



Remote Learning Handbook Students and Families May 2021



Mary MacKillop College
South Gippsland

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Remote Learning

Overview

The following applies only in the event of a whole school closure.

The immediate focus is to ensure continuity of learning. There are a number of ways in which the College can make alternative arrangements to assist students with their learning and enable them to demonstrate unit outcomes and be engaged in assessment activities.

VCAA are taking a flexible and agile approach to meeting emerging issues and is relying on schools to be similarly flexible and agile in ensuring continuity of learning and delivery of assessment.

Remote learning means that each student can access their lesson materials remotely. This is facilitated online through their SIMON student portal and/or access to class resources made available through Google Classrooms, Education Perfect or other digital platforms typically accessed in your subject class. This will allow each student the ability to participate in their timetabled classes from home.

Remote learning means that each students lesson instructions, materials and reference to the textbooks will be made available online. The work set for each class will reflect the same amount of work that each student would receive if they were attending classes onsite.

Lesson outlines will be made available in SIMON, on the Class Notices page, by 9.00am each morning.

Additional resources to support student learning may be uploaded to the General documents section for downloading.

One class work task will be set to be uploaded each week for the duration of the school closure.

It is expected that staff will continually check their email across the course of the day and provide prompt feedback between the hours of 9:00am and 4.00pm.

Normal school holiday dates will remain.

Margaret McKenna
A/Principal
principal@mmcrc.catholic.edu.au

Child Safety

The following points are important for all students at Mary MacKillop:

- Everyone has the right to feel and be **SAFE**
- We all need to make sure that our school is **SAFE, SUPPORTIVE, INCLUSIVE AND EMPOWERING**
- When a student is unsafe (physically or mentally), it is **IMPORTANT** to seek help from a trusted adult.
- **ALL STAFF AND STUDENTS** are responsible for Student Safety and Wellbeing
- Mr Leslie makes sure that staff understand their responsibility to keep students **SAFE**
- **ALL TEACHERS** work with families to give students the best education possible.

Student Participation

ALL STUDENTS need to help each other and teachers make the College a **SAFE** place for all.

Students are aware of how and who they can report to, if they feel **UNSAFE**.

Reporting and Responding

When a student **FEELS UNSAFE** or is **WORRIED** about another student, they can talk to any staff member.

HELP is always available

Students can **EMAIL**:

- Deputy Principal Wellbeing
- Sub School Directors
- Wellbeing Coordinators
- Counsellors
- Child Safety Officers
- Homeroom Teachers
- Teachers

HELP is also available at:

Phone:

- 000 – Triple Zero: Emergency Helpline (Police, Ambulance, Fire)
- 1800 55 1800 – Kids helpline

Web:

www.kidshelpline.com.au
<https://au.reachout.com>

Staff and Student Expectation Years 7 - 10

With regard to the remote learning management system, it is expected that staff will:

- use the existing online learning management systems SIMON, to share learning and teaching resources and materials
- provide materials to students via email, EDUCATION PERFECT and rescheduling classroom activities and/or assessment tasks. If required, provide access via USB or hard copy of textbook to guide the individual learning program

With regard to the remote learning coursework, it is expected that staff will:

- re-order some of the learning program for studies with a practical component
- ensure that the quantity of work provided for learning is consistent with the structure of the timetable as students will be using the current timetable as a structural plan for working remotely
- ensure that work given to students has a task component (e.g. class task) which can be emailed to subject teachers as evidence e.g. Students complete reading pages 4-6 of set text and answer questions which are returned to teachers via upload option on SIMON or as a GOOGLE CLASSROOM/DOC to avoid possible inbox storage issues on email.
- organise and conduct a Google Meet with their class at least once a week. Teaching staff must give 24 hours notice of the Google Meet including the meeting link. The google meet need not take longer than 15-20 minutes. Teachers may organise small group Google Meets in addition to the whole class meeting.

With regard to the differentiation of coursework, it is expected that staff will:

- set substitute task(s) of the same type where possible
- consider the differentiation booklet found in knowledge banks (other resources) on SIMON when considering remote tasks for student learning
- provide access to work for students that is differentiated to known academic levels
- ensure that when creating class tasks that parent accessibility is ticked in the task creation process to allow for parents to monitor student work remotely

With regard to the assessment tasks, it is expected that staff will:

- allow students extra time to complete work or an assessment task
- use a planned task to assess more outcomes, or replace a task with a different type than originally planned
- provide feedback to students during this period of time. This may be done via, written report, rubric, video, forum, whole class or individual.

It is expected that students will:

- log on and email their homeroom teacher by 9:15am each morning to check in and acknowledge that they have received their work for the day.
- be prepared for learning to take place remotely by taking materials home and communicating with teachers if hard copies of work are required prior to school closure, especially if there are internet constraints in the student's home
- maintain consolidation of learning at home for the current area of study in every enrolled subject completing tasks as set on SIMON by due dates.
- Make time to complete tasks during normal school hours and be available to communicate via email during normal school hours if internet access permits. Students need to manage their learning whilst at home using their normal timetable to structure their day(s) off campus.
- inform subject teacher as soon as possible via email if a task is unable to be completed
- adhere to the Google Meet protocols and be online in Google Meets when requested by teaching staff.

Staff and Student Expectation VCE/VCAL/VET

With regard to the remote learning management system, it is expected that staff will:

- use the existing online learning management systems SIMON, to share learning and teaching resources and materials
- provide materials to students via email, EDROLO, USB or hard copy of textbook to guide the individual learning program where required
- re-order of the learning program for studies with a practical component
- where a GOOGLE platform is used, the weekly class task and Assessment Tasks must still be uploaded and feedback provided through SIMON platform

With regard to the remote learning coursework, it is expected that staff will:

- set a substitute task of the same type
- ensure that work given to students has a task component (e.g. class task) which can be emailed to subject teachers as evidence e.g. Students complete reading pages 4-6 of set text and answer questions which are returned to teachers via upload option on SIMON or as a GOOGLE CLASSROOM/DOC to avoid possible inbox storage issues on email.
- organise and conduct a Google Meet with their class at least twice a week. Teaching staff must give 24 hours notice of the Google Meet including the meeting link. The google meet need not take longer than 15-20 minutes. Teachers may organise small group Google Meets in addition to the whole class meeting.
- ensure that when creating class tasks that Parent accessibility is ticked in the task creation process to allow for parents to monitor student work remotely
- provide feedback to students during this period of time. This may be done via written report, rubric, video, forum, whole class or individual.

With regard to the assessment tasks, it is expected that staff will:

- reschedule classroom activities and/or assessment tasks.
- allow students extra time to complete work or an assessment task
- use a planned task to assess more outcomes, replace a task with a different type than originally planned
- consider deriving satisfactory completion of outcomes or scores from other assessments or work completed by the student
- consider special provisions granted to students when preparing VCE tasks, if staff are unclear please communicate with VCE coordinator ADMIN

It is expected that VCE students will be:

- aware of and prepared for learning to take place remotely by taking materials home and communicating with teachers if hard copies of work is required prior to school closure
- To maintain consolidation of learning at home for the current area of study in every enrolled subject completing tasks as set on SIMON by due dates.
- completing tasks during normal school hours and be available to communicate via email during normal school hours if internet access permits
- Understand that whilst the school closure is at a Local level that efforts by students must be made to keep up to date with work as current VCAA dates for GAT and exams still stand until official notification otherwise
- adhere to the Google Meet protocols and be online in Google Meets when requested by teaching staff.
- ensure that all SAC work completed in Remote Learning is their own work, and can be authenticated as their own work.

- adhere to the set times and dates for SAC work and ensure prompt return return of SAC material to the College (either hand delivered or posted).

It is expected that VCAL students will:

- log on and email their homeroom teacher by 9:15am each morning to check in and acknowledge that they have received their work for the day
- be aware of and prepared for learning to take place remotely by taking materials home and communicating with teachers if hard copies of work is required prior to school closure
- maintain consolidation of learning at home for the current area of study in every enrolled subject completing tasks as set on SIMON by due dates
- adhere to the Google Meet protocols and be online in Google Meets when requested by teaching staff.
- ensure that all Assessment Tasks completed in Remote Learning is that of their own work, and can be authenticated as their own work.
- Be aware that work placements may be suspended

Parent Expectations

Parents are asked to:

- become familiar with PAM (parent access module) and can request access codes from college office
- support their child in the establishment of a daily routine timetable which mirrors the student's timetable
- where possible put in place measures to monitor their child's online activity during the school day to ensure that set tasks are accessible and that the student has attempted to complete tasks
- be available to supervise the completion of School Assessed Coursework (SAC) including completing the Authentication Record (included within the SAC document) at the conclusion of the SAC.

Setting up for remote learning

Within your designated work area it is recommended that you have:

- A sufficient clear space that enables you to have full range of movement required to work without risk of strain or injury
- No trip hazards (e.g. cabling, mats, clutter)
- Lighting is adequate for the tasks being performed (i.e. easy to see and comfortable on the eyes)
- Power outlets are not overloaded with double adapters and power boards
- Electrical cords are safely stowed
- Connectors, plugs and outlet sockets are in a safe condition
- Electrical equipment is free from any obvious external damage.

What resources or technology will enable successful remote learning?

- Access to a computer with internet connection.
- Ensure that their work is saved in multiple places to avoid loss if a technological issue is encountered.

Six Principles of Positive Digital Citizenship

- 1) **Respect Yourself:** I will **take ownership** of my actions. I will select online names that are appropriate, I will **think deeply** about the information and images that I post online. I will consider what personal information about my life, experiences, experimentation or relationships I post. I will not be obscene.
- 2) **Protect Yourself:** I will **think deeply** about the information, images and materials I post online will not put me at risk. I will not publish my personal details or schedule of my activities. I will **be courageous** and report any attacks or inappropriate behaviour directed at me. I will protect passwords, accounts and resources.
- 3) **Respect others:** I will show respect to others. I will not use electronic mediums to bully, harass or stalk other people. I will **make connections** between the websites. I use and the impact they may have on my learning and the learning of other. I will not visit sites that are degrading, pornographic, racist or inappropriate. I will not abuse my rights of access and I will not enter other people's private spaces or areas.
- 4) **Protect Others:** I will **be courageous** and report any abuse, refrain from forwarding inappropriate materials or communications; and not visiting sites that are degrading, pornographic, racist or inappropriate. Students may wish to email their concerns
- 5) **Respect Intellectual Property:** I will request permission to use resources. I will **think deeply** about any use of websites, books, media etc. I will validate information. I will use and abide by the fair use rules.
- 6) **Protect Intellectual Property:** I will request to use the software and media others produce. I will use free and open source alternatives rather than pirating software. I will **take ownership** to purchase, licence and register all software. I will purchase my music and media, and refrain from distributing these in a manner that violates their licences. I will **take ownership** of my behaviour and act with integrity.
- 7) **Helpful Resources:**
 - Parenting Ideas by Michael Grose: www.parentingideas.com.au
 - Beyondblue: www.beyondblue.org.au 1300 224 636
 - Headspace: www.headspace.org.au
 - Kids Help Line: www.kidshelp.com.au 1800 55 1800
 - Lifeline: www.lifeline.org.au 13 11 14
 - Parent line: www.parentline.com.au
 - Reach OUT: www.reachout.com.au
 - Youth beyond blue: www.youthbeyondblue.com
 - Youth Central: www.youthcentral.vic.gov.au
 - Youth Drug Support: www.yds.org.au

Academic support for children

Students first point of contact for any questions regarding the undertaking of remote learning is to be their classroom teacher.

If they are having difficulty, contacting the classroom teacher, they are to contact their homeroom teacher. The homeroom teacher will then make contact with the classroom teacher in order to help rectify the situation.

Students who require differentiated learning will be supported by teachers:

- remaining responsible for providing adjustments for students with additional learning needs, as reflected on SIMON by 9.00am
- *cc'ing* the Learning Support Officer assigned to the student in the email.

The Learning Support Leader will assign one designated Learning Support Officer as a point of contact for each student that requires differentiated learning. These staff will also communicate this with the parents.

Learning Support Officers will be available via email from 9:00am to 3.30pm Monday to Friday, during term time, to support students with the completion of differentiated learning tasks.

Students with differentiated learning needs will be supported by learning support officers:

- communicating with teachers and Key Learning Area Leaders of all the students who will require differentiated learning.
- emailing the parent of the student twice per week to check that the student is clear on the learning program and to see if there are any questions.

Deputy Principal Learning and Teaching and Learning Adjustment Leader

Jodie Connell jconnell@mmcrc.catholic.edu.au

Support for children with Wellbeing Needs

The emotional and social wellbeing of our students is extremely important at Mary MacKillop College and is a fundamental priority of our wellbeing programs. These support structures are designed to assist each individual student as they journey from adolescence to adulthood, and experience the joys and challenges of life. A team of staff are dedicated to managing the whole school approach to student wellbeing, the pastoral care team includes the Deputy Principal – Wellbeing & Organisation, Directors of Junior; Middle and Senior School and Student Counsellor.

The Wellbeing Team is also involved in preventative educational programs, for example, Cyber safety, and social and emotional skills. In addition, the Wellbeing Team is actively involved in the presentation of various pastoral topics across all year levels. The programs run by the counselling team provide students with the opportunity to develop skills in dealing with problems of everyday living.

Junior School

- Chris Spencer cspencer@mmcrc.catholic.edu.au
- Georgia Townley gtownley@mmcrc.catholic.edu.au

Middle School

- Richard Ogilvie rogilvie@mmcrc.catholic.edu.au
- Sarah Roscoe Smith sroscoe@mmcrc.catholic.edu.au

Senior School

- Bron Croatto bkalos@mmcrc.catholic.edu.au
- Cade Maskell cmaskell@mmcrc.catholic.edu.au

Further Support

- Meg Steenholdt msteenholdt@mmcrc.catholic.edu.au

Access to College Counsellors

The counselling service is provided by a trained and experienced student counsellor within the College and is appropriately confidential within legal boundaries. Referrals to the Student Counsellor can be made by students, teachers or parents. Once entering a counselling relationship students will be informed of their rights and the limits to confidentiality. Students should feel assured that counselling is a safe and private activity, where they can explore feelings and issues, and have their privacy respected.

The emotional and social wellbeing of our students is extremely important. It is often helpful for students to discuss their problems with an independent person so that they may solve them more effectively. Support for families is also available and the counsellor can refer families to appropriate services if required.

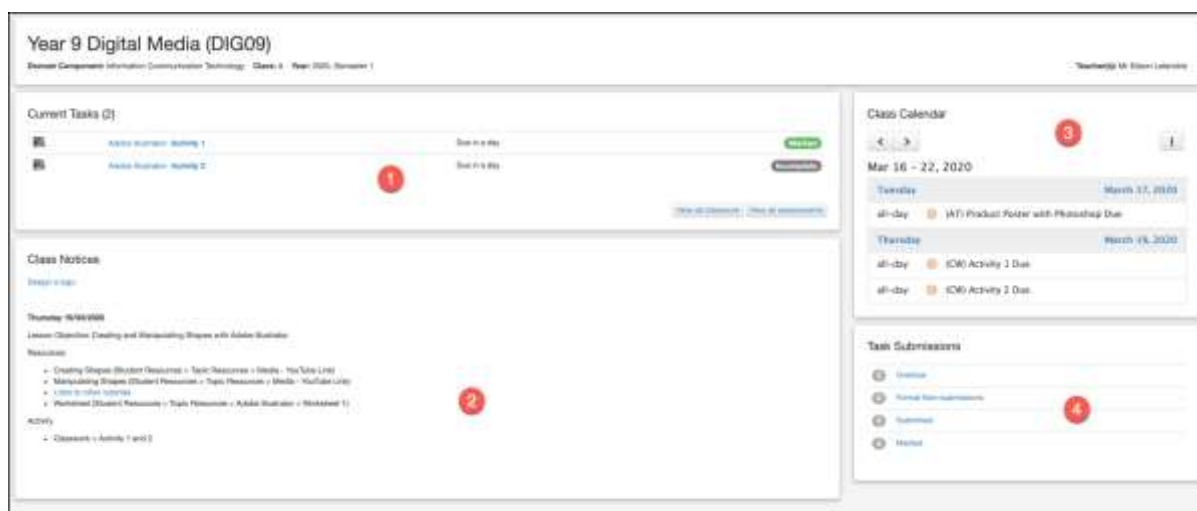
College Counsellors

- Rhiannon Le Busque rlebusque@mmcrc.catholic.edu.au

APPENDIX 1 SIMON Student Guide

This Student Guide contains essential information on the sections that will be used during Online Schooling. This guide is intended to be used as a refresher since these sections are also used during regular classes.

All of the required sections are located from the Class Home Page which will contain all the necessary information of any subject. A screenshot of a typical Class Home Page is displayed below.



The Class Home Page contains 4 sections as listed below:

1. Current Tasks - Displays all active Task (Classwork and Assessment Tasks). Active means the Due Date of the task(s) have not been reached yet.
2. Class Notices - Displays a summary of lesson objective(s) by date.
3. Class Calendar - Displays activities and Tasks Due Date relevant to the class.
4. Task Submission - A quick summary of all tasks status of the class

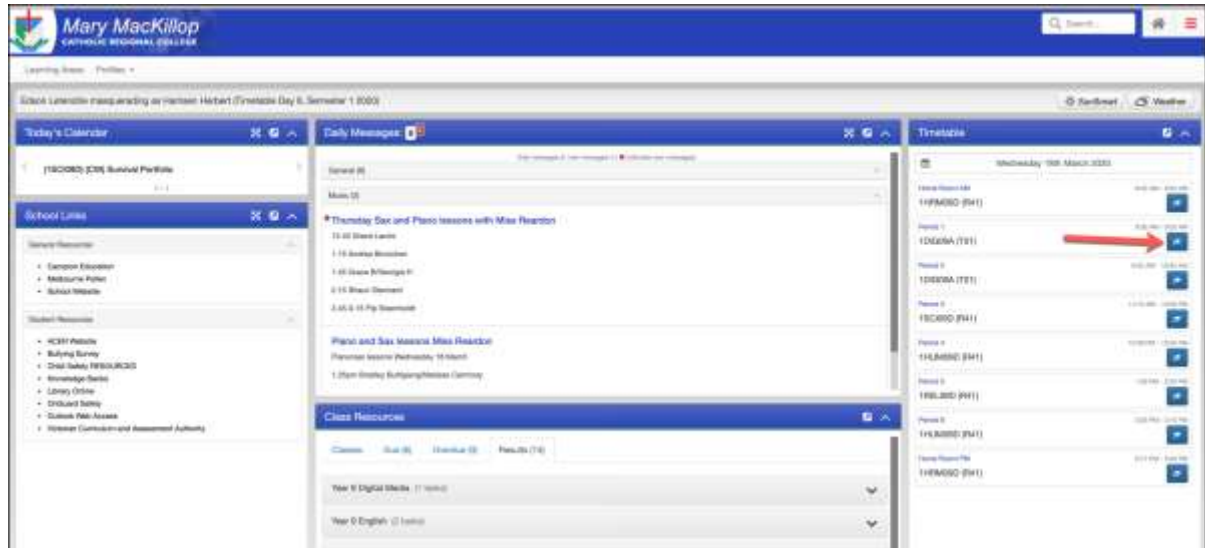
The remaining part of this document will now focus on the following:

- Viewing Class Notices
- Viewing Classwork and Assessment Task
- Submitting Task
- Checking Result
- Accessing Resources

Class Notices

Class Notices will display the 'Lesson Plan' of a specific day.

Step 1 - From SIMON Home Page, Open your Class (or use Learning Areas)



Step 2 - Class Notices will be displayed

Class Notices

[Design a logo](#)

Thursday 19/03/2020

Lesson Objective: Creating and Manipulating Shapes with Adobe Illustrator

Resources:

- [Creating Shapes](#) (Student Resources > Topic Resources > Media - YouTube Link)
- [Manipulating Shapes](#) (Student Resources > Topic Resources > Media - YouTube Link)
- [Links to other tutorials](#)
- [Worksheet](#) (Student Resources > Topic Resources > Adobe Illustrator > Worksheet 1)

Activity

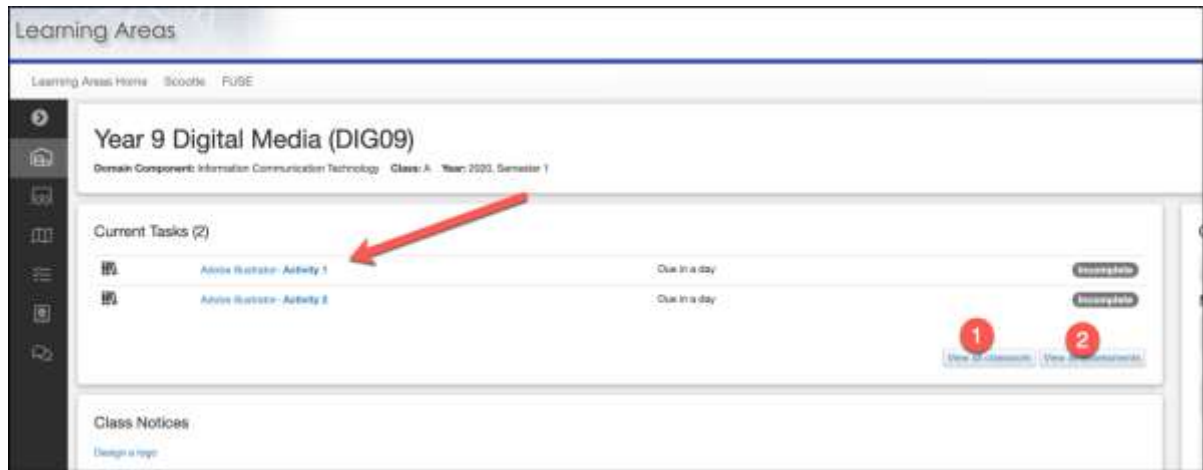
- [Classwork > Activity 1 and 2](#)

- Lesson Objective will be displayed
- Information on where the different resources are located will also be displayed
- Instructions on which activity needs to be completed will also be listed

Viewing Classwork and/or Assessment Tasks

Step 1 - Open the specific from SIMON Home Page

Step 2 - All Active Tasks will be displayed



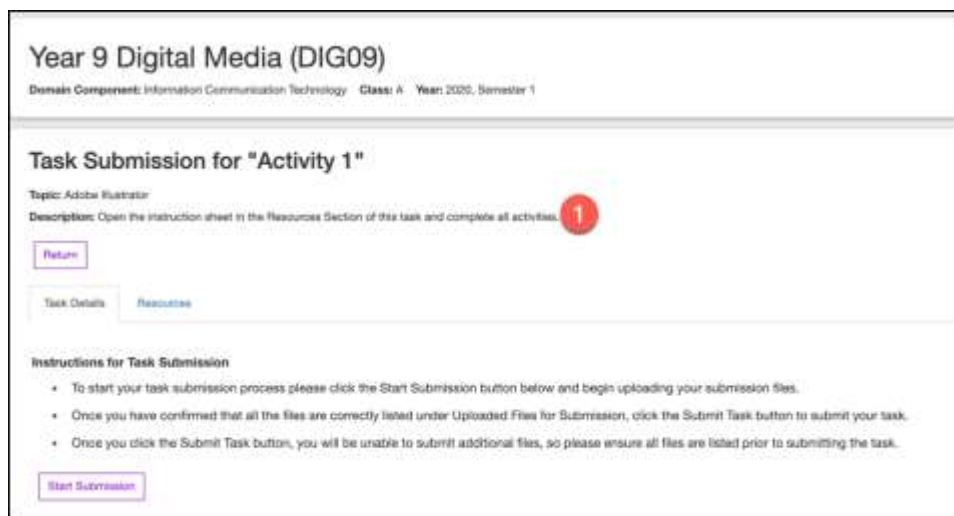
Step 3 - If a task is not active anymore, please click View all classwork or View all assessments to see them (1 and 2 in the screenshot)

Opening a Task

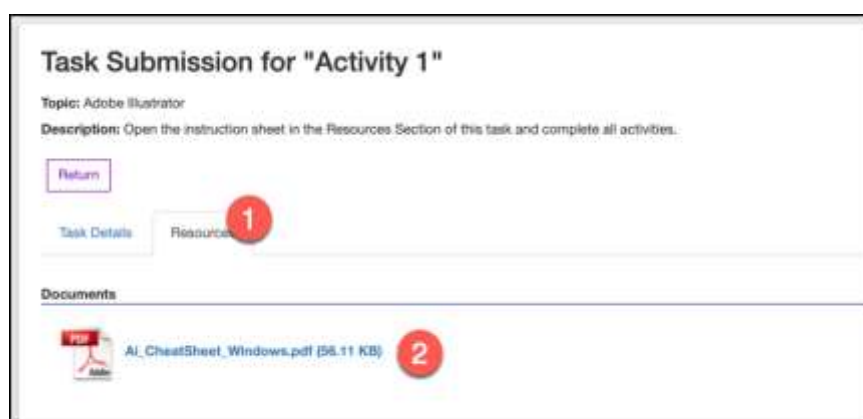
Step 1 - Click on the task (Check the due date as well)



Step 2 - Read the instructions (1)



Step 3 - Check The Resources Section for additional resources



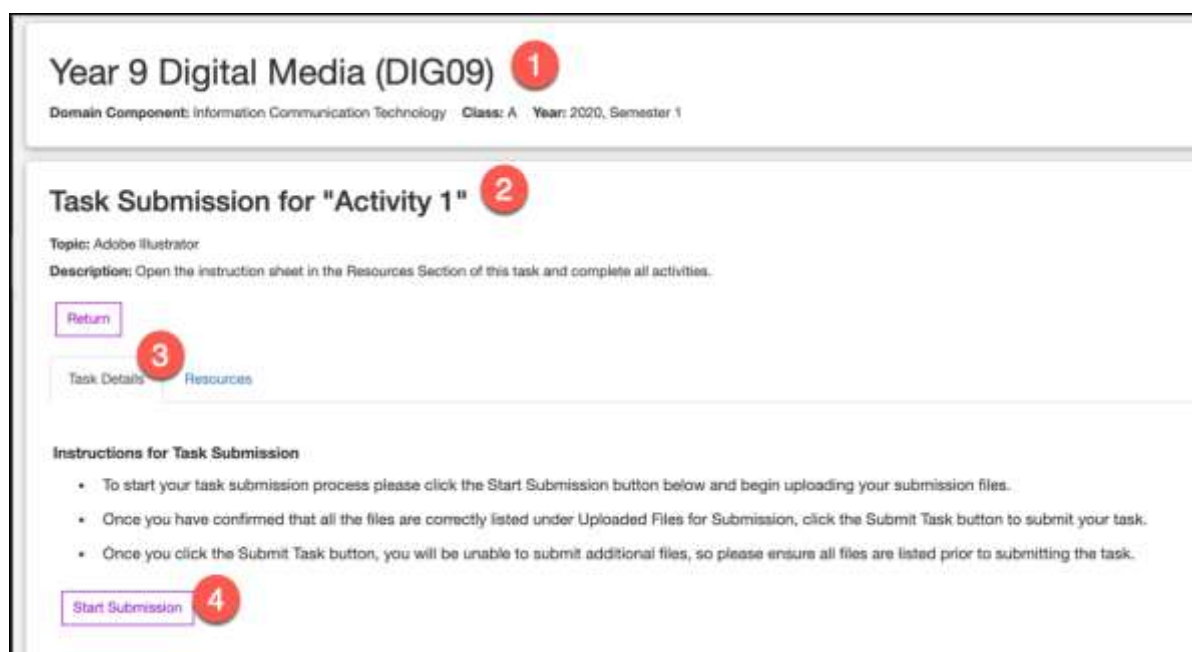
1. Click Resources to open the Resources section
2. Click on any document to download them to your device (They will usually download to your download folder)
3. Once the document(s) are downloaded, please read them to get additional instructions or information about the task.

Submitting a task

Once a task is completed, follow the steps below to upload it.

Step 1 - Open the class and relevant task (Check that you are uploading the correct file)

Step 2 - Click Start Submission



1. Check that is the correct subject
2. Check that it is the correct activity
3. Ensure that you are on the Task Details section
4. Click Start Submission

Step 3 - Click Choose Files

Task Details Resources

Instructions for Task Submission

- Once you have confirmed that all the files are correctly listed under Uploaded Files for Submission, click the Submit Task button to submit your task.
- Once you click the Submit Task button, you will be unable to submit additional files, so please ensure all files are listed prior to submitting the task.

File Selection

Choose Files No file chosen

Drop files here.

Cancel Submission

Navigate for the file on your device and upload it.
The following screenshot will be displayed

File Selection

Choose Files Year 9 - Bro...aphics.docx

Drop files here.

Year 9 - Brochure Flyer Infographics.docx

Uploaded Files for Submission

Year 9 - Brochure Flyer Infographics.docx 20.1 KB Remove

Submission Notes:

Submission notes are optional, and allows you to supply feedback to your teacher regarding the task.

THE TASK HAS NOT BEEN SUBMITTED YET

- You still have the chance to remove the file it is an incorrect one (Click Remove on the right of the file)
- Repeat Step 3 if you need to add another document

Step 4 - Click Submit Task to upload the task

File Selection

Choose File | Year 11 - Brochure Flyer Infographics.docx

Drop files here.

Year 11 - Brochure Flyer Infographics.docx

Uploaded Files for Submission

Year 11 - Brochure Flyer Infographics.docx - 301.7 KB [Remove](#)

Submission Notes

Submission notes are optional, and allows you to supply feedback to your teacher regarding the task.

[Submit Task](#) [Cancel Submission](#)

Once the task is submitted, the task status will change to submitted.

Classwork Tasks

Please use the appropriate filters below to help display your tasks.

Topic: All Topics with Tests 3

All Tasks | Current Tasks | Future Tasks | Past Tasks

Topic: Above Summative

Activity 1 [View](#) [Submitted - 11:40:45 PM](#)

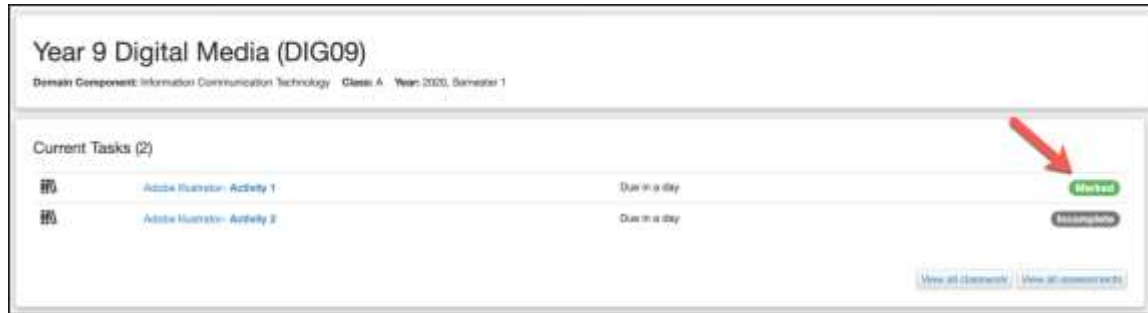
Activity 2 [View](#) [Not Submitted - 11:40:45 PM](#)

Important Notes:

1. Once a task is submitted, it cannot be unsubmitted. You will need to discuss with your teacher if it needs to be resubmitted
2. Once the due date is passed, you may not be able to upload the task. If you can, the task will be recorded as a late submission. If you cannot upload, you will need to discuss the possibility of submitting with your subject teacher.

Checking Task Result

Once a task has been marked, the status of the work will change as follows:



Year 9 Digital Media (DIG09)

Domain Component: Information Communication Technology Class: A Year: 2020, Semester 1

Current Tasks (2)

Task	Due	Status
Adobe Illustrator - Activity 1	Due in a day	Marked
Adobe Illustrator - Activity 2	Due in a day	Incomplete

[View all elements](#) [View all assessments](#)

Click on the task to view additional information/feedback about the task



Task Details Resources

Task Result: Satisfactory

Feedback Workflow

Teacher Feedback:
Harrison has produced excellent artwork in this activity. He has creatively used all the topics explained in class. Keep the same work attitude.

↓

Student Reflection:

[Add Reflection](#)

Task Submission Files

The following file(s) have been uploaded as part of the submission.

Submitted File	File Type	Time Submitted	File Size
Activity 1 (Submission)	docx File	18/03/2020 7:37 PM	20.1 KB

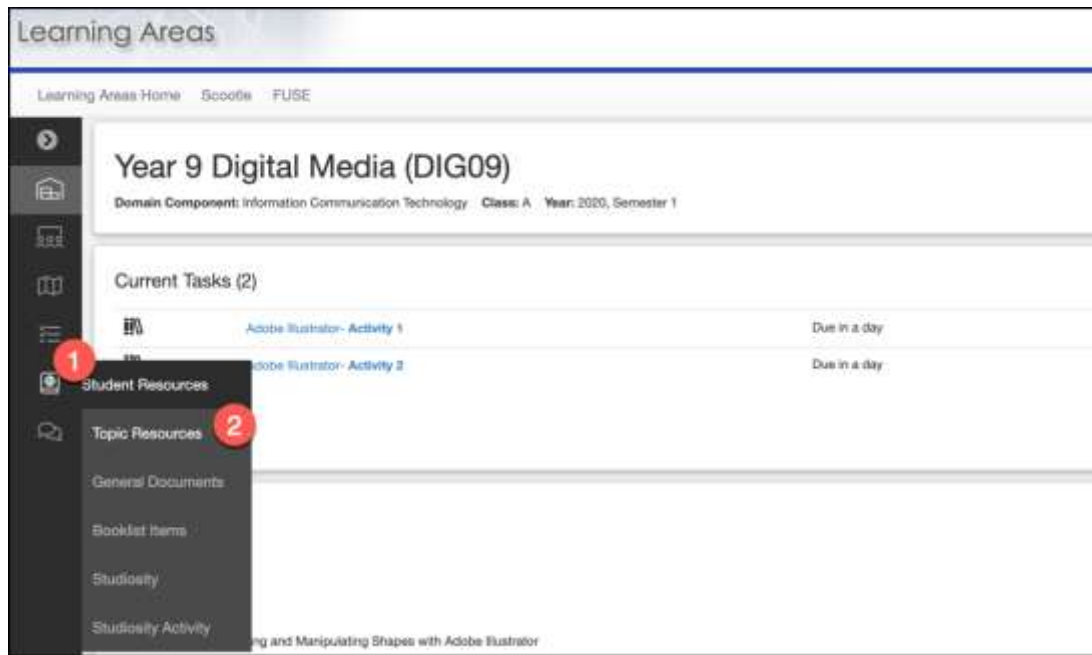
Accessing Resources

Various resources are available on SIMON and they are attached to the topics of your subject.

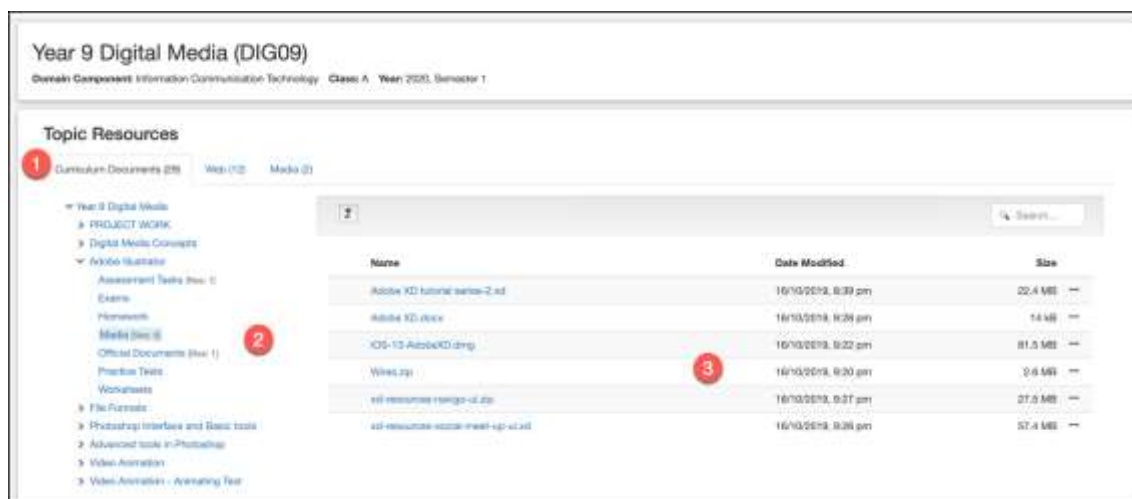
Follow the steps below to access resources.

Downloading a File from Curriculum Documents

Step 1 - From SIMON home page, open Student Resources > Topic Resources



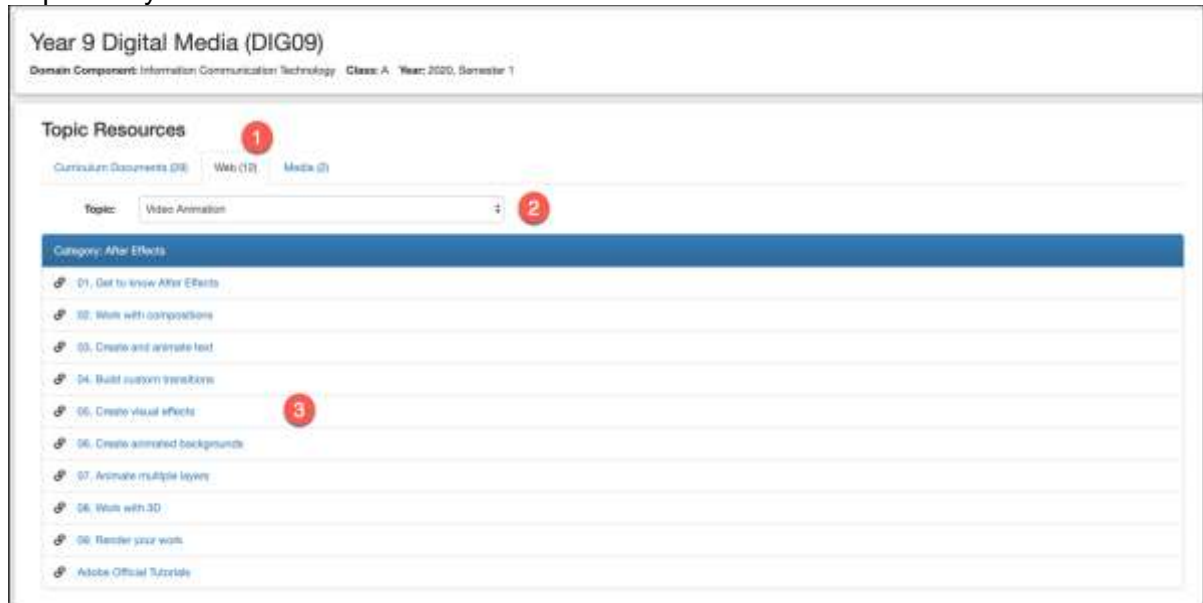
Step 2 - Follow the teacher's direction to locate the necessary document



- Curriculum Documents (1) contain files (such as Word, Powerpoint, PDF, Pictures, etc.)
- You will need to click on the Relevant Topic and Folder (2) to see the files,
- Click on the required file (3) to download it on your device

Accessing Web Links

Topics may also contain relevant Web Links

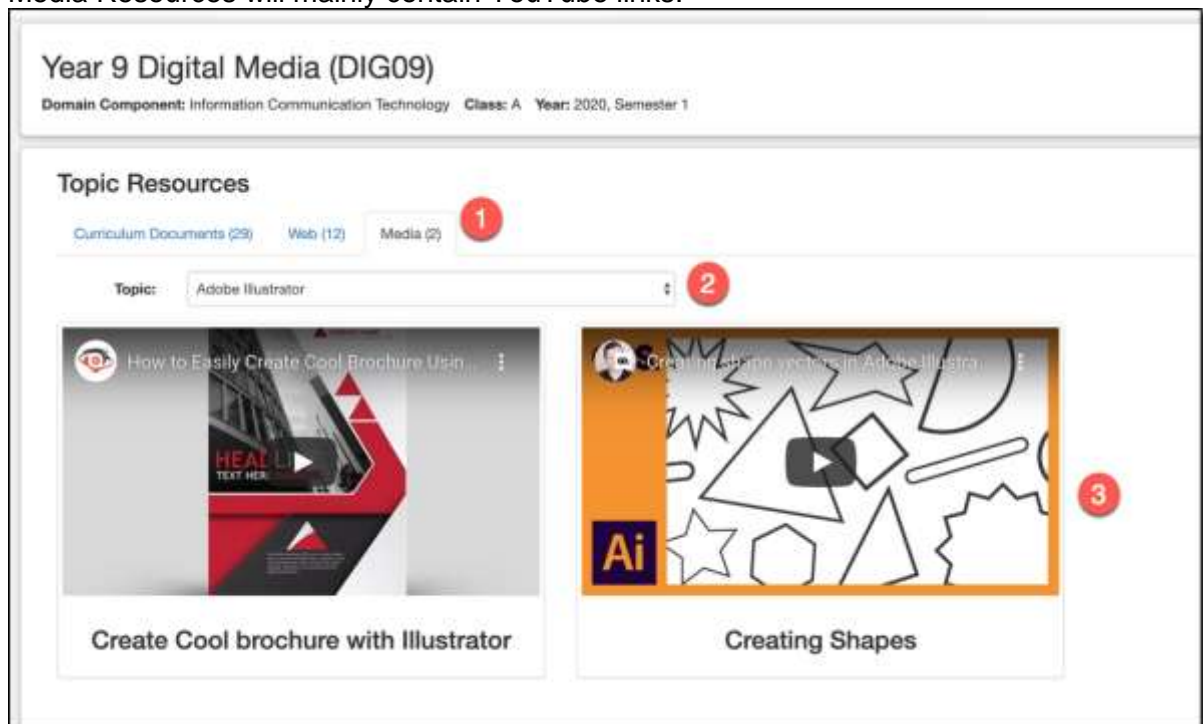


The screenshot shows the 'Year 9 Digital Media (DIG09)' interface. At the top, it identifies the 'Domain Component: Information Communication Technology', 'Class: A', and 'Year: 2020, Semester 1'. Below this, the 'Topic Resources' section has three tabs: 'Curriculum Documents (9)', 'Web (12)', and 'Media (2)'. The 'Web (12)' tab is selected, indicated by a red circle '1'. A dropdown menu for 'Topic:' is set to 'Video Animation', with a red circle '2' next to it. Below the dropdown, a list of topics is shown under the category 'After Effects'. The first item, '01. Get to know After Effects', is highlighted with a red circle '3'. Other items include '02. Work with compositions', '03. Create and animate text', '04. Build custom transitions', '05. Create visual effects', '06. Create animated backgrounds', '07. Animate multiple layers', '08. Work with 3D', '09. Render your work', and 'Adobe Official Tutorials'.

1. Select Web (1)
2. Select the Topic (2)
3. Click on the relevant link (3)

Accessing Media Resources

Media Resources will mainly contain YouTube links.




The screenshot shows the 'Year 9 Digital Media (DIG09)' interface. At the top, it identifies the 'Domain Component: Information Communication Technology', 'Class: A', and 'Year: 2020, Semester 1'. Below this, the 'Topic Resources' section has three tabs: 'Curriculum Documents (29)', 'Web (12)', and 'Media (2)'. The 'Media (2)' tab is selected, indicated by a red circle '1'. A dropdown menu for 'Topic:' is set to 'Adobe Illustrator', with a red circle '2' next to it. Below the dropdown, two video thumbnails are displayed. The first thumbnail, titled 'How to Easily Create Cool Brochure Usin...', shows a brochure design with a red arrow and the text 'HEALTHY TEXT HERE'. Below it is the caption 'Create Cool brochure with Illustrator'. The second thumbnail, titled 'Creating Shapes', shows various geometric shapes and a play button icon. Below it is the caption 'Creating Shapes'. A red circle '3' is placed over the play button icon on the second thumbnail.

1. Click Media (1)
2. Select the Topic (2)
3. Click on the relevant YouTube picture (3) to play the media

APPENDIX 2 Text to voice and Voice to text MAC Options

Have your Mac speak text that's on the screen

If you have trouble reading text on your screen, you can have your Mac speak the text whenever you press a key or set of keys.

1. On your Mac, choose Apple menu  > System Preferences, click Accessibility, then click Speech.
2. Select the "Speak selected text when the key is pressed" tick box.


By default, speaking is enabled when you press Option-Esc. To choose a different key, click Change Key, press one or more modifier keys (Command, Shift, Option, or Control) together with another key, then click OK.

3. To have your Mac start speaking, press the specified key. To stop the speaking, press the key again.

If text is selected when you press the key, the selected text is spoken. Otherwise, available text items in the current window are spoken; for example, if Mail is the current window, an email message is read.

Note: If no text items are available, you hear a beep.

Have your MAC write what you are saying

1. On your Mac, choose Apple menu  > System Preferences, click Keyboard, then click Dictation.
2. Click On. If a prompt appears, click Enable Dictation.
3. If asked if you want to improve Siri and Dictation, do one of the following:
 - *Share audio recordings:* Click Share Audio Recordings to allow Apple to store audio of your Siri and dictation interactions from this Mac. Apple may review a sample of stored audio.
 - *Don't share audio recordings:* Click Not Now.

If you change your mind later and want to share or stop sharing audio recordings, select or deselect the Improve Siri & Dictation tick box in the Analytics & Improvements section of Privacy preferences. See [Change Privacy preferences](#).

Note: You can remove the audio recordings from Apple servers whenever you like — see [Delete Siri and dictation history](#).

Dictate text


1. In an app on your Mac, place the insertion point where you want the dictated text to appear.
2. Press the [dictation keyboard shortcut](#) or choose Edit > Start Dictation.
3. When the feedback window shows a microphone icon  with a fluctuating loudness indicator, or you hear the tone that signals your Mac is ready for keyboard dictation, dictate your text.

Note: For best results, speak for no more than 40 seconds at a time.

4. To insert a punctuation mark or perform simple formatting tasks, do any of the following:
 - Say the name of the punctuation mark, such as "exclamation mark".
 - Say "new line" (equivalent to pressing the Return key once) or "new paragraph" (equivalent to pressing the Return key twice). After you say "new line", the dictated text appears when you're done dictating.

Set a different keyboard dictation shortcut

By default, you press the Fn (Function) key twice to start or stop keyboard dictation. If you like, you can choose a different [dictation keyboard shortcut](#).

1. On your Mac, choose Apple menu  > System Preferences, click Keyboard, then click Dictation.
2. Click the Shortcut pop-up menu, then choose a different shortcut.

To create a shortcut that's not in the list, choose Customise, then press the keys you want to use. For example, you could press Option-Z.