ONLINE FLEXIBLE LEARNING
A GUIDE FOR STUDENTS & PARENTS/CAREGIVERS
# Table of Contents

## Introduction

Technology 3

- Technology and Infrastructure 4
- Digital Platforms 4
- ICT Support 5
- Other Technologies 5

Teaching and Learning 6

- Lesson Delivery (Years 8-12) 6
- Lesson Materials and Instructions 6
  - Daymap 6
  - MS Teams 7
- Year 8-10 students 8
  - Year 10 PLP 9
  - Year 8-10 students learning at school 9
  - Year 8-10 students learning at home 9
  - Year 8 -10 Timetable 10
- SACE Students 11
  - SACE Students learning at school 11
  - SACE Students learning at home 11
  - Stage 2 Trial Exams 11

Assessment 12

- Formative Assessment 12
- Summative Assessment 12
- Supervised Assessment Tasks 12

Parent/ Caregiver Monitoring and Support 13

Learning Engagement and Attendance 14

- Attendance 14
- Engagement expectations 14
- Engagement follow Up and Concerns 14
- Culture of Respect, Trust and Commitment 15

Wellbeing 16

- Wellbeing for Learning – Home Group 16
- Canteen 16
- Monitoring wellbeing 16
- Support for Vulnerable Learners 17
- Protective Practices 17
- Safety Online 17
- Setting Up a Healthy Study Environment 17
- Caregiver Concerns - Who to Contact 18

Appendix #1 SACE Teachers - Digital Platform for Students 19
Appendix #2 OS LearnLink-Office-365-How-To-Install 20
Appendix #3 Teams Instructions 21
Appendix #4 Teams QS 23
Appendix #5 Digital Platforms 24
Appendix #6 Year 8-10 Supervised Assessment Declaration 26
Appendix #7 SACE Assessment Declaration 27
Appendix #8 Parent/ Caregiver Monitoring and Support 28
Appendix #9 Learning at Home Checklist 29
Appendix #10 Learning Onsite Checklist 30
Appendix #11 Workspace 31
Introduction

Loxton High School will move to online flexible learning from the start of Term 2 to support students whether they are learning from home or at school due to the COVID-19 pandemic. For this online learning to be effective it is important that all students, staff and families become familiar with new expectations and procedures.

Many aspects of online learning will be familiar, such as teachers’ use of Daymap to record attendance, post lesson instructions, set and receive assignments and provide results and feedback to students about their learning. Teachers will continue to contact parents/caregivers via phone and email.

Our new Online Flexible Learning model augments our existing high quality learning programs with new and exciting ways for students to learn, such as using the Microsoft Teams (MS Teams) platform to connect and collaborate with teachers and other students. In SACE classes, teachers may choose to use Google Classroom as an alternative digital platform.

What hasn’t changed is that students need to keep in touch with their teachers, learning programs and assessment.

We respect the right of parents/caregivers to choose whether they want their children to learn at school or at home. Parents/caregivers might re-evaluate depending on their personal circumstances. Parents who elect to keep students at home might feel a little anxious, but shouldn’t be too hard on themselves. Our teachers are still teaching our students. We’re not expecting parents/caregivers to become teachers overnight. We are looking to parents/caregivers to provide some structure, oversight and support to make sure students participate in their learning.

The complexity of the COVID-19 makes it hard to predict with any certainty how long it will be necessary to maintain our new arrangements. What is certain is that learning at Loxton High School will be online for the duration of Term 2. We are constantly reviewing the number of students learning at school and at home and will make decisions that can best accommodate parent/caregiver choices.
**Technology and Infrastructure**

For students to engage in Online Flexible Learning they need:

- Direct access to a laptop or desktop device with speakers
- A microphone is desirable, not essential
- A webcam is optional, not essential
- Internet access
- If learning at school, headphones are essential.
- Laptop and desktop computers are available to those learning at school. Students are able to bring their own devices and complete the BYOD agreement, available at the front office.

A number of families indicated in the survey at the end of Term 1 that they are not able to access the internet or computers at home. We will be contacting these families to make the necessary arrangements. For students learning at home without the internet the school will be organising work packs, either on USB or in paper form. Other families who did not respond to the survey will need to contact the school.

Parents could contact the Loxton Chamber of Commerce for advice about businesses that maybe able to provide IT support.

**Digital Platforms**

The following digital platforms will support teaching and learning:

- Learnlink is the portal that enables students to gain access to other learning platforms
- Daymap - for learner management and assessment
- Learnlink and Daymap are accessed through the Loxton High School website under the Portal tab. [http://www.loxtonhs.sa.edu.au/](http://www.loxtonhs.sa.edu.au/)
- Microsoft Teams - for collaboration, resource sharing and live face to face teaching and learning. MS Teams can be accessed through Learnlink.
- Google Classroom – for learning materials and collaboration (optional SACE classes only) and required for the PLP

SACE Teachers will be using MS Teams or Google Classroom, and in some instances a mixture of both.

Refer to Appendix #1 for the digital platforms used by individual teachers.
ICT Support

ICT Support for students learning at home and for parents/caregivers
- Help sheets are available via the school website under the Covid-19 tab. This should be the first action students implement if they need support. For your convenience we have attached these sheets as appendices:
  - 05 LearnLink-Office-365-How-To-Install (Appendix #2)
  - Teams Instructions (Appendix #3)
  - Teams QS (Appendix #4)
  - Digital Platforms (Appendix #5)
- Students or parents/caregivers needing extra support are able to call the Front Office.
- Another option is to access other online support eg: Youtube videos.

ICT Support for students learning at school
Students will find the Helpdesk icon located on the LHS Intranet page for ICT support requests at school.

Other Technologies
Staff and students are already working with a range of other technologies, applications and digital resources such as Clickview, Education Perfect, OneNote and many more. Teachers are encouraged to use these learning tools as part of their Flexible Learning delivery. Students will need to check their access to the tools they need and notify the relevant teacher if an issue arises.

Clickview can be accessed through the Loxton High School website under the Portal tab and in Library Guides http://loxtonhs.libguides.com/home
Teaching & Learning

Lesson Delivery (Years 8-12)

Our online lesson delivery and teacher contact arrangements are designed to provide students with timely support while recognising that, as most teachers interact with over 150 students during their usual face to face teaching schedule, the way they are able to respond online will be different. This means that students will need to develop their independent learning skills (not an undesirable thing!), do their best to solve problems and plan questions they want to ask.

In our online flexible delivery model:
- Teachers will be available to support students during scheduled lesson times using a mix of:
  - MS Teams – Channel conversation posts
  - Live stream chats or lessons
- Online lesson material, where needed, will be posted before the scheduled lesson.
- Teachers are not expected to be available for live feedback and questions outside of the timetabled sessions or scheduled school hours.
- Teachers will respond to outside of lesson student requests/ questions within 2 days. We expect teachers will experience a significant increase in the number of Daymap messages and requests for support during the transition to online flexible learning. We ask for student and parents/caregiver understanding as it may not be possible for teachers to provide instant response to queries.

Lesson Materials and Instructions

All students are expected to actively participate by attending live lessons and completing tasks. As in a physical classroom, teachers are expected to monitor the participation and engagement of students. This monitoring takes place in a number of ways. Teachers will mark attendance for ‘live’ Home Group or SACE lessons. They will use our usual processes to manage student completion of formative and summative assessment tasks, or non-completion of work or engaging with the learning program. Teachers will also monitor students interacting through Daymap or MS Teams.

All students should have already taken home all learning materials from their lockers. Any students engaging in online learning while at school should also take home all learning.

Daymap

To enable us to use Daymap to manage all students in a year level as a single group doing core subjects, we needed to allocate all students in each year level to a single Home Group ie all Year 8 students are in 8A, 9s in 9A and 10s in 10A. All lesson materials, resources, assessment tasks will be allocated against the morning Home Group for each year level.

We needed to do it this way in order to leave all students’ original timetables intact for when we return to our usual operation.

Home Group teachers of our usual Home Groups are still monitoring the attendance and participation of their original classes.
**Daymap Continued ...**

The following information is available via Daymap for every class:

- Lesson instructions
- Summative assessment tasks and due dates including task sheets and assessment criteria
- Feedback on all summative assessment tasks
- Published results/grades to all students

Students will be required to submit the following via Daymap:

- Summative tasks for all SACE subjects
- Summative tasks for Year 8-10 English, Maths and Science

All students are encouraged to use some form of secure cloud storage for their school work, wherever possible. This will enable them to readily access work from any internet connected device and easily share information and materials with teachers. If not possible, they should backup their work using 2 different sources i.e. hard drive and USB.

**MS Teams**

Learning materials and resources described in the Daymap lesson instructions will be accessible via MS Teams for Year 8-10 and some SACE classes. These will include:

- Learning programs
- Assessment programs
- Content materials
- Digital class notes
- Formative tasks
- Links to online activities
- Collaborative documents
- Quizzes and questions
- Video links (Clickview, Youtube)
- Teacher prepared instruction videos
- Teacher audio and video live stream lessons, in some classes.

**Students are not permitted to record video sessions. These streams will be recorded by teachers and posted for all students.**

Capability Builders are accessible via the year level Capability Builder MS Team. Completed CB tasks are submitted via the MS Team Assessment tab.
**Year 8-10 students**

Year 8-10 students will study Maths, Science and English in year levels, and will have a choice of ‘Capability Builders’ to work on from the learning areas of HASS, HPE, Technology and The Arts. The usual Semester 1 classes in these subjects will cease.

The learning for all students will focus on the skills, knowledge and understandings ready to transition to the next stage of learning, aligned to the Australian Curriculum.

All teaching and learning will be delivered online. Students learning at school or at home will be provided with the same learning opportunities with teaching and learning being planned, delivered and assessed by staff teams.

**Core Learning teachers**

Specialist teachers have been assigned to one of three Core Learning teams – Maths, Science or English. Other teachers have been assigned supporting roles.

Core Learning teachers will plan lesson instructions, materials, recordings, tasks etc. for each year level which are uploaded to Microsoft Teams. These teachers will provide ongoing feedback and answer daily questions asked online through MS Teams during the scheduled lesson for students who are learning onsite as well as those who are learning at home.

These Core Learning teachers will upload assessment tasks and record results in Daymap.

**Supporting teachers**

Teachers from other Learning Areas will be in a supporting role. They will supervise students who are learning onsite. They will use their own specialist skills to develop ‘Capability Builders’, provide physical activity sessions and support assessment of core subjects when needed.

If a student has not shown any engagement in the Maths, Science and English learning tasks and/or the Capability Builders, the Home Group teacher will be notified and will follow up with a parent phone call.

**Capability Builders**

The Capability Builders (CBs) are 2-4 week units of online learning designed for students to develop self-directed learning skills as they apply the Australian Curriculum General Capabilities such as the Personal and Social capability, and Critical and Creative Thinking.

Year 8 and 9 students are expected to complete a Child Protection Curriculum Capability Builder PLUS a minimum of four other CBs for the term.

When students log in to MS Teams, they will see a Team titled ‘Year ... Capability Builders’, which will include a selection of CBs from a variety of learning areas. Throughout the term, more CBs will be uploaded as they are developed. A balanced selection of CBs will be made available. Students are encouraged to choose CBs from across all of the learning areas.

Students are to share which CBs they are working on with their Home Group teacher weekly. Home Group teachers will follow up students who have not engaged.

**Assessment of Capability Builders**

Students will submit their completed CBs through MS Teams. These will be assessed by a team of teachers.
**Year 10 PLP Students**

Year 10 students work on the PLP during Lesson 5 on Tuesday and Thursdays. Teachers will provide lesson instructions and assessment tasks via Daymap. Lesson material to support the PLP assessment tasks are accessed via Google Classroom.

Students are able to send questions to their PLP teachers via Daymap.

Due to the PLP requirements, Year 10 students are expected to complete a Child Protection Curriculum Capability Builder PLUS a minimum of three CBs for the term.

---

**Year 8-10 students learning at school**

Students learning at school will be supervised by supporting teachers in designated year level classrooms:
- Year 8 – Library, Room 44, TLC
- Year 9 – Innovation Hub
- Year 10 – Rooms 33 and 34

Every Monday, Wednesday and Friday these students will begin the day at 8.45am in their designated year level classrooms.

Every Tuesday and Thursday, students begin the day at 8.45am in their usual Home Group classrooms, with their regular Home Group teachers, where possible, for a ‘live’ Home Group session.

Students learning at school or at home are able to access online Maths, English and Science Core Learning teacher support during their timetabled lessons. This support will be provided through the MS Teams Channel for the particular topic being studied, i.e. Year 9 English MS Team – channel titled ‘Narratives’. Students can post questions and respond to other student queries through the communication feed.

---

**Year 8-10 students learning at home**

Students learning at home are expected to work independently on learning tasks set for each lesson.

On Monday, Wednesday and Friday at 8.45-9.00am all students will be required to log into Daymap, click on the daily survey monkey link and complete a question regarding attendance.

On Tuesday and Thursday mornings from 8.45am - 9.00am, Home Group teachers will run ‘live’ Home Group sessions using video conferencing in Microsoft Teams. All students are expected to join these Home Group sessions on time.

Students learning at home are able to access the same online Maths, English and Science Core Learning teacher support during timetabled lessons.
# Year 8-10 Timetable

A new timetable reflects changes we have made to the Year 8-10 teaching and learning program.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.45-9.00am</td>
<td>Year Level</td>
<td>Home Group</td>
<td>Year Level</td>
<td>Home Group</td>
<td>Year Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 1</strong></td>
<td>9.05-9.50am</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 8 Maths</td>
<td>Year 9 English</td>
<td>Year 10 Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 minutes - preparation for lesson 1</td>
<td></td>
<td>5 minute break from screens (change of supervising teachers)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 8 English</td>
<td>Year 9 Science</td>
<td>Year 10 Maths</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 8 Science</td>
<td>Year 9 Science</td>
<td>Year 10 Maths</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 8 Maths</td>
<td>Year 9 Science</td>
<td>Year 10 Maths</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.40-11.05am</td>
<td>Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.05-12.15pm</td>
<td>Lesson 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 8 Science</td>
<td>Year 9 Maths</td>
<td>Year 10 English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 minutes - change clothes ready for lesson 4</td>
<td></td>
<td>5 minute break from screens (change of supervising teachers)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 8 English</td>
<td>Year 9 Science</td>
<td>Year 10 Maths</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 8 Science</td>
<td>Year 9 Science</td>
<td>Year 10 Maths</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 8 Maths</td>
<td>Year 9 Science</td>
<td>Year 10 Maths</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.15-1.30pm</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.30-2.20pm</td>
<td>Lesson 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 8/9/10 Capability Builders</td>
<td></td>
<td>5 minute break from screens (change of supervising teachers)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capability Builders</td>
<td>Capability Builders/ Year 10 PLP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capability Builders</td>
<td>Capability Builders/ Year 10 PLP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capability Builders</td>
<td>Capability Builders/ Year 10 PLP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.25-3.10pm</td>
<td>Lesson 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 8/9/10 Capability Builders</td>
<td></td>
<td>5 minute break from screens (change of supervising teachers)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capability Builders</td>
<td>Capability Builders</td>
<td>Capability Builders</td>
<td>Capability Builders</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Capability Builders</td>
<td>Capability Builders</td>
<td>Capability Builders</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Capability Builders</td>
<td>Capability Builders</td>
<td>Capability Builders</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.10-3.15pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pack up ready for dismissal at 3.15pm</td>
</tr>
</tbody>
</table>
Year 11 and 12 SACE Students

SACE Stage 1 (Year 11) and Stage 2 (Year 12) lessons will continue to run using the Semester 1 timetable. SACE teachers will plan and deliver learning using a combination of online and onsite learning.

Stage 2 teachers will determine whether the five timetabled face to face lessons are required each week, keeping in mind it is not compulsory for students to attend school. Individual teacher decisions will be communicated with students via Daymap. Year 12 students present at school are able to work in their subject classrooms for lessons unattended by the teacher or in the Senior Learning Centre.

Stage 1 and 2 Teachers have been encouraged to run ‘live’ lessons using MS Teams where possible. They will advise when a live stream audio or video lesson is scheduled at least 24 hours in advance using the MS Teams application to schedule a meeting, or by using a Daymap note.

If a SACE teacher is required to self-quarantine, or takes leave, another member(s) of staff will be allocated to take responsibility for the face-to-face delivery. All Stage 1 lessons will be supervised, however, reduced face to face lessons for Stage 1 students will occur if the need arises.

Students are advised to look at lesson materials via the chosen digital platform prior to the lesson so they can use online time to ask questions, do collaborative work and connect with other students. Alternatives to video will be provided as some students may not be able to access this amount of data while at home (such as transcripts or audio).

SACE Students learning at school

Every Monday, Wednesday and Friday these students will begin the day at 8.45am in their designated year level classrooms.
Year 11 - Join Year 10s for HG session Monday, Wednesday and Friday
Year 12 - Senior Learning Centre Students sign in using computer in SLC

Every Tuesday and Thursday, students begin the day at 8.45am in their usual Home Group classrooms, with their regular Home Group teachers, where possible, for a ‘live’ Home Group session.

SACE Students learning at home

Students learning at home are expected to attend all scheduled video conferenced lessons including Home Group on Tuesday and Thursday mornings, and complete required learning and assessment tasks. It is important for them to maintain close communication with their teachers.

On Monday, Wednesday and Friday at 8.45-9.00am all students will be required to log into Daymap, click on the daily survey monkey link and complete a question regarding attendance.

Stage 2 Trial Exams (Week 7)

Stage 2 students will be invited to come to school, and sit the trial exams in the Theatre as is usually the case. We are yet to determine how we will manage students who are not able to attend in the Theatre. Trial exams for subjects the SACE Board has scheduled to be taken on-line will be run online in a location to be determined.

Stage 1 trial exams will not be formally scheduled. Individual subject Teachers will advise of specific arrangements for their subject.
**SACE Board information**
The SACE website has a COVID-19 readiness portal with up-to-date information about how the SACE Board is supporting students, schools and teachers during the COVID-19 pandemic.

**ASSESSMENT**

**Formative Assessment - Check and Act**

Formative assessment refers to a wide variety of methods that teachers use to evaluate the impact of their teaching on student learning and, if necessary, to make adjustments. Students will be guided to submit formative assessment tasks via the Assessment tab in MS Teams.

**Summative Assessment - Assessment of Learning**

Traditionally, summative assessments are delivered at the end of a topic/unit and are used to determine what a student now knows, understands and can do. Students will be expected to submit their summative tasks to Daymap. When submitting summative tasks, students are reminded to name the document using their first and last name and the title of the task i.e. ‘John Fisher – Narrative’

In SACE subjects, student progress is assessed against evidence submitted by students for each assessment type against the SACE performance standards.

To help students to be successful with formative and summative tasks they must:
- use Daymap to monitor, organise and plan for formative and summative assessment tasks, including homework expectations, and due dates. Parents/caregivers can help by keeping a calendar of important dates somewhere visible
- actively participate in, complete and submit on time formative and summative tasks
- act on feedback from their teacher to improve their knowledge, understanding and approaches to learning
- seek further support from teachers as required but well before stated due dates.

Parents/ Caregivers can be supportive by encouraging their child to review the assessment criteria, understand what is required of them in tasks and have a go at everything the task involves.

**Supervised Assessment Tasks**

Refer to Appendix #6 for a Year 8-10 parent supervision declaration should students be required to complete supervised assessment tasks at home.

A number of SACE subjects summative assessment tasks will be expected to be completed under supervised conditions. A SACE Board approved Student Declaration Form (Appendix #7) has been created for SACE students who are supervised by parents/caregivers while working at home. This form needs to be completed and submitted with any supervised tasks. Teachers will provide information about what needs to be done for this type of assessment when necessary.
Parent/Caregiver Monitoring and Support

It is preferable for parents/caregivers to monitor/support their child’s learning. This can be done in a number of ways including accessing the Daymap Parent Portal. Parents/caregivers who experience difficulties logging in are able to contact the school for support.

Parents/caregivers are able to provide support by:

- reviewing learning materials on Daymap by sitting with the student and going through the Daymap Student view.
- monitoring Daymap and supporting the student to engage with and manage tasks through appropriate scheduling of time to complete work
- encouraging the student to ask teachers for feedback to improve understanding
- notifying teacher(s) as soon as possible of any unique situation that may affect the submission/completion of tasks
- sitting with the student to review work prior to submission, ask questions and provide feedback, where appropriate, as part of the drafting process.

Refer to Appendix #8 for other helpful hints.
Learning Engagement & Attendance

Attendance

All students working from home will have attendance marked in Daymap in advance

- H – Home Study
- it is an expectation that parents/caregivers contact the school if they have nominated their child to be learning at home and they are not able do their online learning due to illness
- contact Loxton High School Front Office on (08) 85 847339
- If a student does not engage in the ‘live’ stream lessons with Home Group or SACE teachers attendance will be changed to ‘Unexplained’.

All students working at school under supervision have attendance marked in Daymap by lesson

- it is an expectation that parents/caregivers contact the school if they have nominated their child to be learning at school and they are going to be absent for any reason
- parents/caregivers will be contacted immediately for students who are marked as present for the day but do not attend supervision sessions

Engagement expectations

Students are expected to:

- access Daymap for lesson instructions and then access MS Teams or Google Classroom for their lesson materials at the scheduled times
- submit assigned tasks by the due dates
- participate in live stream Home Group lessons on Tuesday and Thursday mornings. Rolls will be marked in Daymap for these Home Group lessons.
- Year 11 and 12 students are expected to participate in live stream lessons scheduled by their teachers.
- adhere to the Learning at Home Checklist (Appendix #9) or the Learning Onsite Checklist (Appendix #10)

Engagement follow Up and Concerns

- Parents/Caregivers are asked to monitor the progress of their child/children.
- Follow up for concerns about student progress in a subject will initially be undertaken by the subject teacher/ teacher team via email to the Home Group teacher or directly to the parent/ caregiver.
- Home Group teachers will:
  o Track student engagement in learning across their subjects
  o Make contact home for students persistently not engaging in learning activities across their subjects
- In the event of an ongoing engagement concern, follow up will be undertaken by the Year Level Director or Wellbeing Leader via phone or email.
- Ongoing non-attendance or engagement in online or on-site learning without parent/caregiver making contact with school will raise a welfare concern requiring a mandatory notification.
- Should parents/caregivers wish to seek further clarification on tasks/activities listed in Daymap, MS Teams or Google Classroom, the first point of contact is the Home Group teacher. The Home Group teacher will discuss the concern with the appropriate teacher team and organise a return phone call.

Home Group teachers can be contacted by calling the Front Office and asking for a return phone call. The Home Group teacher will return the call at their earliest convenience.
Culture of Respect, Trust and Commitment

The ‘Culture of Respect, Trust and Commitment’ at Loxton High School applies for all online flexible learning experiences.

For real time ‘live’ learning experiences students are expected to:
• Come prepared for sessions – including having read, watched or listened to relevant resources
• Join lessons on time using the appropriate technologies
• Connect with teachers and peers in a respectful and productive manner
• Follow any protocols to support participation as outlined by the teacher during the session
• Actively participate in collaborative aspects, such as group discussions
• Be in a designated study space for all live lessons
• Dress appropriately for all live/online lessons
• Students who are present at school are expected to come in full school uniform
• Not record nor photograph any part of a live/online lesson
• Take a short break away from screens between lessons

For non-live learning experiences, students are expected to:
• Respond in a timely and appropriate manner to all online discussion threads, questions and tasks, as requested by your teacher/teacher team.
• Maintain peer collaboration and support by responding productively and supportively to posts made by other students.
• Always use appropriate language when posting online.
• Avoid engaging in any inappropriate behaviours such as spamming discussion threads or posting inappropriate content/images and report any such abuse to the teacher.

Students behaving inappropriately online will be removed from the session and/or forums. Parents/caregivers will be contacted as part of the normal school follow up process regarding student behaviour.

Students learning online at school are expected to follow our usual high standard of expectations:
• Arrive on time and sign in with the appropriate supervising member of staff. Please note that regular face-to-face teaching sessions will not be operating. This means that students will not have direct support/access to subject teachers. This will only occur through the online Flexible Learning program made available to all students.
• Wear full school uniform, including black shoes.
• Engage with online learning programs using the previously stated protocols and procedures.
• Bring any necessary learning materials to school each day and take them home each afternoon.
• Notify a member of staff immediately if you begin to feel unwell.
• Observe and enact all specified personal hygiene and social distancing measures in and around the school, wherever possible.
Wellbeing for Learning - Live Home Group sessions

‘Live’ Home Group lessons are one way that teachers will keep contact with students and monitor their wellbeing.

On Tuesday and Thursday mornings from 8.45am - 9.00am, Home Group teachers will run ‘live’ Home Group sessions using video conferencing in Microsoft Teams.

All students are expected to join these Home Group sessions on time, whether online at home or arriving at their Home Group classroom.

These sessions will provide an opportunity for Home Group teachers to check-in with their students, provide interaction between students and provide any urgent information. Home Group teachers will contact students who do not attend the lesson, whether at school or at home.

On Monday, Wednesday and Friday all students will be required to log into Daymap, click on the daily survey monkey link and complete a question regarding attendance. This will support the school in monitoring student attendance from the beginning of each day.

Canteen

Unless circumstances change we expect the canteen will continue to operate throughout Term 2. We will inform students, parents/caregivers should this need to change.

Monitoring wellbeing

All staff will record wellbeing, other concerns and follow up action using our usual processes.

Wellbeing Leaders will continue to provide support whether students are learning at school or learning at home.

• All students have been added to a Microsoft Teams page called ‘Loxton High School Wellbeing’. This page provides weekly tips and activities, general Wellbeing information and resources to aid practicing Wellbeing strategies.
• Packages of this material will also be available for students' parents to collect from the front office, or they can be posted out on request.

The Wellbeing support provided to students through school hours will continue with some adjustments in place.

• If students and Wellbeing Leaders are on site, students can use the normal processes and book an appointment through the Front Office. Students learning at home will be contacted by a Wellbeing leader using the phone number provided to the school.
• Students have an option to contact the Wellbeing leaders through Daymap. An appointment time can be made and the Wellbeing Leader will be in contact.
• Alternatively, students can request a video conference using the processes above. A Wellbeing Leader will make the video call.
Support for Vulnerable Learners

Verified students and students with additional needs may require extra support with online learning. Learner Support and TLC Teams have been set up in MS Teams, and identified students have been added. SSOs will be setting up small group chats, one on one support and forum posts to help students with their learning. SSOs will be timetabled into the onsite learning space, to provide appropriate support to students who are at school. SSOs will also be timetabled to support students who are learning at home, using MS Teams.

Protective Practices

To ensure online safety of students and staff, students need to:

- continue to abide by the school values of Respect, Trust, Optimism, Commitment and Support
- ensure all digital contact relates to teaching and learning or wellbeing
- engage respectfully in group discussions
- be located in a designated study space for all live/online lessons (not in bedrooms)
- protect privacy by ensuring the background of video conferencing sessions are appropriate
- do not disclose any personal materials that should not be shared with others.
- switch to mute if not speaking (students can also switch off video image)
- ensure the only participants in live/online lessons are students enrolled in the specific class
- not record nor photograph any part of a live/online lesson
- use the online function to blur the background.
- not share personal internet locations, correspondence of a personal nature via social media, internet postings, or use of private online chat rooms
- protect privacy by not posting personal details or those belonging to others in an online forum
- let the teacher or a member of staff know if you are the recipient of unsuitable material or experience any kind of online bullying or negative behaviour. Provide a screenshot if possible
- take a break, away from screens, between lessons and for the entirety of any scheduled break times

Students behaving inappropriately online will be removed from the live/online lessons and parents contacted as required.

Safety Online

While learning at home, students will be spending increased time online so it is important they use the protective behaviours detailed earlier in this guide. Additional information for students and parents about safety online during the COVID-19 pandemic has been posted on the Australian Government eSafety Commissioner website. Topics for students at https://www.esafety.gov.au/young-people include information about responding to cyberbullying, online gaming and pressure from social media. Topics for parents at https://www.esafety.gov.au/parents include a COVID-19 online safety kit and information about online grooming, sexting and pressure to send nudes. The School TV parent resource at https://aphsa.schooltv.me/ provides further information about the wellbeing impacts on young people of, for example, Internet Addiction, Online Pornography and Social Media and Digital Reputation.

Setting Up a Healthy Study Environment

When working from home it is important to set up a workspace to support health and wellbeing. Refer to Appendix #11 for advice about safe workspaces that take ergonomic considerations into account.
PARENT/ CAREGIVER CONCERNS - WHO TO CONTACT

Initial Concerns

Parent/Caregivers and students please contact:
• SACE Subject teacher
• Core Learning Teacher Team via MS Teams - learning
• Home Group teacher - engagement and wellbeing

Ongoing Concerns

Parents/Caregivers and students please contact:
Year Level Directors - learning and engagement concerns
• Year 8 – Tony Clough
• Year 9 – Tony Cough
• Year 10 – Tara Deren
• Year 11 – Leanne Priest
• Year 12 – Tara Deren or Leanne Priest

Learning Area Leaders - subject specific concerns
• English, HASS, Languages, Literacy Coordinator - Jo Bullock
• Maths & Numeracy Coordinator - Sheree Amold
• HPE Coordinator – Skye Beauchamp
• The Arts – Hayley Ramsay
• Technology and Home Ec – Russ Voumard
• Science Coordinator - Shannon Tootell
• Business Enterprise and Ag Coordinator – Tony Clough
• PLP and Research Project – Tara Deren
• SACE and Digital Technology – Leanne Priest
• VET Manager – Nadene Gillett

Wellbeing and Learner Support
• Wellbeing Coordinator - Grant Fisher
• Wellbeing Teacher – Skye Beauchamp
• Learner Support Coordinator – Hayley Ramsay
• Learner Support Teacher – Nadene Gillett
• ASETO Aboriginal Secondary Education Transition Officer- Vikki Taylor
• Aboriginal Education Teacher - Ben Grieger

Unresolved Concerns

In the event that concerns cannot be resolved, please contact:
• Principal – David Garrett
• Deputy Principal - Tara Deren
• Director of School Systems & Operations – Leanne Priest
• Director of Middle School, Wellbeing and STEM – Tony Cough
## Appendix #1: SACE TEACHERS - Digital Platform for Students

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Subject</th>
<th>Daymap</th>
<th>MS Teams</th>
<th>Google Classroom</th>
<th>MS Teams (ONLY Video Conferencing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andriske Julia</td>
<td>12 Biology</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andriske Julia</td>
<td>11 Biology</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arnold Sheree</td>
<td>11 Maths Methods</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullock Jo</td>
<td>11 &amp; 12 Geography</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burgemeister Cheryl</td>
<td>12 Creative Arts</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Burgemeister Cheryl</td>
<td>11 &amp; 12 Music</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Dahlitz Jackie</td>
<td>12 Sports Studies</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dahlitz Jackie</td>
<td>11 Outdoor Education</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fogden Justine</td>
<td>12 Agriculture</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fogden Justine</td>
<td>11 Agriculture</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frost Meegan</td>
<td>12 English Lit</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frost Meegan</td>
<td>11 English A</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frost Meegan</td>
<td>11 English C</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gill Penny</td>
<td>12 Art/Design</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Gill Penny</td>
<td>11 Art/Design</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Gill Penny</td>
<td>11 Research Project</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Gillett Nadene</td>
<td>11 Research Project</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Gillett Nadene</td>
<td>11 Independent Living</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Griejer Ben</td>
<td>11 English</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kruger Nadia</td>
<td>12 Physical Education</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lane Justin</td>
<td>12 Methods</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>McAllister Janine</td>
<td>12 Child Studies</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newman Tori</td>
<td>12 Food &amp; Hospitality</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newman Tori</td>
<td>11 Food &amp; Hospitality</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pallas Gabriel</td>
<td>11 &amp; 12 Maths Specialist</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pallas Gabriel</td>
<td>11 Maths Methods</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pankhurst Kate</td>
<td>12 English</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pilgrim Thomas</td>
<td>11 CADD</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Pritchard Sarah</td>
<td>12 History</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Ramsay Hayley</td>
<td>12 English</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ramsay Hayley</td>
<td>11 English</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rogers Leon</td>
<td>12 Welding &amp; Fabrication</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rogers Leon</td>
<td>11 Welding &amp; Fabrication</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tootell Shannon</td>
<td>12 Physics</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tootell Shannon</td>
<td>11 Physics</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Townsend Tracy</td>
<td>11 General/Essential Maths</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uren Leah</td>
<td>12 Essential Maths</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uren Leah</td>
<td>11 General/Essential Maths</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wagner Denise</td>
<td>11 Research Project</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voumard Russell II</td>
<td>12 Furniture Construction</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voumard Russell II</td>
<td>11 Furniture Construction</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yandell Trish</td>
<td>12 Business Innovation</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Yandell Trish</td>
<td>11 Business Innovation</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Zdanowicz Michael</td>
<td>12 Chemistry</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LearnLink Office 365 - How to install

1. Open a web browser and visit: http://www.office.com

2. Click “Sign In” (top right corner)

3. Enter your full LearnLink email address to login to the Office 365 portal. (e.g. John.Smith123@schools.sa.edu.au)

4. If you have not already been authenticated, you will be redirected to the LearnLink Login Page.

5. Enter your LearnLink user account credentials and click “Log On”

6. Once authenticated, you will be logged into the Office 365 Portal

7. Click “Install Office”

8. Follow the on screen prompts

9. Please wait while office installs.

10. Office apps are now installed and ready to use.

To manage your Windows or Mac installs: Ensure you are signed in to office online, click the settings cog (top right), click Office 365 (under “Your App Settings”), then click “Install Status” (on left hand side).

For further information, help and training visit: http://support.office.com
Appendix #3  Teams Instructions

Teams can be located through Learnlink

Login to Learnlink, click on email

![LearnLink](image)

Click on 9 dots

![Outlook](image)

Select Teams

![Teams selection](image)

Apps

- Outlook
- Word
- PowerPoint
- Teams
- Sway
- Whiteboard
- OneDrive
- Excel
- OneNote
- Class Notebook
- Forms

Voila...
Once you have opened the app you may be prompted for a login, click on Continue.

Enter your Learnlink Email address and click next.

Click on Work or School account. This is important otherwise your password will not work.

It will direct you to the Learnlink login page. Login using your Learnlink email and password.

And you are done.

See help videos and Quick start guide for further details.
Microsoft Teams

Quick Start Guide

New to Microsoft Teams? Use this guide to learn the basics.

- **Every team has channels**
  - Click one to see the files and conversations about that topic, department, or project.

- **Start a new chat**
  - Launch a one-on-one or small group conversation.

- **Add tabs**
  - Highlight apps, services, and files at the top of a channel.

- **Use the command box**
  - Search for specific items or people, take quick actions, and launch apps.

- **Manage profile settings**
  - Change app settings, change your pic, or download the mobile app.

- **Move around Teams**
  - Use these buttons to switch between Activity Feed, Chat, your Teams, Calendar & Files.

- **View and organize teams**
  - Click to see your teams. In the teams list, drag a team name to reorder it.

- **Find personal apps**
  - Click to find and manage your personal apps.

- **Add apps**
  - Launch Apps to browse or search apps you can add to Teams.

- **Join or create a team**
  - Find the team you’re looking for, join with a code, or make one of your own.

- **Compose a message**
  - Type and format it here. Add a file, emoji, GIF, or sticker to liven it up!

- **Reply**
  - Your message is attached to a specific conversation.

- **Manage your team**
  - Add or remove members, create a new channel, or get a link to the team.

- **Add files**
  - Let people view a file or work on it together.

- **Add apps**
  - Launch Apps to browse or search apps you can add to Teams.
Appendix #5  Digital Platforms

Digital Platforms
The following digital platforms will support the teaching and learning process:
- Daymap - for learner management and assessment of core subjects (Maths, Science, English)
- Microsoft Teams - for collaboration and resource sharing and assessment of Capability Builders
- Microsoft Teams - for live face to face teaching and learning

Access Issues

Learnlink Login - To reset password:
Option 1 - reset your own, enter username(email address) and click on student and follow prompts

Option 2 - if unsuccessful phone the school

Daymap
- For login issues with Daymap please phone the school.
- Subject issues/concerns please contact the relevant teacher.

Technology and Infrastructure
All students will have access to a laptop or desktop device with speakers (a microphone is desirable but not essential). Students who do not have access to this technology at home will need to negotiate a long-term loan of a school device.

Internet access In the event that internet access is not available, a solution will be negotiated with individuals.
# Appendix #6: Year 8-10 Supervised Assessment Declaration

## Year 8-10 Supervised Assessment Declaration

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Assessment Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assessment Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Declaration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Caregiver supervision available for the duration of the assessment</td>
<td>YES</td>
</tr>
<tr>
<td>Assessment completed within allocated time limit</td>
<td>YES</td>
</tr>
</tbody>
</table>

### Student Declaration:

_I hereby declare that I have completed this assessment under the required conditions._

Signed: ________________________________

Date: ____________________

### Parent/Caregiver/Supervisor Declaration:

_I hereby agree that the assessment task was completed under supervision under the required conditions._

Supervisor Name: ____________________________

Relationship to Student: ___________________

Supervisor Signature: _______________________

Date: ____________________________
Assessment Declaration for Students & Supervisors

All work that students submit for school assessment and external assessment must be their own, produced without undue assistance from other people or sources.

Subject __________________________ School: Loxton High School

Name of student ___________________________ Registration ____________

Name of teacher ___________________________ Assessment task __________________________

<table>
<thead>
<tr>
<th>Assessment Requirements</th>
<th>Declaration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Caregiver supervision for the duration of the assessment</td>
<td>YES  NO</td>
</tr>
<tr>
<td>Assessment completed within the allocated time</td>
<td>YES  NO</td>
</tr>
</tbody>
</table>

Rules for undertaking SACE assessments at Stage 1 and Stage 2

The following rules apply to school assessments that are indirectly supervised:

- submit work that is your own
- send your work directly to your teacher (or follow a procedure outlined by your teacher) by the due date. (Extensions may be negotiated with your teacher, but must be consistent with your school’s policy on deadlines, SACE Board due dates, and/or special provisions)
- show your teacher evidence of your planning and development so your teacher can verify that it is your own work
- appropriately acknowledge any part of a work that is not your own. (See Research advice on the SACE website for information on referencing and advice on how to avoid plagiarism)
- not falsify or misrepresent authorship, evidence, data, findings, or conclusions
- not allow any other student to copy your work
- not allow any other student to use your work (unless the task requires you to do this)
- not use or submit the work of any other student (unless a task requires this)
- not use or submit the work of others (e.g. tutors, family, or friends)
- not submit work that has been completed with other students that is the same or substantially the same as the other students’ work
- not submit the same piece of work for assessment in more than one subject
- not distribute or publish online any written work that is submitted for assessment in the year of your enrolment
- not behave inappropriately, or disregard school and SACE Board rules.

Supervision and verification of student assessment work

The rules for undertaking SACE assessments enable the SACE Board to confirm that the work presented by you is your own work, and that you have appropriately acknowledged any part of a work that is not your own.

Student’s declaration

I have read and understood the following rules for undertaking SACE assessments at Stage 1 and Stage 2. I declare that I the attached assessment task complies with the Assessment Requirements, Rules for undertaking SACE assessments at Stage 1 and Stage 2, and the Supervision and verification of student work.

For Students under 18: Supervising Adult/Parent/Guardian’s Declaration

I have supervised the student’s work and verify the work was completed under the terms of assessment as set out by the subject teacher. I verify all of the work is that of the nominated student as stated above.

Signature of student ___________________________ Date ____________

Signature of Supervisor ___________________________ Date ____________
Appendix #8  Parent/ Caregiver Monitoring and Support

Parents/caregivers are able to:

• encourage and support their child’s learning by providing a suitable environment at home for live/online lessons
• guide student behaviour in as much as is practical in the situation
• be present in the room, but not participate in live/online lessons
• directly contact the class teacher via the designated communication platform for parents should there be any concerns/queries regarding the live or online lessons
• understand and aid in enforcing the student protocols

Ultimately, students are responsible for monitoring their own engagement with learning experiences, assessments and their peers. Parents/Caregivers can provide guidance and support in all of these matters by being involved in the learning experiences as much as possible, and letting their children know that they think education is important and that school work needs to be done each day.

The expectation that students rapidly learn to self-regulate is a considerable one, especially without the direct support and guidance of teachers. Parents/Caregivers can support this by re-framing questions that children come up when they find tasks difficult or get stuck.

<table>
<thead>
<tr>
<th>Instead of asking…</th>
<th>Try asking…</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the problem?</td>
<td>What’s different about this problem from others that you’ve been able to do successfully? What do you think is making it hard for you to engage in this problem right now?</td>
</tr>
<tr>
<td>What are you going to do?</td>
<td>What strategies have you tried in the past that helped you in similar problems?</td>
</tr>
<tr>
<td>What’s next?</td>
<td>How do you think those other strategies might work with this problem? Do you need to modify the strategy before it would work with this problem?</td>
</tr>
</tbody>
</table>

Other ways that parents/caregivers can help is to encourage students to:

• set learning goals for the day that are challenging, but keep them realistic
• ask questions that make students stop and think about what and why they are doing something... not just how to do it
• prepare themselves for learning by having completed all prior work (watched the video, done a reading, practiced some problems), so that when they engage with the teacher they can ask specific and purposeful questions to enhance their understanding of key concepts
• actively seek out feedback from the teacher, peers or yourself throughout the learning process, not just when something is finished
• monitor their progress by encouraging students to self-mark/grade and award themselves an honest result, for both the evidence of learning and how productive they have been during their working time.

Along with these suggested support strategies parents/caregivers are asked to:

• monitor Daymap and support their child to engage with and manage tasks through appropriate scheduling of time for completion
• encourage their child to ask teachers for feedback to improve their understanding
• notify teacher(s) as soon as possible of any unique situation that may affect the submission/completion of tasks
• sit with their child to review work prior to submission, ask questions and provide feedback, where appropriate, as part of the drafting process.
Appendix #9 Learning at Home Checklist

Your Routine
- Wake up at the time you would if you were attending school (preferably by 8.00am)
- Complete some form of exercise
- Enjoy a full and healthy breakfast
- Check your Daymap lesson instructions and messages, MS Team posts, school emails and any other platforms that you are instructed to work from
- On Monday, Wednesday and Friday ensure you log into Daymap at 8.45am, click on the daily Survey Monkey link and complete the question regarding attendance.
- On Tuesday and Thursday at 8.45am connect to your Home Group MS Team and join the Home Group live video conference.

Your Learning Space
- Your learning space should be tidy, comfortable and as quiet as possible
- Always be respectful of any shared spaces in your house
- Use a suitable chair and adjust for your height
- Ensure electrical leads are in good condition

Your Clothing
- Dress appropriately for social and teacher interaction

Your Equipment
- Ensure your device is ready and logged in
- Test all applications and platforms required to ensure they are working
- Have a pen and paper ready
- Use headphones if necessary
- If you have a mobile phone, turn it on silent and move it away from your workspace to avoid distraction
- Remove any other distractions

Your Behaviour
- Be polite, appropriate and respectful in any language you use online, and as you would in person
- Year 11 and 12 students, use Daymap messages when contacting school staff, write it with an appropriate greeting and with correct language, grammar and spelling
- Year 8 - 10 students, use the relevant MS Team communication thread to ask subject related questions and write it with correct language, grammar and spelling
- All school behaviour expectations apply during online lessons/interactions

Your Organisation
- Manage your time efficiently
- Use your time for learning
- As required, complete any set work and submit using the correct methods
- Spend time revising any items you don’t understand and be sure to ask questions (by MS Teams communication post, face to face online, email or Daymap message)
- Check your Daymap messages regularly throughout the day

Your Wellbeing
- Look for opportunities to be healthy and drink at least two litres of water every day
- Take a dedicated lunch break and maintain good nutrition
- Have a 5-minute break away from your screen between lessons
- Make an appointment with a Wellbeing leader/teacher through the Front Office or Wellbeing MS Team if needed.
Appendix #10 Learning Onsite Checklist

Your Routine
- Wake up at the time required to get to school by the start of the school day
- Complete some form of exercise
- Enjoy a full and healthy breakfast

Your Learning Space
- On arrival at school on Monday, Wednesday and Friday report to your designated year level classroom, log into Daymap at 8.45am, click on the daily Survey Monkey link and complete the question regarding attendance.
- On Tuesday and Thursday report to your Home Group classroom
- Ensure the supervising teacher has marked you ‘present’ on the class roll.
- If you need to depart early, show your parent/ caregiver note to the teacher and sign out at the Front Office as per usual requirements

Your Clothing
- Dress in full school uniform

Your Equipment
- If you have your own device, ensure it is charged and ready for use
- If borrowing a laptop for the day, collect one from the laptop trolley as directed by the teacher
- Test all applications and platforms required to ensure they are working
- Have a pen and paper ready
- Use headphones if necessary
- Check your Daymap lesson instructions and messages, MS Team posts, school emails and any other platforms that you are instructed to work from

Your Behaviour
- Be polite, appropriate and respectful in any language you use online and in person
- Year 11 and 12 students, use Daymap messages to contact school staff if unable to see them in lesson, write it with an appropriate greeting and with correct language, grammar and spelling
- Year 8 - 10 students, use the relevant MS Team communication thread to ask subject related questions and write it with correct language, grammar and spelling
- Remain in designated areas during break times
- All school behaviour expectations apply

Your Organisation
- Manage your time efficiently
- Use your time for learning
- As required, complete any set work and submit using the correct methods
- Spend time revising any items you don’t understand and be sure to ask questions (by MS Teams communication post, face to face online, email or Daymap message)
- Check your Daymap messages regularly throughout the day

Your Wellbeing
- Look for opportunities to be healthy and maintain good nutrition
- Drink at least two litres of water every day
- Maintain good hand hygiene and adhere to social distancing measures
- Have a 5-minute break away from your screen between lessons
- Make an appointment with a Wellbeing leader/ teacher through the Front Office or Wellbeing MS Team if needed.
Workspace

When working from home it is important to set up a workspace to support your health and wellbeing. Create a dedicated workspace, and, if possible, keep it separate from your living/relaxation spaces (for example, your lounge room or bedroom).

Typically, portable devices are not comfortable to use for extended periods, so take responsibility for ensuring your home office is ergonomically appropriate and free from hazards.

- Ensure your workspace is set-up using ergonomic principles (see the graphic below).
- Use a suitable chair and adjust for your height.
- You may want to consider a sit-stand desk.
- Ensure electrical leads are in good condition (not frayed).
- Locate your workspace so it receives natural light.
- Remove distractions from your workspace.
- Use the speaker option on your phone instead of cradling it between your neck and shoulder.
- Ensure you take a 5-minute break every 30 minutes and move away from your workstation to give your eyes and neck/shoulders a rest.
- Take a dedicated lunch break and maintain good nutrition.
- Establish a consistent routine by trying to maintain your normal work hours.
- Maintain good hand hygiene.

Your Body at Work: Make Yourself Comfortable

Everyone’s ergonomic needs are different. If you experience any problems you should report these to your supervisor.