



To Seek A Worthy Goal

CLARE HIGH SCHOOL

LEARNING AT HOME & LEARNING ONSITE GUIDELINES

A Guide for Parents & Students

RESPECT • INCLUSION • GROWTH

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RATIONALE

Rationale

Purpose

The purpose of this document is to outline the procedures for continued delivery of education programs at Clare High School, in the event of prolonged school closure, and/or need for online delivery. The aim is to:

- articulate clear processes and expectations for managing teaching, learning and wellbeing
- ensure continuity of learning for all students
- ensure integrity and fairness in assessment

Definition

In the event of prolonged closure or the need for online delivery of teaching and learning, Clare High School teachers will utilise online platforms (Daymap & Teams) to allow real-time, authentic and rich learning for all students. Students and teachers will connect, collaborate and learn in online classes. All students will have the same opportunities to excel.



TECHNOLOGY

Direction for Digital / Distance Learning

1. CHS identifies Daymap as our main Learner Management System.

- Daymap includes learning resources as well as many other things. Daymap is created as a platform that supports a face-to-face teaching environment. There is no 'live' interactivity. We have considered other options (see # 3 below) slightly beyond this when establishing plans and programs for any distance learning. It is still our primary LMS. It is where all course outlines, lesson notes and plans, assessment, student notes, bulletin, reports and feedback are to be placed.
- Student notes and/or records are created for anecdotal, wellbeing, behaviour, parent contact etc... during any periods of distance learning.

2. Separate to Daymap, our students access all other things through their LearnLink account.

- LearnLink accounts are provided to students by the Department.
- Our direction to families is that students must familiarise themselves with access to Daymap and Learnlink at home, and **parents should also be connected to Daymap** (contact IT support as required or see instructions on the website).
- Anything that must be emailed to a student is done so through their LearnLink address. Students are encouraged to check emails regularly. The majority of messages will be through Daymap first of all as well as Teams.

3. To avoid overloading and confusing students with too many applications.

- Beyond Daymap, our students may access learning content through MS Teams or OneNote. Consideration given to running OneNote through Teams or as its own application.
- If teachers are not comfortable or familiar with doing anything other than using Daymap, then there will be no requirement for them to do so. Teachers' wellbeing is not to be compromised because of the stress of creating additional resources, or working in a forum in which they are not familiar. Moving forward, we will continue to provide support and training to improve teacher capacity in these forums.
- Teachers are welcome to create other resources, such as making a video file/screen recording of some work to complete, but that file will be presented to the student through Daymap, Teams or OneNote only. This does not limit the resources that teachers use, but it will prevent students being overwhelmed and lost in moving from learning in one subject to the next.

4. Resetting a student Learnlink password (All staff to familiarise).

- It is staff and student LearnLink accounts that are used to login and use Office 365 and, in turn, Teams and OneNote. Students must take steps to keep their accounts active, by updating their password when required.
- Staff can reset a student's password by accessing their own EDi account.

TECHNOLOGY

5. Video Conferencing / Meeting is to be used in some capacity.

- To be used by the teacher given they are comfortable with this environment.
- All staff will be directed to use the same conferencing platform – All video conferencing to be via Teams Meeting. Teams Meetings can be created within Daymap and students will be able to open the meeting directly from their Daymap Class Page.
- Protective Practices must be considered at all times.
 - i. Consider this to exclude options such as 1 – 1 video meeting, for example.

TECHNOLOGY

PROTOCOLS TO SUPPORT 'LEARNING AT HOME' – VIDEO CONFERENCING FOR SACE/ALL STUDENTS

As we transition to 'Learning At Home', it is likely that video conferencing will be used to *complement* other online learning, resources and supports – primarily via *Day Map*. Its use will vary – depending on the subject and teacher.

Teachers will:

- Consider carefully why they are having the video conference and use it well.
- Ensure that students have necessary resources prior to the session.
- Use the sessions to ensure students understand the content, do some collaborative discussion and making sure before the session ends that the students know what the next steps are.
- Schedule video conferences within normal school hours, timetabled lesson time
- Choose the most appropriate software for their needs and register with their school email address
- Protect their privacy by ensuring a professional background
- Be professionally dressed
- Will not deliver one-to-one video conferences. The minimum group size for a session would need to be three.
- Exercise vigilance and ensure that only students who are part of the class are involved in lessons
- Record the lesson and then publish to the group/class at the teacher's discretion – but without images of class members.
- Remove students from the video conference who are behaving inappropriately
- Make provision for leaders to be able to access/monitor online materials and video conferences.

Students learning at home or learning onsite will:

- Recognise that normal school expectations apply - See CHS Responsible Behaviour Code
- Ensure that the only participants in video conferences, beyond staff, are students enrolled in the class
- Come prepared for sessions – including having read, watched or listened to relevant resources.
- Be wearing school polo top or HPE top (students onsite must be in full Clare High School uniform).
- Join the video conference from a common space (i.e. not bedroom)
- Protect their privacy by being mindful of the background
- Not record nor photograph any part of the conference
- Engage respectfully in discussions
- Supply own earphones compatible to their device.

Parents will:

- Encourage and support their child's learning including providing a suitable environment at home for a video conference when required
- Not participate in video conferences. If their child requires additional support, they will contact the teacher outside of video conferences.



TEACHING & LEARNING

Delivery of Teaching & Learning

Timetable

Lessons will run according to student & staff Daymap timetables: (see Page 9 Class Example of Timetable)

Lesson Delivery

Daymap / Microsoft Teams:

- **At least two 'teacher contact' lessons per week with the whole class**
- The remaining lessons the teacher will be available for student interaction
- Some formative activities may be delivered using features of Microsoft teams ie Notebooks, One Note, Zoom (use of USB for videos if required).

***NOTE: Any students who have no internet service or unreliable internet service at home will be supplied with hard copy school work packs. Parents to please contact the school to arrange pick-up or posting.**

Lesson Materials & Instructions

The following supplementary learning materials are available via Daymap or hardcopy* (pick-up or post from Clare High School):

- Course Outlines
- Lesson notes
- Resources and learning equipment
- Homework notes
- Summative assessment including timelines/due dates
- Task sheets and assessment criteria
- Feedback on all summative assessment tasks
- Publish results/grades/ feedback to students

Students will be required to submit the following via Daymap or hardcopy* (drop off or post to Clare High School):

- Formative tasks
- Summative tasks

KEY COMPONENTS FOR PARENTS & STUDENTS WHEN PUTTING TOGETHER YOUR LEARNING AT HOME SCHEDULE
ACADEMIC STUDY SESSIONS (3 x 1-hour blocks as a guide only) Complete Daymap work or participate in a Teacher Contact Lesson
WELLBEING HOUR (1 Hour) Could include Art, Music, Mindfulness, Baking, Drawing, Making or Wellbeing Activity from Daymap
CHORE & HELP TIME (30 Minutes) Pitch in around home to help out your family and work as a team
GET ACTIVE HOUR (1 Hour) Physical Activity of your choice. Could include Walking, Running, Circuit, Bike Ride, Yoga, Dance, Sport, Horse Riding, Motor Bike Riding, Pilates, Cross Fit or Online Workout
SOCIAL CONNECTION TIME WITH FRIENDS (30 Minutes) Connect with the outside world. This could be via Zoom, Phone, e-mail or a social media platform
Ensure you are looking after yourself with enough sleep, adequate hydration and good nutrition

TEACHING & LEARNING

Learning Support for Students

Students currently receiving learning support from SSOs (School Support Officers) or Teachers will continue to access this support:

- SSOs will schedule small group weekly 'live' catch-ups in English, Maths and a range of other subjects.
- Teacher led Intervention and Social skills groups will be maintained with scheduled catch-up lessons through Daymap.
- Students identified for Intervention programs (e.g. Quicksmart) will also access regular sessions through Daymap.
- Mentoring for current students will continue with the possibility of further expansion.

Students in Special Options (P76 and P75)

- Teaching staff will make phone contact with families once a week.
- Educators will set up Daymap with daily activities focusing on Literacy, Numeracy and Humanities. There will be hard copies of student work available as required. **It is important to "Do what you can"**.
- Educators will develop individual learning packs to support student learning in case of Technology difficulties. (approximately 2 weeks work available)
- Teams Meetings will be scheduled on Monday and Thursday mornings at 10am. It is important for students to join at least one of these meetings each week. It is important that parents support their child in checking Daymap for updates and to access meeting links.
- Group Sessions to support students in their specific learning areas will be available. (e.g. Research Project, PLP)
- Student work can be dropped off or posted to the school, or scan or take a photo of the work and upload onto Daymap.
- For any emerging concerns please contact Rebekah Holland, Annette O'Connell via Daymap or Email.

LEARNING AT HOME SCHEDULE – CLASS EXAMPLE ONLY

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ROLL CLASS 8:50-9:00	RC Ms Hooper	RC Ms Hooper	RC Contact Ms Hooper	RC Ms Hooper	RC Ms Hooper
LESSON 1 9:00-9:52	DRAMA Parslow	SCIENCE Stringer	HUMANITIES McDonald	MATHS Lodge	AG Squires
LESSON 2 9:52-10:45	DRAMA Parslow	SCIENCE Stringer	HUMANITIES McDonald	MATHS Lodge	AG Squires
RECESS	RECESS	RECESS	RECESS	RECESS	RECESS
LESSON 3 11:07-12:00	HPE Rimmer	ENGLISH Cashel	ENGLISH Cashel	ENGLISH Cashel	ENGLISH Cashel
LESSON 4 12:00-12:52	SCIENCE Stringer	ENGLISH Cashel	MATHS Lodge	ENGLISH Cashel	DRAMA Parslow
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
LESSON 5 1:35-2:27	MATHS Lodge	HPE Rimmer	DRAMA Parslow	DRAMA Phil	HUMANITIES McDonald
LESSON 6 2:27-3:20	HUMANITIES McDonald	HPE Rimmer	SCIENCE Stringer	HPE Rimmer	MATHS Lodge
	Indicates a Teacher Contact Lesson				



ASSESSMENT

Assessment

Formative Assessment

Formative assessment:

- Refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.
- Helps teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

Teacher responsibilities:

- Set activities and key milestones to assess student progress with learning and assessment tasks
- Collect feedback from students at least once per topic/unit of work
- Provide feedback during the learning process to inform student progress eg. verbal, drafting, quizzes

NOTE: Allow 2-3 days if work must be posted as hard copy.

Student responsibilities:

- Complete formative assessment tasks as required
- Act on feedback provided to improve
- Seek further feedback or support as required

NOTE: If hard copy – please arrange to post or drop work to school to be received within 2-3 days off the due date.

Summative Assessment

Summative Assessment:

- Is any method of evaluation performed at the end of a unit that allows a teacher to measure a student's understanding, typically against standardised criteria.
- Is used to gauge students' comprehension of the material presented at the end of a particular unit of work, and is often measured using a rubric to arrive at a final grade

Teacher responsibilities:

- Allocating summative tasks including timelines and due dates
- Mark and publish feedback and assessment results

NOTE: Allow 2-3 days if work must be posted as hard copy.

Student responsibilities:

- Uploading of summative tasks to Daymap
- Submit assessment tasks as per prescribed timelines via Daymap portal

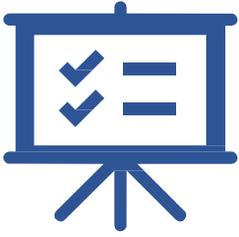
NOTE: If hard copy – please arrange to post or drop work to school to be received within 2-3 days off the due date.

Assessment Monitoring

Curriculum leaders to monitor Daymap and follow up academic progress concerns as required.

Supervised Assessment Tasks

For tests or supervised assessment tasks undertaken at home a 'Student Declaration' form must accompany the test when submitted. (see Appendix#1 – SACE, Appendix#2 – other)



ATTENDANCE

Attendance

Expectations

Student attendance will be marked for the two teacher contact lessons per week where the whole class is required via Microsoft Teams or other

Class roll codes:

- All students learning at home are marked in advance H – Home Study
- If a student is PRESENT/PARTICIPATES in the ‘teacher contact’ lessons the teacher will mark the roll with code P – PRESENT (for students learning at home or learning onsite).
- If a student is ABSENT in the ‘teacher contact’ lesson the teacher will mark the roll with code U – Unexplained

Attendance Follow Up & Concerns

Parents are required to monitor Daymap attendance for each student:

- Explanation for all absences must be provided by Daymap to the relevant subject teachers.
- Depending on the reason provided, the absence will be reconciled as either I- Illness, C – Certificate or F - Family

In the event of an ongoing attendance concern: (absence for **4 lessons** or more for a subject):

- Follow up will initially be undertaken by the subject teacher via Daymap to parents.
- Subject teacher to add an Anecdotal Daymap note and notify the Year Level Coordinator.
- In the event of an ongoing attendance concern follow up will be undertaken by the Year Level Coordinator via phone or email.



BEHAVIOUR

Behaviour

Student Expectations

For online lessons students are expected to:

- See Page 7 “Protocols to support Learning at Home”

Student Behaviour Management (SBM) Procedures

- Students behaving inappropriately online will be removed from the live forums and parents contacted as required.
- Students behaving inappropriately while on site in a supervised study will be removed and parents will be called for an immediate Take Home.

Staff Expectations

For online lessons staff are expected to:

- be professionally attired as per work day
- It is recommended staff take a 5 minute break away from screens between lessons and for the entirety of scheduled break times
- Ensure mobile phones or other mobile devices not required for the lesson are turned off

Protective Practices

To ensure online safety of staff and students:

- All digital contact must only relate to teaching and learning or wellbeing.
- No sharing of personal internet locations, correspondence of a personal nature via social media, internet postings, or use of private online chat rooms.
- No uploading or publishing still/moving images or audio recordings of students to any location other than Teams or Daymap.



WELLBEING

Wellbeing

Roll Class

All Roll Class teachers will:

- Establish a Team for their RC
- **Minimum of x1 'teacher contact' RC period** (including Teams live video stream component) per week
- This period will be used for the RC teacher to provide:
 - o Year Level information and communication
 - o Weekly notices
 - o Check on online learning transition
 - o Wellbeing information
 - o Academic program monitoring
 - o Support & referral as/if required
- The other RC sessions, RC teachers will be available for individual student consultation
- Rolls will be marked for this period

Wellbeing Monitoring

All staff will record wellbeing, other concerns & follow up action in Daymap Anecdotal notes as per usual process

Wellbeing & Year Level Coordinators will:

- be available for consultation and referral of students at risk via email
- monitor Daymap and follow up wellbeing / behaviour concerns as required
- identify a list of 'students at risk' and follow up with parent/caregivers as required

WELLBEING LINKS FOR STUDENTS
Kids Helpline – kidshelpline.com.au 1800 55 1800
Beyond Blue – beyondblue.org.au 1300 22 4636
Reach Out – reachout.com
Lifeline – 13 11 14
Suicide Call Back Service - 1300 659 467
Headspace – headspace.org.au 1800 650 890
Head to Health - Headtohealth.gov.au
QLife - qlife.org.au
Blue Tree Project - bluetreeproject.com.au

NOTE: Study Room teachers will be available for Year 12 student support during their allocated timetabled lesson. Attendance will be marked on Daymap accordingly.



PARENT CONTACTS

Parents

Parent should contact the following people if any concerns arise:

Initial Concerns

- Subject teacher – academic
- Roll Class teacher – attendance & wellbeing

IT/Daymap Support

Coordinator IT/Daymap – Luke Mensforth
Soraya Papesch & Vicki Couch

Ongoing Concerns

Curriculum Leaders – ongoing academic

- Mathematics – Justin Lodge
- Science – Clay Reid
- English – Karen Slattery
- Health & Physical Education – Kristy Lewis
- Languages – Karen Slattery
- The Arts – Dan Bradley
- Technologies – Mark McCarthy
- HASS – Annasofia Hamilton
- VET – Kim Maynard

SACE Coordinator – Clay Reid

Learning Support Coordinator – Rebekah Holland

Open Access – Karen Slattery

Wellbeing & Year Level Coordinators – ongoing wellbeing

- Year 7/8 – Lauren Honan
- Year 9/10 – Kylie Alozie
- Year 11/12 – Kim Maynard
- Mandy Knight – Student Wellbeing Coordinator
- Phil Parslow – Student Wellbeing Support
- Kevin Rimmer – Pastoral Care Worker

Aboriginal Education Teacher – Emmett Cashel

Aboriginal Community Education Officer – Natalie Sommerville

Further Assistance

In the event that concerns cannot be resolved please contact:

- Assistant Principal – Katie Liebelt
- Assistant Principal – Derek Friedrichs
- Principal – Sharryn Daly

CHS LEARNING AT HOME



LOGIN TO DAYMAP

Check any Whole School Bulletins for the day from Leaders.
Check your Daymap Inbox for any messages from your Teachers.



LEARNING TIME

Your normal Timetable on Daymap will stay the same. Your Teacher will have notes in the 'Lesson Plan' section for each of your lessons. Your teacher will let you know via Daymap if you will have a scheduled Teams Meeting. You can contact your Teacher via Daymap Messages.

COMPLETE TASKS

Make sure you are staying up to date with tasks that are set and please contact your Teachers via Daymap for support. Submit any required tasks via Daymap.



KEEP IN CONTACT

Parents and students are able to keep in contact with Teachers and Leaders via Daymap if you require any support. For Wellbeing Support please contact your key support person via Daymap during school hours.

RESPECT * INCLUSION * GROWTH

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APPENDIX #2 - ASSESSMENT TASK SHEET



Student Name: _____

SACE Registration Number: _____

SACE _____ (Insert Subject/Assessment Task)

Test Sitting Date: _____ (Insert sitting date)

Please return to: _____ by _____

(Insert Teacher Name, Due Date and Time)

I declare that the enclosed Summative Assessment task was conducted under the following test/examination conditions:

- Fully supervised for (Insert time in minutes given for task) duration – Commencing at (Insert start time) - Concluding at (Insert finishing time);
- No additional notes/subject specific workbook with answers/cheat sheet/reference text/scientific dictionary were accessed during this time;
- Graphics/Scientific calculator was cleared of all text storage;
- (Insert other) _____

Student signature: _____

Date: _____

Supervisor's signature (I am over age 18): _____

Date: _____

APPENDIX #3 - ASSESSMENT DECLARATION



CLARE HIGH SCHOOL STUDENT DECLARATION SUPERVISED TASK AT HOME

STUDENT NAME _____ SUBJECT _____

TEACHER _____ ASSESSMENT DATE _____

Assessment Conditions	Declaration
Age appropriate supervision available for the duration of the assessment	<input type="checkbox"/> YES <input type="checkbox"/> NO
Assessment completed within allocated time limit	<input type="checkbox"/> YES <input type="checkbox"/> NO
Evidence of adherence to assessment conditions: Provide 2 forms <ul style="list-style-type: none"> - Parent/Caregiver signature - Photographic - Audio - Video - Live Stream (Teacher Supervision) - Other 	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO

If 'No' was declared in the table above, provide an explanation

I hereby declare that I have completed this assessment under the required conditions (as per evidence above).

Signed _____ Date _____

I hereby agree that the assessment task was completed under supervision under the required conditions (as per evidence above).

Supervisor Name _____

Relationship to Student _____

Supervisor Signature _____ Date _____

Thank you to Marryatville High School and Blackwood High School for their contribution to this document.

Sharryn Daly (Principal)