Distance Learning Handbook

2026

Seventh-day Adventist Church

South New South Wales

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ABOUT CANBERRA CHRISTIAN SCHOOL

WELCOME

Welcome to our Distance Learning Program. This handbook outlines how our online learning environment operates and clarifies the shared responsibilities between school, students and families. It should be read together with the school's Distance Education Policy, which is the school's distance education policy for the purposes of section 127BC of the Education Act 2004. Where this handbook and the policy differ, the policy applies.

MESSAGE FROM THE PRINCIPAL

This handbook aims to provide you with useful information that will give you a thorough understanding of our Distance Education Online school. I trust as you browse its pages you will find it helpful and informative. At Canberra Christian School (CCS), we aim to NURTURE all students in their LEARNING and develop their CHARACTER for God's Kingdom. Staff are committed to encouraging excellence in learning while integrating our Christian beliefs and values. We foster a passion for learning through effective teaching practices that equip our students with lifelong skills and knowledge.

Bree Hills – Principal, PhD.

GOVERNANCE

Canberra Christian School is a co-educational Christian school operated by SDA Schools SNSW Ltd. The strategic operation of SDA Schools in SNSW are operated by the SNSW Conference, including Canberra Christian School. The Board in turn delegates legal responsibility to the Principals at each school site.

Canberra Christian School, while being managed by the Principal as Chief Executive Officer, the following committees guide and direct the school.

- The Board of Directors of the Seventh-day Adventist School (SNSW) Ltd.
- Advisory Council of Canberra Christian School.
- Education Director of the Seventh-day Adventist Schools (SNSW) Ltd.

OUR STORY

Our story began 50 years ago inspired by Adventist Education's vision to build a school in Canberra that would deliver learning for tomorrow, and shape character for eternity. As part of the esteemed Adventist Education system, which spans over a century, Canberra Christian School stands firmly on our foundation of proven governance and steadfast leadership.

Our staff continue to uphold the mission of our founders by supporting each student throughout their learning journey. We believe in working closely with families to provide an enriching educational experience that extends beyond the classroom.

Our commitment to deliver a quality Christian education remains unwavering today and we look ahead with hope and expectation for even greater things to come in the future.

OUR CULTURE AND CHRISTIAN VALUES

Nurture for *today*

Learning for *tomorrow*

Character for *eternity*

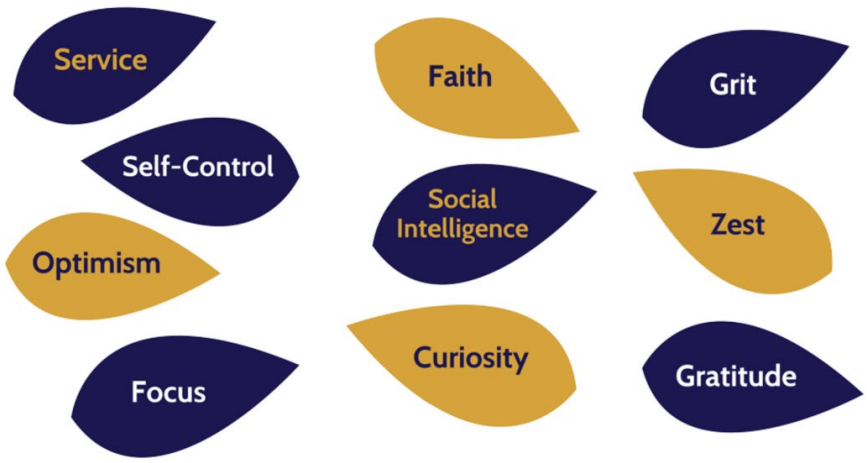
At CCS, we enjoy a connected and inclusive learning environment where education is about more than academics but holistic development.

We believe that every child has been created with their own blend of abilities and part of our role as educators is to help our students discover, develop and find purpose for their talents. Our Christian values are woven throughout school life and these help our students become leaders of strong moral character.

Through engaging scripture lessons, lively chapels and exciting fundraising activities, we encourage spiritual growth, kindness and service to others. Our Christian community is built on inclusion and a values alignment for our families who come from different faith backgrounds.

OUR MISSION AND VISION

At CCS we believe success in life depends on a strong academic foundation, well-developed character strengths and a close relationship with God. As a school we believe that it is our responsibility to help children foster these character strengths that are essential for their own success and well-being. Our *CCS Character program* focuses on the ten strengths that are critical for an engaged, happy and successful Christian life.



CHARACTER PROGRAM

At CCS we believe success in life depends on a strong academic foundation, well-developed character strengths and a close relationship with the Heavenly Father. As a school we believe that it is our responsibility to help children foster these character strengths that are essential for their own success and well-being. CCS Character Program focuses on the ten strengths that are critical for an engaged, happy and successful Christian life.

Zest		
Enthusiastic and energetic participation in life	1. Actively participates	Whatever you do, work at it with all of your heart. Colossians 3:23
	2. Shows enthusiasm	
	3. Invigorates others	
Grit		
Perseverance and passion for long-term goals	4. Finishes whatever he or she begins	I can do all things through Christ who strengthens me. Philippians 4:13
	5. Tries very hard even after experiencing failure	
	6. Works independently with focus	
Focus		
The capacity to regulate one's own responses so they align with short and long-term goals	7. Comes to class prepared	Let your eyes look directly forward, and your gaze be straight before you. Proverbs 4:25
	8. Pays attention and resists distractions	
	9. Remembers and follows directions	
	10. Gets to work right away rather than procrastinating	
Self Control – Interpersonal		
Regulating what one feels and does; being self-disciplined	11. Remains calm even when criticized or otherwise provoked	For God has not given us a spirit of timidity, but of power and love and discipline. 2 Timothy 1:7
	12. Allows others to speak without interruption	
	13. Is polite to adults and peers	
	14. Keeps his/her temper in check	
Optimism		
Confidence in a future full of positive possibilities	15. Gets over frustration and setbacks quickly	A joyful heart is good medicine, But a broken spirit dries up the bones. Proverbs 17:22
	16. Believes that effort will improve his or her future	
Gratitude		
Appreciation for the benefits we receive from others, and the desire to express thanks	17. Recognises and shows appreciation for others	Give thanks in all circumstances; for this is God's will for you. 1 Thessalonians 5:18
	18. Recognises and shows appreciation for his/her opportunities	
Social Intelligence		
Understanding the feelings of other and adapting actions accordingly	19. Is able to find solutions during conflicts with others	Be kind to one another, tender-hearted, forgiving one another, as God forgave you. Ephesians 4:32
	20. Demonstrates respect for feelings of others	
	21. Knows when and how to include others	
Curiosity		
Eagerness to explore new things with openness	22. Is eager and excited to explore new things	Those who get wisdom do themselves a favour, and those who love learning will succeed. Proverbs 19:8
	23. Asks and answers questions to deepen understanding	
	24. Actively listens to others	
Faith		
	25. Believes in people around them	

Confidence of what is hoped for, joyful for what is obtained and certain of what they do not see.	26. Encourages others to rely on Jesus 27. Prays for others	The important thing is faith, the kind of faith that works through love. Galatians 5:6
Service		
Eagerness to help others and improve the world around them.	27. Participates in service projects eagerly 28. Looks for opportunities to help others	Do not be interested only in your own life, but be interested in the lives of others. Philippians 2:4

STATEMENT OF COMMITMENT TO CHILD SAFETY

Statement of Commitment to Child Safety

Canberra Christian School is committed to providing education and care to children and young people to assist them for a useful & joy-filled life, fostering friendship with God, whole person development, Bible-based values and selfless service to the communities in which they live.

Canberra Christian School is committed to ensuring the safety, welfare and wellbeing of all children and young people and is dedicated to protecting them from abuse and harm.

At **Canberra Christian School**, we have a zero tolerance for child abuse. **Canberra Christian School** regards its child protection responsibilities with the utmost importance, and as such is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and to maintain safe and supportive physical and online environments for all children and young people.

Principal

School Company Director

Adventist Education in South New South Wales

PROGRAM OVERVIEW

The online learning follows a structured model that includes:

- Synchronous learning: live sessions (Zoom/Teams)
- Asynchronous learning: tasks completed independently
- Blended learning: a combination of face-to-face and online

Distance learning follows the same academic standards as traditional schooling and alignment with the Australian curriculum.

DAILY STRUCTURE

A typical day includes:

- Morning check-in (must attend 3-4 a week)
- Worship / Bible Studies
- English (Literacy)
- Mathematics (Numeracy)
- Science / HASS
- Specialist subjects (Arts, Technologies, Languages, PE)
- Reflection and Wellbeing

ONLINE LEARNING MODELS

To meet the diverse needs of students and families, we offer two online learning models. These options provide flexible pathways to ensure students access the curriculum in ways that best support their learning needs.

Option 1: Full Curriculum enrolment: where students complete all learning areas online and follow a structured program aligned with the Australia Curriculum developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

Option 2: Partial Curriculum (Numeracy/Literacy) enrolment: where students study selected subjects online while remaining enrolled in another school or home learning for the rest of their learning. If this is option is selected it remains the responsibility of the parent/carer to facilitate the overall learning plan for their child that is registered with the appropriate Home Learning education body in their state.

ROLES AND RESPONSIBILITIES

Teacher.responsibilities

Teachers are responsible for delivering high quality teaching and learning experiences online that are inclusive, engaging and curriculum aligned.

Teachers will:

- Plan and upload curriculum-aligned tasks
- Provide a balance of explicit teaching, guided practice and independent application to learning
- Provide clear instructions, learning intentions and success criteria
- Engage students through interactive learning tasks that include student voice and opportunities for interaction
- Monitor attendance and task completion
- Provide feedback and assessment
- Provide differentiated tasks to support a range of abilities
- Adjust for students with learning difficulties, disabilities, EAL/D needs or social-emotional needs
- Maintain safe online learning environments
- Respond to family communication within the agreed timeframe
- Ensure all online lessons follow professional teaching standards
- Report any child safety concerns immediately in line with mandatory reporting obligations
- Model respectful digital citizenship – online safety, digital footprint awareness, responsible communication

Student responsibilities

Students are expected to:

- Log in daily and check announcements and learning tasks
- Attend scheduled live sessions on time
- Come prepared with required materials (workbooks device, headphones)
- Complete tasks to the best of their ability
- Ask for help when learning is unclear
- Submit work by due dates
- Use respectful language and behaviour online
- Use online platforms safely and responsibly
- Keep passwords private and secure
- Follow the school's behaviour expectations, digital citizenship and online learning agreement

Parent–Carer responsibilities

Parents and carers play a key role in supporting student to maintain learning routines and wellbeing at home. Parents/carers must nominate a primary supervisor for each enrolled student. The primary supervisor is responsible for the active supervision of the student during scheduled online lessons and for providing a safe, supervised and structured learning environment at home.

Parents/Carers are required to:

- Support students to establish a daily routine for learning
- Ensure students log in and access tasks regularly
- Provide a quiet learning space where possible
- Ensure students to attempt tasks independently before seeking help
- Communicate with teachers if their child is struggling or unable to complete tasks
- Support appropriate online behaviour and respectful communication
- Monitor safe technology use at home (with age-appropriate supervision)
- Consent to school policy regarding student images, video participation and online learning permissions
- Notify the school if:
    - Students are unwell
    - Technology issues prevent participation
    - Wellbeing concerns arise

ADMISSION AND ENROLMENT

Students may enrol in online education with Canberra Christian School due to personal learning preferences, geographical isolation or health concerns, in accordance with the school's existing Enrolment Policy.

A child living in the ACT may participate in distance education only if the child is enrolled at a school registered to provide distance education and meets the criteria required by the school (Education Act 2004, s 127BE). The school records each student who starts or stops distance education in the student movement register, in accordance with section 10AA of the Act.

ENROLMENTS

Parent/caregivers wishing to enroll their child/ren into Canberra Christian School are invited to complete and return an application from. These forms are available at the office or on our website, just be mindful to include a copy of their Birth Certificate/s and Immunisation Record/s. The following steps will apply once the application is received.

- On receipt of the application form, an appointment will be arranged for a family interview with the principal.
- The application is processed through the School Council.
- Parent/caregivers will be notified of the outcome. This process may take up to five weeks.
- Once a child/ren has/have been offered a position, the parent/care-givers will need to complete the enrolment process by paying the $200.00 enrolment fee for each enrolment. This fee is credited to your school account and will go towards your child/ren's school fees. Refunds are not given if your child/ren does not attend our school.
- Please ensure that your child/ren's supporting documentation has/have been given to the school as stated on the Enrolment Application Form.

- VISA and CITIZENSHIP information: If you are residing in Australia on a VISA you need to provide a copy of your current VISA with your Enrolment Application. If you were born in another country and have received Australian Citizenship, you will also need to provide a copy of this document with the Enrolment Application.

Once all requirements of the enrolment are met, we send out a letter of acceptance and any additional information that may apply at the time. Feel free to contact us at any time if you have any questions.

ATTENDENCE EXPECTATIONS

Attendance expectations

Attendance is recorded through participation in live sessions, task submission and (daily/weekly) online check-ins tasks. A student must attend 3-4 morning check-ins a week. Parents/carers must notify the school of absences and provide medical documentation for extended illness where required. Consistent participation is essential for academic progress. School attendance is compulsory for students of compulsory education age, and for distance education this includes complying with the school's requirements for attendance and participation (Education Act 2004, s 10A). Regular attendance helps students keep pace with the curriculum, maintain routines and stay connected with their teacher and class, and the school will work with families to support attendance where it becomes difficult.

Monitoring student engagement

Teachers/administrative staff will monitor student engagement by student log-ins, submitted work, participation in live sessions and communication responses.

Non-engagement process

If a student does not engage:

1. Teacher/administration contacts family within 2 days
2. Follow-up communication recorded in SEQTA
3. Referral to Wellbeing team / leadership
4. Support plan developed if needed

FEE SCHEDULE

Kindy – 6 Full (ACT Resident)	Full time	Part Time
Tuition (full time)	$2,441	$1,464.60
Technology/LMS Levy	$250	$250
Resource Pack	$150	$150

Total Per Year	$2,841	$1864.60

Kindy – 6 Full (Non-ACT /Interstate)	Full time	Part Time
Tuition (full time)	$5,487	$3,292.20
Technology/LMS Levy	$250	$250
Resource Pack	$150	$150
Total Per Year	$5,887	$3,692.20

Kindy – 6 Full (International Student)	Full time	Part Time
Tuition (full time)	$8,551	$5,130.60
Technology/LMS Levy	$250	$250
Resource Pack	$150	$150
Total Per Year	$8,951	$5,531.60

HOW DISTANCE LEARNING WORKS

TYPES OF ONLINE LEARNING

The online learning follows a structured model that includes:

- Synchronous learning: live sessions (Zoom/Teams/Google Meet)
- Asynchronous learning: tasks completed independently
- Blended learning: a combination of face-to-face and online

Distance learning follows the same academic standards as traditional schooling and alignment with the Australian curriculum. Methods of instructional delivery may include lessons are delivered through live video sessions, pre-recorded materials, discussion boards, printed materials and independent assignments as reflected in Canberra Christian School's Curriculum Policy.

Practical, hands-on and performance-based components of a course – for example science investigations, technology and arts tasks, physical education and practical assessments – are completed through supervised activities at home, on-campus study days and workshops, or supervised field services and excursions. Where a course requires practical work or an examination to be completed in person, the school notifies the student and the primary supervisor of the requirement and the date in advance.

WEEKLY LEARNING STRUCTURE

Each class will provide:

- A weekly learning overview (posted Monday morning)
- Daily Bible/Encounter program
- Literacy and numeracy learning tasks
- Inquiry/project-based learning opportunities
- Wellbeing and connection activities
- Collaborative learning environments

LESSON TIME EXPECTIONS

The recommended learning time:

- Kindergarten: 3 hours/day
- Year 1-2: 3-4 hours/day
- Year 3-4: 3-4 hours/day
- Year 5-6: 4-5 hours/day

DAILY TIMETABLE EXAMPLE

Time	**Activity**
09:00 – 09.15:	Roll call, daily planning, and check-in with the teacher (Must attend 3-4 a week)
09:15 – 10:00:	Session 1: Bible (Encounter Curriculum)
10:00 – 10:30:	Recess break
10:30 – 11:30:	Session 2: English (Literacy, Reading, Writing, Spelling)
11:30 – 12:30:	Session 3: Mathematics (Core concepts and practice)
12:30 – 13:30:	Lunch break
13:30 – 14:15:	Session 4: Science and Technology or HASS (Humanities and Social Sciences)
14:15 – 15:00:	Session 5: Independent Project Work or Catch-up session
15:00	Daily log submission/Check-out

ASSESSMENT PRACTICES

Assessment in the online learning environment may take a variety of forms to provide students with multiple opportunities to demonstrate their understanding and progress. These assessments may

include submitted work samples, quizzes, oral explanations delivered either live or through recorded responses, projects and inquiry-based tasks, as well as reflections and learning journals. Using a range of assessment methods allows teachers to evaluate student learning in different ways and support the development of critical thinking, communication, and independent learning skills.

ACADEMIC INTEGRITY

Students are expected to submit their own work. Parents/carers are encouraged to support learning but not complete tasks on behalf of students.

FEEDBACK EXPECTATIONS

Teachers are committed to providing regular and constructive feedback to support student learning and improvement. Feedback may be provided through written comments, digital annotations, and assessment rubrics that clearly outline expectations and areas for growth. In most cases, students can expect to receive feedback on submitted work within five days of submission, helping them reflect on their progress and apply feedback to future learning tasks.

TECHNOLOGY REQUIREMENTS

To support effective participation in our distance learning program, families must ensure that students have reliable access to appropriate technology at home. Each student should have regular access to a dedicated device such as a laptop or desktop computer that can run the required educational software and participate in video conferencing. A stable internet connection is also necessary to access online lessons, submit assignments, communicate with teachers, and collaborate with classmates.

TECHNOLOGY REQUIREMENTS

Device Requirements

- Laptop, Chromebook, or desktop computer (tablets and phones are not recommended for full participation)
- Operating System:
    - Windows 10 or newer
    - macOS 11 or newer
    - ChromeOS (latest version)
- Processor: Dual-core 1.6 GHz or higher
- Memory (RAM): Minimum 8 GB recommended (4 GB minimum for basic functionality)
- Storage: At least 64 GB available storage
- Webcam: Built-in or external camera for video conferencing

- Audio: Microphone and speakers (headphones or earbuds with microphone recommended)

Internet Requirements

- Reliable broadband internet connection
- Minimum speed:
    - 10 Mbps download
    - 5 Mbps upload
- Stable Wi-Fi connection in the student's learning area

Software Requirements

- Updated web browser such as Google Chrome, Microsoft Edge or Safari
- Ability to install and run school-approved applications and learning platforms
- Access to video conferencing tools used by the school
- PDF reader and basic productivity software (word processing, presentations, spreadsheets)

HOME LEARNING ENVIRONMENT

Students should have access to a quiet, comfortable, and well-lit workspace that is free from unnecessary distractions such as television, loud noise, or unrelated digital devices. A consistent learning space helps students develop routines and signals that the area is intended for schoolwork and virtual class participation.

ONLINE BEHAVIOUR AND DIGITAL CITIZENSHIP

Students participating in distance learning are expected to demonstrate responsible online learning behaviour and practice good digital citizenship at all times. This includes communicating respectfully with teachers and classmates during live sessions, discussion boards, and messages; using appropriate language; and following the same behavioural expectations that apply in a traditional classroom. Students should protect their personal information, respect the privacy of others, and use school technology and online platforms only for educational purposes. Recording, sharing, or distributing class materials, images, or videos without permission is not permitted. By acting responsibly and respectfully online, students help create a safe, supportive, and productive digital learning community for everyone.

COMMUNICATION GUIDELINES

Students are expected to follow clear and respectful communication guidelines when participating in online learning. All interactions should be polite, constructive, and related to learning activities. Students should use appropriate language, wait their turn to speak during live sessions, and keep microphones muted unless invited to contribute. Written communication should be clear and respectful, using proper tone and avoiding slang or inappropriate comments. Students are encouraged to ask questions, seek

clarification when needed, and respond thoughtfully to others. Following these communication guidelines helps maintain a positive, supportive, and effective online learning environment for all participants.

TEACHER COMMUNICATION EXPECTATIONS

Teachers will:

- Post weekly learning overviews on Monday.
- Provide clear deadlines.
- Response times are within 1-2 working days.

FAMILY COMMUNICATION

Families should contact teachers through:

- School Email / SeeSaw

APPROPRIATE COMMUNICATION TIMES

- Teachers are available during the school hours: 9.00 am – 3.00 pm
- Messages received outside of school hours will be responded to during working hours.

WELLBEING AND SCREEN TIME

Maintaining student wellbeing is an important priority in a distance learning environment. While technology is essential for online learning, it is equally important for students to balance screen time with regular breaks and healthy daily habits. Students are encouraged to take short breaks between lessons to rest their eyes, stretch, and move around. Teachers will incorporate opportunities for offline learning activities when appropriate to reduce extended periods of screen use. Parents and guardians can support student wellbeing by encouraging healthy routines that include physical activity, outdoor time, adequate sleep, and balanced meals. Establishing clear boundaries around screen use outside of school hours can also help students maintain a healthy balance between learning, recreation, and rest.

Distance education students are also supported in their personal and social development. This includes pastoral care and regular wellbeing check-ins by the distance education teacher, access to chaplaincy and counselling referrals, and opportunities to connect with peers through study days, camps, excursions and online group activities. Students with diverse needs are supported through the same processes, with adjustments determined in consultation with parents and specialists.

PRIVACY AND CHILD SAFETY

Protecting student privacy and ensuring child safety are essential in an online learning environment. Students must use school-approved platforms and follow school guidelines when participating in virtual classes and online activities. Personal information, including home addresses, phone numbers, passwords, or private images, should never be shared online. Students should also respect the privacy of others by not recording, photographing, or sharing class sessions, messages, or student work without permission from the teacher and school. Parents and guardians are encouraged to support safe online practices by supervising technology use when possible and discussing responsible internet behaviour with their children. These measures help create a secure and respectful digital learning environment for all students.

STUDENT / PARENT AGREEMENT

The purpose of the Student and Parent Agreement for the online learning environment is to establish clear expectations and shared responsibilities that support a safe, respectful, and effective learning experience. This agreement outlines the roles of students and parents or guardians in maintaining appropriate online behaviour, protecting privacy, using technology responsibly, and actively participating in learning activities.

By reviewing and agreeing to these guidelines, families acknowledge their commitment to supporting academic integrity, digital citizenship, and student wellbeing in a distance learning setting. The agreement helps ensure that all members of the school community work together to create a positive, secure, and productive online learning environment.