told it 'counts'. It should not be like that. Just simply try your best every time.

### ***Do normal school rules apply at home?***

No, you won't need to wear uniform but nothing wrong in wearing it!! Why not?? We are aware some schools are requiring this and we can see that it would be a good way to 'switch on' each day and get into school mode. But there is a point in all this when the school can't go too far into what is happening at home.

When speaking to a teacher or emailing, you need to be polite and still use their school name i.e. Mr or Ms etc. You also need to ensure that if there is a video lesson or you are using a microphone that there are appropriate things in the background and that you are dressed appropriately. You need to be polite and respectful of your classmates too even though they are not there with you.

And yes ICT rules and etiquette definitely apply. You do need to be extremely mindful of how you 'speak' online and what you say to each other.

### ***Why does my friend get different work from his/her teacher compared to me?***

Just like at school, different teachers have different ways of teaching. One teacher might like to use the computer more and another likes to use a real life example or go outside or do projects on paper. As long as the outcomes lead to the same learning goals then it is fine that some lessons are different.

### ***Does everything have to be done online?***

No – definitely not. As mentioned earlier, it might arrive online but after that it could be anything. You may have days of not touching a computer!

### ***Why do some schools simply copy their normal daily timetable i.e. different teachers run their lessons every 45 minutes just like at school?***

We have looked at many models of what has been working and what hasn't. We have had to turn to USA for advice given this has never happened in Australia before.

Simply copying a normal school timetable at home online, just didn't work in most cases long term. It didn't allow for those families who had more than one child at home or the fact that parents were also working, and in many cases it became quite restrictive for families trying to work through other issues i.e. health, income, elderly relatives etc, if the child had to lock themselves in to a set timetable of lessons all day every day. Even a simple thing such as how do 4-6 people actually all fit with laptops or work books etc into a house had to be considered.

We have found that by having less but longer sessions, in some cases, with the students online and then allowing them to go and 'do' their work at their own pace or at the pace their home situation allows (some families have 5+ people at home and only 3 devices, for example), it made for a far more productive household.

It didn't mean their teacher wasn't available in normal school hours to help or chat, it just meant the flexibility was there to help families.

A 'normal' school timetable also has long periods for recess, lunch, 90 minutes for PE or 90 minutes for Cooking or Outdoor Living, assemblies, Prayer, clean up etc. These lengths of lessons, let alone the type of lesson they are, do not work in favour of trying to copy a normal school timetable.

## Students with Individual Education Plans and/or Special Needs

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We are also extremely mindful of supporting students with needs or who have an Individual Education Plan (IEP). Learning Support staff are still involved in this online learning process just like our teachers.

In most cases, the ESO that worked with your child will stay involved. They will do this a variety of ways including:

- Calling home
- Emailing parents or senior students
- Working remotely with the relevant teachers to support them supporting your child

We understand that just because students are now home, that there still may be some emotional and social concerns for your child let alone the expected anxiety around having no school or school mates plus the virus concerns. In most cases the contact will initially be via email although there will be phone numbers (in this guide) that will connect to some staff who can then ask the relevant person to call you back.

## Aboriginal and Torres Strait Islander Students

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We are also extremely mindful of supporting our Aboriginal and Torres Strait Islander students and their families. Our ATSI students and families will continue to be supported in a variety of ways.

Staff will do this a variety of ways including:

- Calling home
- Emailing parents or senior students
- Working remotely with the relevant teachers to support them supporting your child

## Attendance

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The college admin staff or your child's teacher will do checks on where students are. It can't always be assumed they are at home or at school, even though that is where they are supposed to be. Schools are still required to report extended absences to the authorities. If there are times when your child is ill (as happens) please still inform the teacher.

It is a requirement through legislation that your child still participates in this Learning@Home program. The college will record those students who may be home but are opting out of joining in online lessons or communicating with their teacher.

## Communicating with your teachers or support staff?

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### *How will I communicate with my teacher(s)?*

This will be done via email or Microsoft Teams for most families and by Remind where available for Primary families. They will set up procedures letting you know if there are to be questions for a task or if you just go and do it.

You may find your teacher is actually at school on some days. At the moment the campuses remain open during Term 2, for those students whose parents or carers need to be at work. On other days, your teacher may be at home.

### *Are there some rules around what I can and cannot ask of them?*

Different teachers will have different expectations but like a normal day just because you are at home and so are they, doesn't mean you can ask them about personal matters or be too casual in your conversations. You can ask them about their day and what they are doing with themselves but normally not much more than that.

You also need to remember they have a lot of other students to talk with. They won't be able to always just chat as if you are in the room with them. There may be times when you email them (or your parents do) and it may not be replied to for a while.

They may also set some rules around when they do not want to be contacted. Like you, they will have times after hours when they are not working and you should not expect an immediate reply.

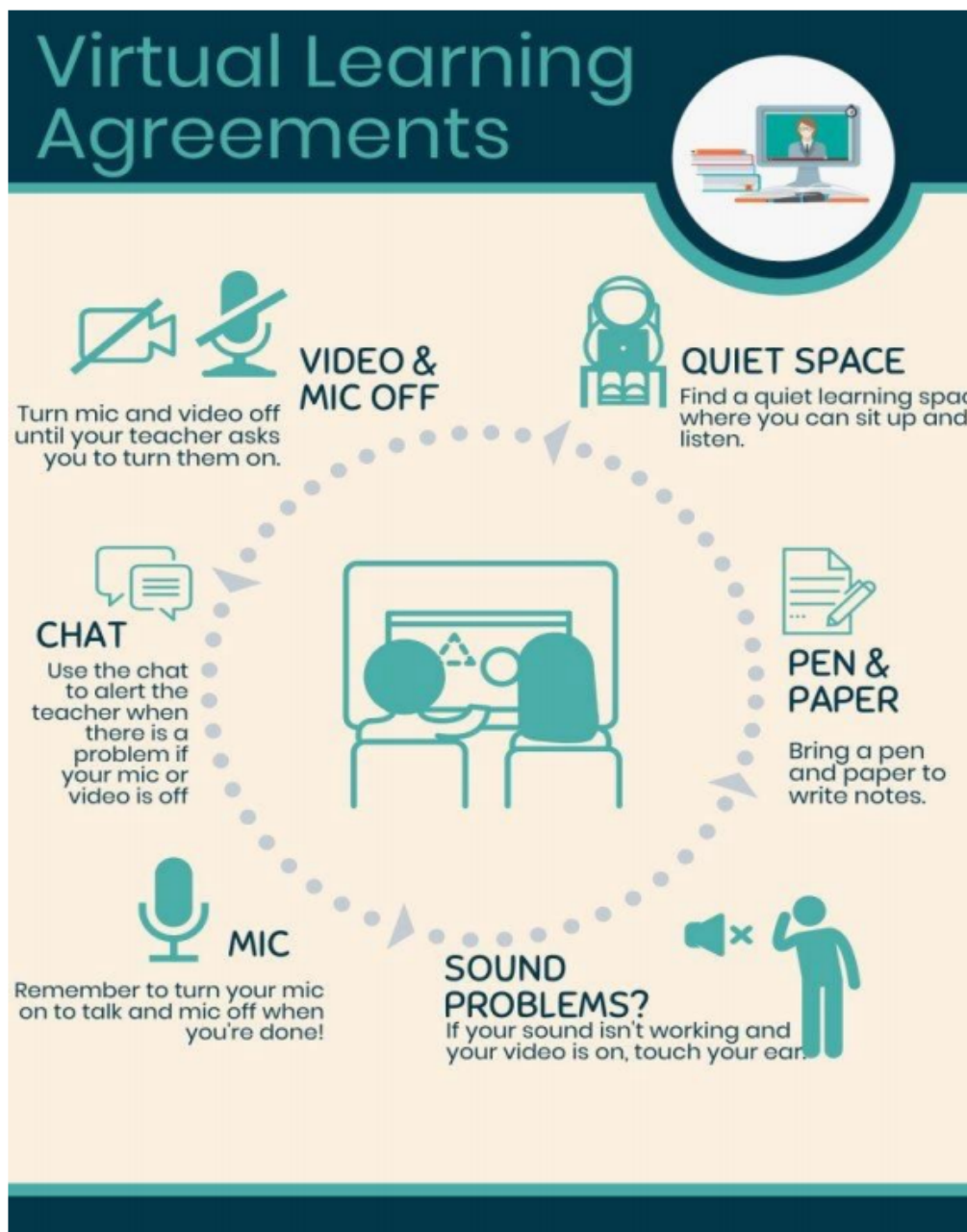
Some staff are also part time and simply do not work on certain days – even from home!

## ***Responsibilities of the Student***

- Identify a safe, comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor digital platforms and communication from school or have your parents do that for you
- Complete tasks with integrity and academic honesty, doing your best work
- Do your best to meet timelines, commitments, and due dates – if required
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Collaborate and support your classmates in their learning
- Comply with Samaritan's ICT Policies

*You are still a Samaritan student and work that you do from home may still reflect on who you are and what the College stands for.*

When you do work online, please refer to the diagram on the next page for a safe and sensible approach to working online with your fellow students and staff.



## Computers & Internet

At Samaritan, we are extremely mindful that not all our families have high-speed internet at home or in some cases, no internet at all or the only data they have being available via their phones. This makes it an equity issue when we are planning for lessons to be delivered online that some families simply cannot have the same access as others. We do know, however, that we have 100% of our families with at least one parent/caregiver online even if it is just via a mobile phone with email.

We are also extremely mindful that for many families, there is more than one child/student at home and in an ever-increasing amount, more parents are also home working. This will mean it is not that simple to expect Student A to be able to access a live stream when several other people in the household are also 'using' the internet during the day. Add to this to the fact that not all families use the same internet browser, the same operating systems and some may have very dated computers or may not even have items such as cameras and microphones.

### ***What if we lose internet or can't access the internet?***

If you do not have internet at all then this has, ideally, already been discussed with your child's teacher and they should have put some other options in place for you. If there are issues with your device or internet during this period, there will be contact numbers for you to ring to talk to your child's teacher about what to do.

Our ICT Staff are also 'at work' and can give some advice on what to do if there are issues with your internet or device at home. Please email them:

Matt Kozar: [matt.kozar@samaritan.catholic.edu.au](mailto:matt.kozar@samaritan.catholic.edu.au)

Mitchell Curtis: [mitchell.curtis@samaritan.catholic.edu.au](mailto:mitchell.curtis@samaritan.catholic.edu.au)

Please remember our staff can only really provide advice for matters related to the school software and some basic advice if connections are not working. Families still need to contact organisations such as Telstra or Optus or NBN or Apple/Dell etc if you have issues with internet and laptops or devices.

## **Software & Microsoft Teams**

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In general terms, the bulk of the online work will either come via email to the parents (R-6) and parent and/or student email (for 7-12) but also via Microsoft Teams.

All our students and families have access to Office 365 which gives access to Microsoft Teams. Teams allows easy distribution of documents, communicating in voice via the device, real time sharing and so on.

Self Help guides for Microsoft Office and Microsoft Teams are available on our website.

You do not need to purchase Office 365 – it is provided free for Samaritan College families. In fact, 5 licences are provided for families to download onto any of their devices in their home.

Secondary students already use Office 365 and with their laptop and internet at home, they have all they need to keep their Learning@Home going. For Primary, it is handy to have all these programs but won't be essential. Office 365 includes programs such as Word, Excel, Publisher, PowerPoint, Outlook and more. It is the most recent version.

Microsoft Teams also provides video connection for users.

Staff have been asked to not request families/students install apps without first seeking permission from college leadership and ensuring everyone in the class is able to access the app and parents have also given permission. We are extremely mindful of privacy, protection of personal data, costs and also the fact we do not want families having to work across multiple software platforms especially if they have more than one child at Samaritan.

Just because some software is free, it doesn't always mean it is able to be used by the college. Protection of user data is crucial. Catholic Education SA has a licensed agreement with Microsoft Australia. There is no such agreement for other providers i.e. Zoom.

Please remember that with software, no matter how cool or valuable it is, it can come with some dangers. Please check what your child can and cannot do online especially when left unattended. For example, Microsoft Teams does allow students to communicate to each other.

## Risks

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Parents (and students) need to be extremely mindful and careful of the risks involved in working from home or in an online space.

Microsoft Teams and other platforms can allow your child to chat to each other. This is important to still allow in some cases as they are, after all, 'stuck' at home now and still need social interaction plus many students learn best if they can talk to their friends about the task, but it can also be dangerous if left unchecked.

All the greatest online filters, cyber checks, parental controls etc still can't beat vigilance by the adult in charge – in this case at home, the parent/caregivers. You do need to know where they have been visiting and what they are saying or typing. Especially for those students where this type of remote working is new to them (i.e. R-10), they may get a little over keen to chat to every teacher or 'ring' every classmate at 11pm at night or tell their teacher something that mum just said to dad in the dining room.

You will see in some other parts of the guide some tips to help with this. These include:



- knowing how and when to mute any microphones
- knowing which way the webcam is facing at home (do you know how to turn it off)
- knowing who is in the background when the webcam is on
- logging off after each session (remember many parents are also at home working now and often on the same device)
- is there anything in the dining room you don't want your child's class to see etc

## ***Being safe online***

This is our recommended site to support students (and parents) online

<https://www.esafety.gov.au/young-people>

## **Students who do attend school on site**

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There maybe students who still need to attend their campus but are not in planned face-to-face classes i.e students who can't be at home or have other reasons they can't work from home but are not in the grades who are approved to be on site. These students will complete the Learning@Home program but will do it at school. There won't be regular classes like they normally have but they will still log on to their lessons like the students are doing from home (depending on their age). *\*\* this may change depending on numbers who do attend on site. Numbers may grow to a point where we can run the students' "normal" classes again \*\**

Staff will still work with the students that are on site, but in most cases it will not be their regular class or subject teachers (again depending on numbers who do attend). Students on site will still have opportunities for exercise, breaks, games, sport etc to change up their days. They will be able to access what is normally available at school i.e. computers, printers, books etc but other aspects of the campus will not be in operation i.e. the canteen and science labs. Some areas of each campus will not be opened and students will work in a common area i.e. library or Design Centre at Saint John's or Vessey Unit at Our Lady's or the Junior Primary rooms at the St Teresa's.

We need to be flexible with what is offered at school as it will depend on how many students do attend in person. If, for example, a lot of Reception students attend, then a separate Reception class may re-start again. But we are also following the recommendations from the government to now start limiting how many people are on site at schools.

Year 11/12 students can also utilise the facilities of the library if they choose.

1<sup>st</sup> Aid staff will still be on site.

If more and more students move from working at home to returning to school, then what happens at school will gradually change. The information in this guide is based on the vast majority of students not attending school in person.

Students who do attend on site still wear uniform. PE uniform is acceptable but students are encouraged to wear the regular uniform too. This will depend on what days we will run PE or other physical activities for the students on site.

Canteens will not be opened at this stage (if numbers grow they may re-open). So please ensure your child has all food/drinks for the day.

As mentioned in other parts of the guide, when there are fewer students about, activities and tasks are completed far quicker. Students on site are encouraged to also have their own personal interest activities with them too i.e. novels.

Secondary students will have options to charge their devices (depending on numbers attending), so power packs can be brought in. These must be the power packs designed for that model of laptop. Laptops and power packs are to be taken home each night.

We want the experience for students attending on site to be a valuable learning experience and not a supervision service. This may take time to arrange properly as we expect numbers attending to vary quite considerably in the early weeks of Term 2. It would be a very different experience, for example, if there was only one Year 9 in attendance versus fifteen Year 9s attending.

If and when the number of students attending on site outnumber those working remotely, then it is likely a more normal school day/week will resume.

## Non-Teaching Staff

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Most non-teaching staff are still 'at work' and will provide support to all student and staff just like they do now – just that they are also likely to be sitting in their homes too.

How this plays out will become evident in the coming weeks but in theory their support will be just like they provide now albeit via email or other online methods.

This especially includes supporting our students with needs or those with Individual Education Plans.

## Practical Based Subjects

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Naturally these are a little harder to 'teach' remotely. In some subjects, the teachers of these subjects will still provide learning activities to be done at home and in other cases they completely re-design the subject to suit the Learning@Home environment. Some of this will occur as we move through the time spent at home. For example, Year 9 Outdoor Living may become a totally new subject around Media in Sport, for example or it may focus on planning a camp or a hike rather than actually go on one. There are many options for Drama, at any year level, to be studied without the need for a school Drama room.

## Year 11 & 12 Students

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The SACE Board have been in regular contact with all Year 11 and 12 teachers via email and its website. The Board has stressed that no student will be disadvantaged by school closures and the subsequent remote delivery of lessons, learning tasks and assessment and teachers are working with the SACE Board to ensure this is the case. The SACE has always been a flexible learning pathway and teachers have license to come up with creative solutions to challenges presented. The SACE Board has also provided suggestions to teachers on how we can help students meet their course requirements and it has also established online teacher forums so we can share ideas with each other. So please rest assured we are doing all we can to support our SACE students – our dedication to them has not changed. Finally, until we hear anything different, all Year 12 teachers of examinable subjects are working on the assumption the exam will still be held in November and, as such, we will continue to prepare our students for this eventuality.

### ***Other Activities outside of SACE***

You are not required to work for 6 hours every day whilst at home. That said, they may come a time when Netflix's appeal wears off and you are looking for something else to occupy your time. We have provided a comprehensive list of 'other' places you can visit online or do outside of your school work. Year 11/12 is way more than just studying – there are lots of things you now need to start considering i.e. careers, driving, leaving home, travel, tax etc

Our website has a massive list of sites and ideas for you to utilise.

### ***Keep Checking your Email***

The bulk of updates and lessons and information will come from your teachers and Ms Gibson online and via email. Make sure you are checking these regularly. Staff will try not to overload with emails and information but without the daily interaction in the library or chats with your House Leaders, emails will become very important to stay updated.

Just remember, things will get back to normal in the not too distant future.

So try and make the most of any time out and be ready to dive back into your busy life brighter and better than ever.

## **VET (Vocational Education & Training), Work Placements and SBATs (School based apprenticeships & traineeships)**

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When updated information arrives in this area, the college VET Coordinator, Ms Gibson, will share with the relevant students. VET and apprenticeships are also working on the assumption that their requirements can also be adjusted or postponed to a later date in 2022. If that can't be done, they will let us know. All of these scenarios involve a third party i.e. TAFE or an employer. Some of their decisions are out of our control.

## Pastoral Care & Well Being Support

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During this challenging time, students are asked to reach out to each other where needed while being mindful of social distancing recommendations. Sharing resources collectively and encouraging conversations around learning are ways to deepen your own understanding. Ensure that you look out for other students and be mindful of positive interactions. Be in contact with each other, think through who may need a call or message and touch base. Stay active as your physical wellbeing is important. Exercise practices of mindfulness, stillness and reflection to develop focus and mental clarity.

Some useful resources include:

- Smiling Mind App <https://www.smilingmind.com.au/smiling-mind-app> Practice daily meditation and mindfulness exercises from any device. This tool has been developed by psychologists and educators to help bring balance to your life (suggested 10 mins a day)
- Headspace – how to cope with stress related to COVID19 <https://headspace.org.au/young-people/how-to-cope-with-stress-related-to-covid-19/> It can feel stressful and overwhelming during an event like the outbreak of the Novel Coronavirus (COVID-19) and we can all be affected differently.
- Headspace Adelaide, Youth Mental Health Services for young people aged 12-25 <https://headspace.org.au/headspace-centres/adelaide/> or phone 1800 063 267
- Kids Helpline phone Counselling Service <https://kidshelpline.com.au/> 1800 55 1800.
- Centacare Family Counselling Services 08 8215 6310 for families who are experiencing anxiety or difficulties in coping with self-isolation and family disruption.
- A multilingual resource library focused on COVID-19 has been created providing information in 18 languages from health authorities at Federal, State and Global levels. This hub page is being updated as new information is provided and translated. This information when used in conjunction with [www.health.gov.au](http://www.health.gov.au) may be useful to you and your clients for current, reputable in-language information and advice. Visit the site: [COVID-19 \(Coronavirus\) Multilingual Resource Library](#)

You might feel overwhelmed by the information, conversations and the increased levels of stress in your community. These sites outline things that might be helpful to manage any changes to daily life as a result of containment measures for COVID-19.

## From our Centacare Counsellors...

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The changes around the world from COVID 19 are impacting us all in various ways. It is understandable during this time we can have increased worry, anxiety and fear.

We wanted to make you all aware of how your children can still access the School Counselling service.

For those who may not be aware; Jayde Burk is the School Counsellor at Saint John's Campus and Kaci Marshall (nee Williams) is the School Counsellor at both Our Lady Help of Christians Campus and Saint Teresa's Campus.

Both of us are more than happy to arrange appointments via phone, email or the chat function on Microsoft Teams. If your child has already been accessing counselling support and you would like to discuss options to continue this or you are concerned about your child's wellbeing please do not hesitate to contact us.

[Fan.Zhang@samaritan.catholic.edu.au](mailto:Fan.Zhang@samaritan.catholic.edu.au)

We would like to share a few suggestions we have for taking care of yourself and your children's mental health and wellbeing while self-isolating;

- Talking to your children: naturally they are going to have questions or worries about what is happening; provide them with factual information that is age-appropriate, listen and reassure them and help them to only focus on what they can control.
- Limiting media coverage: often this increases fear and anxiety. It is important that we are up to date and well informed however consider the validity or purpose of what you are accessing. Use resources from government and health, try avoiding Facebook feeds or dramatic media.
- Keeping a routine: Set your alarm to wake up at the same time each day, shower and have breakfast, have a set space to do school or work, have consistent breaks, include exercise and go to bed at the same time. It would be very easy to sleep in and stay up late, however we all know the struggles of returning to normality after breaks. Routine can be great for both our physical and mental health.
- Practice physical activity each day: go for a walk (or a run if you are keen), do home workout (access online), set measurable goals to provide focus and motivation (increase speed, improve vertical jump, shoot 20 goals without missing etc.), go for a bike ride, jump on the trampoline.

- Eat well: keep mealtimes structured, eat fresh where possible and cook your own meals, limit sugars and salts. Use food as fuel (eat more carbs when planning to work out, eat more protein after workouts to help with recovery) and drink plenty of water.
- Limiting/eliminating substances such as caffeine, drugs and alcohol: large amounts of caffeine is proven to increase anxiety, headaches and nervousness. Alcohol and drugs can slow down the messages between the brain and the body while also having a negative impact in your physical and mental health.
- Stay connected: Use social media to communicate, call your family and friends, set up group messages, play board games (or online games!)
- Do something for someone: check in with people, offer to shop for them, make someone something, lend them a game or crafts – helping others helps you feel good!
- Get creative: practice painting, drawing, colouring, cooking, gardening, writing, playing music, building Lego, story writing etc.
- Practice relaxation, mediation or mindfulness: these can be beneficial for reducing anxiety and stress also helping you focus. There are some cool apps you can assess such as 'smiling mind', 'headspace' and 'calm'.

If we can assist in any way or if you have questions about anything listed, please do not hesitate to contact us. Social distancing doesn't mean disconnecting.

Kind Regards,



## Extra Advice for parents/caregivers

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Parents/caregivers will have increasing responsibilities placing demands on their time and availability. How parents behave and communicate during this period will affect students in variety of ways.

The following form some recommendations for managing COVID-19 and anxiety;

### **For parents/caregivers**

- Avoid excessive exposure to media coverage
- Connect with each other through call/text/internet
- Add extra time for daily stress relief
- Practice self-care
- Check what your child is doing online? Who are they chatting to?
- Focus on your mental health too

### **For students**

- Reassure them that they're safe
- Let them talk about their worries
- Share your own coping skills
- Limit their news exposure
- Create a routine and structure to add some certainty around each day

### **During periods of social isolation**

- Keep in contact with your loved ones via social media, texts and phone calls
- Engage in meaningful activities with your children
- Create a daily self-care routine including regular physical activity
- Develop relaxation/breathing techniques
- Keep yourself engaged with tasks, games, books, movies, learn a new skill, jobs around the home, etc.



## **General Questions & Answers**

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### ***Religious Education lessons?***

These will be supplied and some options for prayer and reflection to take place. This is something that is encouraged to be shared as a family if you choose. Religious Education is more than just lessons. We will share other aspects of what it means to be a Catholic school during this time and for many families this will also assist in the challenges we are all facing at the moment. Spiritual and faith nourishment during this time is also critical.

### ***Subject Choices for 2023?***

That will all depend on how long we are in this Learning@Home environment. More information will come later in Term 2. The process is already an online process.

### ***What if the work is too hard? Too easy?***

Contact the teacher. Just like a normal school week, if things are too hard or too easy or you just can't quite figure out what to do next etc – please contact your teacher.

### ***What else can we do instead of the prescribed work?***

We will provide alternatives on our website, that we will keep updating, of what you can do with your child. Some maybe links to sites that then provide suggestions to take you away from the computer. It could be to suggest something to do in the garden or a piece of artwork made from something at home and so on. There are many 'things' that can be done at home that may interest your child that will still be quite valuable to your child's learning. Most teachers will be more than OK with you suggesting some other tasks/activities for your child.

### ***Will we still get Reports?***

Likely but how they look or what they cover is yet to be determined. Term 1 reports have been completed for Saint John's. We are still attempting to cover the Australian Curriculum and Early Years Curriculum, the best we can and are therefore obliged to report on that progress.

Year 11/12 students will still have work assessed to SACE protocols.

### ***What do we do with all the work?***

For many Secondary students, assessments will be submitted online – this is already usual practice now for many subjects. For Primary students, this will be communicated as we go. Students may wish to keep what they have done or take photos (depending on task) of their work. If unsure, regardless of any year level, ask your teacher.

### ***What if my child is not coping with being at home for so long?***

Our counsellors are also still available (see earlier in this guide). But please bring this up with your child's teacher as soon as possible. We are still mindful of providing pastoral support and there will be activities set up so that the students still feel connected and valued.

### ***Why did School A hand out parcels of worksheets or activity sheets?***

That is up to each school as to what they choose to do. We are mindful that piles of worksheets can be handy in the short term but can't be sustained long term especially if schools are closed and everyone is required to stay at home and the 'new' pile needs to be collected. We are also mindful that some students will complete all the worksheets very quickly and for others they may not even look at them. It is also not the best way to continue learning long term. We will still utilise worksheets (a starter pack was sent home for Primary students) but not for long term learning where possible.

This guide is based on students being at home for approximately a term. If it becomes apparent that Learning@Home will only be for a few weeks, then more information will be sent home.

### ***We will still 'celebrate' special days/events i.e. Book Week?***

Yes – wherever we can we will try to keep some traditions or annual events as part of this Learning@Home program. It may mean trying an online Book Week Parade with whatever costumes we can arrange from home or a group story time. There will be other examples that we will try to make happen even though most students are at home. Some will depend on what technology or materials families have in their house.

### ***Extra-Curricular Activities such as Band/Choir/Sport?***

It is planned that choir lessons will continue online and our Music staff (Stormfront Productions) are also looking to continue to provide individual lessons online.

Activities that require larger groups to come together i.e. full band practice or the After School Footy comp or the Open Girls Netball carnival just are not going to happen for the time being.

We may think of new activities we can try remotely!

## **Student Council?**

Your SRC staff from Primary and House Leader staff at Secondary will liaise with all SRC reps during this time. There may be times we can arrange a group video link or they have to be one on one conversations via phone or email. We are still very much interested in what our student reps can provide to this experience.

## **Teachers + Support Staff Contact Details**

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Below is a table with staff email addresses.

The College normal phone numbers will remain in operation. The staff who answer these calls will then take the information, email the staff member in question and they will call you back (if needed). Many staff will also be at home working and the usual process of patching a call through to over 120+ staff is not possible when working remotely.

It is important and quicker for you, if the **right person is emailed in the first instance**, where possible. Staff roles remain the same in most cases so whoever you spoke to in Term 1 about an issue, is still the same person to speak to in Term 2 online.

Some staff are also part time so please do not expect immediate replies for staff that only work some days of the week.

Staff will reply to emails as fast and best they can but it should not be something that parents expect an immediate response to. Please be respectful of texting or call staff on their private numbers, if you have them, as this would not be OK even during a normal school day.

All school staff also have 'down' times each day before they start work and when they finish. They will not be required to reply during these times. If a message is sent after hours, they will see this message sometime the following day.

The same applies for Primary families using Remind – Remind is not an instant message service.

The table below outlines who, in general, you contact in the first and second instances.

Not all staff are listed in the table. We have listed who should be contacting in the first or second instance. For example, a query for Secondary Learning Support staff should come through Jodie Hopkins first – not direct to the individual Learning Support ESO. If it isn't a usual thing to email particular staff members now, then that would remain in place.

| <b>Enquiries</b>                              | <b>First Contact</b>                              | <b>Further</b>   |
|---|---|--|
| <b>Enquiries about your child's learning</b>  | Teacher   | Asst Principal Teaching & Learning<br>Director of Teaching and Learning (SACE) |
| <b>Questions about assessments</b>            | Teacher   | Asst Principal Teaching & Learning<br>Director of Teaching and Learning (SACE) |
| <b>Unfair treatment by another student</b>    | Teacher   | Head of Secondary/Primary Campus   |
| <b>Issue regarding teacher</b>                | Head of Secondary/Primary Campus                  | Deputy Principal   |
| <b>Learning Support</b>                       | Learning Support Coordinator<br>Primary/Secondary | Asst Principal Teaching & Learning<br>Director of Teaching and Learning (SACE) |
| <b>Personal Problems</b>                      | Teacher<br>Counsellor                             | House Leaders<br>Head of Primary   |
| <b>Damage or issues with college property</b> | Ground Staff<br>Business Manager                  | Head of Primary/Secondary  |

| <b>Campus Phone Numbers</b>  |           |
|--|-----------|
| <b>St Teresa's</b>   | 8645 8381 |
| <b>Our Lady's</b>  | 8649 2077 |
| <b>Saint John's</b>  | 8645 8568 |
| <b>Email: <a href="mailto:info@samaritan.catholic.edu.au">info@samaritan.catholic.edu.au</a></b> |           |

| Role  | Name             | Email  |
|---|------------------|--|
| <b>Deputy Principal</b>   | Brett Czechowski | <a href="mailto:brett.czechowski@samaritan.catholic.edu.au">brett.czechowski@samaritan.catholic.edu.au</a> |
| <b>Assistant Principal - Teaching &amp; Learning R-12</b>                                 | Jenna Edwards    | <a href="mailto:jenna.edwards@samaritan.catholic.edu.au">jenna.edwards@samaritan.catholic.edu.au</a>       |
| <b>Fee Help/Queries (Business Manager)</b>  | Terry Costello   | <a href="mailto:terry.costello@samaritan.catholic.edu.au">terry.costello@samaritan.catholic.edu.au</a>     |
| <b>New Enrolments, Assistant to Principal, Marketing Officer</b>                          | Karen McGinnis   | <a href="mailto:karen.mcginnis@samaritan.catholic.edu.au">karen.mcginnis@samaritan.catholic.edu.au</a>     |
| <b>ICT Support</b>  | Matt Kozar       | <a href="mailto:matt.kozar@samaritan.catholic.edu.au">matt.kozar@samaritan.catholic.edu.au</a>             |
|   | Mitch Curtis     | <a href="mailto:mitchell.curtis@samaritan.catholic.edu.au">mitchell.curtis@samaritan.catholic.edu.au</a>   |
| <b>Work Health &amp; Safety Officer</b>   | Gay Sivewright   | <a href="mailto:gay.sivewright@samaritan.catholic.edu.au">gay.sivewright@samaritan.catholic.edu.au</a>     |
| <b>Grounds Staff</b>  | Tony Leach       | <a href="mailto:tony.leach@samaritan.catholic.edu.au">tony.leach@samaritan.catholic.edu.au</a>             |
|   |                  |  |
| <b>Secondary Campus</b>   |                  |  |
| <b>Head of Secondary</b>  | Tanya Gibson     | <a href="mailto:tanya.gibson@samaritan.catholic.edu.au">tanya.gibson@samaritan.catholic.edu.au</a>         |
| <b>Director of Teaching and Learning (SACE)<br/>Year 11/12 Curriculum<br/>Careers/VET</b> | Tanya Gibson     | <a href="mailto:tanya.gibson@samaritan.catholic.edu.au">tanya.gibson@samaritan.catholic.edu.au</a>         |
| <b>Director of Administration</b>   | Jodie Hopkins    | <a href="mailto:jodie.hopkins@samaritan.catholic.edu.au">jodie.hopkins@samaritan.catholic.edu.au</a>       |
| <b>Director of Students</b>   | Kim Ryan         | <a href="mailto:kimberley.ryan@samaritan.catholic.edu.au">kimberley.ryan@samaritan.catholic.edu.au</a>     |
| <b>SEQTA issues</b>   | Michael O'Connor | <a href="mailto:michael.oconnor@samaritan.catholic.edu.au">michael.oconnor@samaritan.catholic.edu.au</a>   |
| <b>Coordinator of Learning Support inc ATSI students</b>                                  | Jodie Hopkins    | <a href="mailto:jodie.hopkins@samaritan.catholic.edu.au">jodie.hopkins@samaritan.catholic.edu.au</a>       |
| <b>STEM/Innovation 7-12</b>   | Cristina Torres  | <a href="mailto:cristina.torres@samaritan.catholic.edu.au">cristina.torres@samaritan.catholic.edu.au</a>   |

| Role                                      | Name            | Email  |
|---|-----------------|--|
| <b>Primary Campus</b>                     |                 |  |
| <b>Head of Primary St Teresa's Campus</b> | Gareth Molyneux | <a href="mailto:gareth.molyneux@samaritan.catholic.edu.au">gareth.molyneux@samaritan.catholic.edu.au</a> |
| <b>Head of Primary Our Lady's Campus</b>  | Matt Quist      | <a href="mailto:matthew.quist@samaritan.catholic.edu.au">matthew.quist@samaritan.catholic.edu.au</a>     |
| <b>Student Wellbeing STC</b>              | Sharon Harris   | <a href="mailto:sharon.harris@samaritan.catholic.edu.au">sharon.harris@samaritan.catholic.edu.au</a>     |
| <b>Student Wellbeing OLHCC</b>            | Tash Fiedler    | <a href="mailto:natasha.fiedler@samaritan.catholic.edu.au">natasha.fiedler@samaritan.catholic.edu.au</a> |
| <b>Student Agency, SRC etc STC</b>        | Kristin Murray  | <a href="mailto:kristin.murray@samaritan.catholic.edu.au">kristin.murray@samaritan.catholic.edu.au</a>   |
| <b>Student Agency, SRC etc OLHCC</b>      | Jo Arcobelli    | <a href="mailto:jo.arcobelli@samaritan.catholic.edu.au">jo.arcobelli@samaritan.catholic.edu.au</a>       |



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