



Nuriootpa High School Learning at Home 2022 Years 9 - 11



A Guide for Students and Parents/Carers

As part of Nuriootpa High School's commitment to supporting students and families in the continuation of quality teaching and learning we have created this Online Learning Guide as part of our proactive measures to ensure a smooth transition to online learning.

Please also refer to the video summary of this document on the website.

NHS Learning at Home Model

Purpose

The Online Learning Guide aims to provide information and resources on how we will work together to support student learning in an online environment.

Aims of the Learning at Home Model

- To provide continuity of learning for students who are learning at home
- To provide a structured schedule for the delivery of online learning that is manageable for both teachers and students

Technology Requirements



DIGITAL PLATFORMS

The following digital platforms underpin the learning online process:

DayMap for learning management and
Microsoft Teams for live face to face learning.

DayMap - is the central location for learning management and is used:

By teachers to:

- Upload course outlines
- Provide class notes containing learning intention for the lesson, clear instructions, the activities to be undertaken and links to any required learning resources (videos, PowerPoints, exemplars, etc)
- Record homework activities – Daymap Homework is an ideal place to record lesson notes too as parents can see this section
- Upload task sheets, assessment rubrics, scaffolds and due dates for draft submission and final work submission
- Publish summative results and grades
- Inform students if teacher is unable to conduct lesson

By students to:

- Keep up to date with all their subject requirements and expectations
- Submit draft work
- Receive and respond to feedback on draft work
- Submit the final copy of their work for marking
- Access information about a lesson, Home Group or Student Development session if the teacher has not started the Teams Lesson within 5 minutes of the scheduled start time

ONLINE CLASSROOM (THROUGH MICROSOFT TEAMS)

Subject teachers will:

- Deliver online learning as per the timetable below
- Set up each class within Teams

Home Group teachers will:

- Set up a class within Teams for their Home Group
- Check in online with their Home Group re attendance and wellbeing on Tuesdays and Fridays
- Have a Student Development lesson on Wednesdays. This may be a brief catch-up, engage in some wellbeing activities and/or provide updated information
- Rolls will be marked for these periods

When Home Group or Subject Teachers have an emergency situation and are unable to connect with students via Teams, they will contact their faculty leader or Ms Hargreaves.

On-Line Learning Timetable For Years 9 – 11

Monday	Tuesday	Wednesday	Thursday	Friday
	Home Group 8:50 – 9:00			Home Group 8:50 – 9:00
	7 9:00 – 9:45	7 9:00 – 9:40		4 9:00 – 9:40
2 9:40 – 10:20			6 9:45 – 10:30	
3 10:20 - 11:00	4 10:30 – 11:15			5 10:20 – 11:00
RECESS 11:00 – 11:20	RECESS 11:15 – 11:35	RECESS 11:00 – 11:20	RECESS 11:15 – 11:35	RECESS 11:00 – 11:20
	1 11:35 – 12:20		2 11:35 – 12:20	1 11:20 – 12:00
		Student Development 12:40 – 1:10		
LUNCH 12:40 – 1:20	LUNCH 1:05 – 1:50	LUNCH 1:10 – 1:50	LUNCH 1:05 – 1:50	LUNCH 1:10 – 1:50
6 1:20 – 2:00		5 1:50 – 2:35	3 1:50 – 2:35	

The department has also noted that a minimum requirement is that students:

- read independently 30 minutes per day
- engage in physical activity and/or wellbeing activities 30 minutes per day

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, DayMap or Student Share

Learning at Home Process

Student timetables will change to the above timetable and be reflected on DayMap

Lesson Delivery and Arrangements

- Students attend each of their scheduled lessons as shown on DayMap online
- Students with verified learning needs will be assisted by allocated student support staff
- Students may contact their teacher during school hours anytime via DayMap but allow 24-48 hours for a reply
- While learning from home, you are expected to follow the Online Timetable and actively engage in your learning
- It is important to follow school routines while engaging in the Online Timetable. This will ensure due dates are met, and that there is a continuation of learning and assessment

Attendance Expectations

- Teachers will mark the attendance in DayMap for each of the scheduled online lessons
- If a student is not present during an online lesson they will be marked as 'U' – unexplained

Attendance Follow Up

Parents are required to monitor Daymap attendance for their child and provide an explanation for all absences via DayMap or phone the school. We aim to work together with families to ensure all students achieve their personal best.

Online Submission of work

Students are expected to:

- Submit drafts (if required) for feedback via DayMap by the due date. Missed deadlines will result in a missed draft record sent to student/family/teachers
- Submit final versions of summative work via DayMap by the due date
- Contact the subject teacher via DayMap **at least three days prior to the due date** if an extension is being requested as per the Deadline Policy.

Supervised Assessment Task at Home Declaration for SACE Students

SACE students, together with parents/caregivers, must complete the 'Supervised Assessment Task at Home Declaration Form' which will be provided to them by the teacher. This declaration verifies SACE Board anti-plagiarism and ethical work guidelines have been met.

Home SACE guidelines - Section 4.3 on **Supervision and Safeguards Against Plagiarism** notes that 'Students are required to submit work that is their own. Apart from appropriately incorporated quotations from other sources, no part of students' work may be copied from any other person's work or be based on an undue level of assistance from another person.'

Student Expectations

For online lessons all normal behaviour expectations apply. Students are expected to:

- Join lessons on time
- Respectfully engage with the teacher and their peers
- Actively participate in group discussions/collaboration
- Be dressed appropriately and be mindful of the background displayed by their webcam
- Always use appropriate language and wait to be invited to speak
- Ensure that the only participants in these lessons, beyond staff, are students enrolled in the class
- Come prepared for sessions – including having read, watched, or listened to relevant resources
- Not record nor photograph any part of the conference
- Not be on any social media or phones
- Only join lessons using the Class Team (on Microsoft Teams)
- Switch on video to enable identification and participation
- Will not use the side of the Class Team

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



TEAMS EXPECTATIONS



BE ON TIME	BE IN A QUIET PLACE	BE PREPARED
<p>Wake up early hi</p> <p>Log on a few minutes before class</p> 	<p>Find a quiet place <i>Working from home</i></p> <p>Check your surroundings</p> 	<p>Computer is charged Camera is on Use headphones if you have them</p> 
PRESENTATION	MUTE YOURSELF	PARTICIPATION
<p>Wear appropriate clothing Sit up straight Be in camera view</p> 	<p>Mute yourself when your teacher or another student is talking</p> <p><i>is this thing on?</i></p> 	<p>Be focused Be attentive Be an active participant</p> 
CHAT RESPONSIBLY	COMMUNICATION	BE RESPECTFUL
<p>Raise your hand to speak</p> <p>Type your question in the chat box</p> 	<p>Speak clearly Look up when speaking Stay on topic <i>(No side conversation)</i></p> 	<p>R-E-S-P-E-C-T <i>Stay GOLDEN</i></p> <p>Be kind Be considerate</p> 

Students need to be mindful that teachers will:

- Begin lessons on time, be ready with everything you will need
- Mark the roll on DayMap for each scheduled lesson and follow up on unexplained absences
- Deliver the lesson instruction through Teams – check DayMap for how your class will be working
- Mute student microphones whilst they are talking so that everyone can hear the information/instructions without interruption
- Foster group discussions/collaboration and check for student understanding
- Hold participants in a waiting room before admitting to conference
- Will only share the meeting link within Teams (this link is embedded with a password to strengthen security)
- **Record classes for security purposes - the recordings will be retained on DfE devices only** (for students to review or for those who missed a lesson)
- Provide written instructions only in DayMap **if they are unwell** and the face-to-face component of the lesson will be cancelled

Parent Expectations:

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

Handy Hints for Parents/Carers to Support their Child's Learning at Home

With most families now having their child(ren) working from home, it is important to take this opportunity to work together as a whole school community to ensure students stay connected to their learning and education. Teachers are working towards providing online learning experiences, but as you can appreciate this is new to them and will take some time for them to become proficient in their use.

Following are some simple steps that you can take to ensure your child(ren) continues with their learning from home:

- Please let your child know that you think education is important and that school work needs to be done each day
- Set aside a special place to study, establishing a regular routine to continue work from all subjects being studied, and removing distractions such as the television and social media.
- If you are hesitant to help your child with their learning because you feel that you don't know the subject well enough, you can help by showing that you are interested, helping your child get organised, providing the necessary materials, asking your child about daily assignments, monitoring work to make sure that it is completed, and praising your child's efforts
- Offer to read your child's work for them and give feedback, even if you are not familiar with the content knowledge
- Encourage life-long learning by showing how you are learning something new yourself

Remember that doing your child's work for them or allowing them to view their time at home as an extended holiday won't help them prepare for future pathways.

A HANDY CHECKLIST

Show that you think education is important

- Support your child to be ready to participate in the online learning lessons and activities at the time scheduled on the timetable
- Ensure your child has the papers, books, pencils and other learning tools needed to do assignments
- Provide your child with a well-lit, fairly quiet place to study
- Set a good example by showing your child the skills they are learning are an important part of the learning tools they will do as an adult
- Ensure other digital devices are set aside during learning times
- Stay in touch with your child's teacher

Monitor Assignments

- Check your child's DayMap. Go through the assignments they have to do together. Check how long they should take. Know when they are due
- Talk with your child about their assignments. Do they need to ask clarifying questions of their teacher?
- Ensure your child starts and completes assignments and meets deadlines
- Read the teacher's comments on assignments that are returned and discuss these with your child
- Monitor TV viewing, video game playing or social media use to ensure it is not cutting into your child's learning time

Provide Guidance

- Help your child to get organised. They will need to be online during the double lesson times outlined earlier in this booklet and they will also need to schedule some additional time to complete assignments and projects and prepare for tests
- Encourage your child to develop good study habits (for example, scheduling enough time for big assignments; doing revision notes for tests)

Talk with Teachers to Resolve Problems

- If a problem arises, ensure your child communicates with their teacher
- Follow up with your child to make sure they understand the advice given through the communication with their teacher

These handy hints have been adapted from the website: <https://www.colorincolorado.org/article/helping-your-child-homework>.

Continuity of Wellbeing Services

We know that the COVID-19 outbreak has posed some of the greatest challenges we have faced in recent memory. Schools are not exempt from these challenges, which have resulted in significant changes to the way learning communities will operate now and possibly in the future.

Change, particularly when it is the result of an unprecedented event, can result in people experiencing a range of emotions and can trigger behaviours that may not have been witnessed. Now more than ever, our social and emotional skills become vital in ensuring we look after our own wellbeing and do everything we can to protect the wellbeing of those in our school community.

During any lockdown, the Wellbeing Team at NHS are committed to providing ongoing continuity of wellbeing support to our students in a variety of ways.

NHS Wellbeing Services

If your child is already accessing support from our Wellbeing Team and they wish to continue with this connection this will occur through Teams.

If your child is not currently accessing support but would like to connect with someone, they can email using dl.0788.wellbeing@schools.sa.edu.au to request a meeting via email.

We will continue to provide a list of resources and tips to further support your child via our social media platforms.

Supporting your child's wellbeing

Children may be impacted by fear and anxiety. Maintaining a stable routine can be extremely grounding and remind students of what aspects of their lives are within their control. Your own routines and rituals will become important at this time when some parts of your life are disrupted.

Here are some tips on how to ensure your children are supported:

- Give your children extra attention and reassurance. Where possible, minimise their exposure to media and social media that may heighten anxiety
- Include your children in plans and activities around the house
- Maintain routines around sleep and mealtimes as much as possible
- If you don't see an improvement in 4 weeks, or if you're concerned, seek professional help (earlier if needed)

Additional Online Resources Available

- Headspace <https://headspace.org.au/eheadspace/>
- ReachOut.com <https://au.reachout.com/>

Additional Phone Services (for immediate help)

- Kids Helpline 1800 55 1800
- Life Line 13 11 14
- Beyond Blue 1300 22 46 36
- Headspace 1800 650 890
- 1800 Respect 1800 61 44 34
- National Coronavirus Helpline 1800 020 080

If you have questions, queries or concerns please reach out to our team via our email dl.0788.wellbeing@schools.sa.edu.au

Key School Contacts

Parents and carers should make contact via DayMap with the appropriate staff member as soon as any learning or wellbeing issues arise.

Initial Concerns

- Learning/academic – contact the individual subject teacher
- Attendance and/or wellbeing – contact the home group teacher

Ongoing Concerns

- Year 9 and 10:
Ann Hargreaves Ann.Hargreaves729@schools.sa.edu.au
Alex Hoffmann Alex.Hoffmann376@schools.sa.edu.au
Year 9
Year 10 Rainer Kahl rainer.kahl980@schools.sa.edu.au
- Years 11
Daniel Quinlivan daniel.quinlivan513@schools.sa.edu.au
Jen Williams Jen.Williams415@schools.sa.edu.au
Year 11 Angus Magarey Angus.Magarey340@schools.sa.edu.au
- Wellbeing Leaders
Lauren Semmens lauren.williams422@schools.sa.edu.au
Rick Lane Rick.Lane369@schools.sa.edu.au
- Youth Worker
Trent Heneker Trent.Heneker559@schools.sa.edu.au

Additional Contacts:

- Principal – Gerri Walker Gerri.Walker381@schools.sa.edu.au
- Deputy Principal – Andrew Dickinson Andrew.Dickinson8@schools.sa.edu.au
- SACE and VET Leader – Daniel Quinlivan daniel.quinlivan513@schools.sa.edu.au
- Inclusive Education Centre– Jenelle Draper Jenelle.Draper114@schools.sa.edu.au
- Flexible Learning Centre – Kim Dawes Kim.Dawes197@schools.sa.edu.au
- Wellbeing Team - dl.0788.wellbeingteam@schools.sa.edu.au