

HOME BASED LEARNING

HANDBOOK FOR STUDENTS AND PARENTS/CAREGIVERS



LE FEVRE
HIGH SCHOOL

CONTENTS

RATIONALE	1
LESSON SCHEDULING	2
TECHNOLOGY	
DIGITAL PLATFORMS.....	2
TECHNOLOGY INFRASTRUCTURE	2
ICT SUPPORT	2
TEACHING AND LEARNING	
EXPECTATIONS OF STAFF	3
EXPECTATIONS OF STUDENTS.....	3
PARENT AND CARE GIVER SUPPORT	4
ATTENDANCE.....	4
ASSESSMENT	
ASSESSMENT.....	5
SUPERVISED ASSESSMENT TASK FOR SACE SUBJECTS.....	5
CAREGROUP.....	5
STUDENT WELLBEING.....	5
BEHAVIOUR	
EXPECTATIONS OF STUDENTS.....	6
EXPECTATIONS OF STAFF.....	6
PROTECTIVE PRACTICES.....	6
PARENT	
INITIAL CONCERNS	7
ONGOING CONCERNS	7
UNRESOLVED CONCERNS	7
APPENDIX 1	
STAFF EMAIL LIST	8
APPENDIX 2	
SUPERVISED ASSESSMENT TASK DECLARATION.....	9

RATIONALE:

To support the continuity of learning for all students enrolled at Le Fevre High School during COVID-19, we have developed this home based learning handbook. Our intention is to support students to participate in their learning whether they are learning from home or learning at school. Daymap will continue to be our predominant learner management system.

- Learning from home – a mix of hard copy learning materials will be used, supported by increasing online delivery.
- Learning at school – an option for those families who choose to continue having their children attend school. Students will be supervised and supported by teachers to participate in the home based learning program.
- Wellbeing – maintaining ongoing connections between students and teachers to support wellbeing for learning for all students.

The school has considered a number of models to provide this continuity of learning.

1. Attendance onsite is more than 50 students but less than 50% of the school:
 - Teachers and students will attend their normal classroom for their scheduled lessons
 - All students in the lesson, home or on site will be supported to engage in the home based learning program for that subject by their subject teacher.
 - Teachers will monitor the engagement of students on their class roll and communicate with parents/caregiver if there are any concerns.
2. Attendance on site is very low across the school for a few days (less than 50 students),
 - Learning Centres will be set-up in some of our larger spaces to enable social distancing.
 - All students in the lesson, home or on site will be supported to engage in the home based learning program by teachers.
 - Teachers will monitor the engagement of students on their class roll and communicate with parents/caregiver if there are any concerns.
3. More than 50% of students are attending onsite,
 - Face to face lessons will run and Daymap will be used as it normally is.
 - Communication with parents/caregivers will continue as it normally does.
4. In the event of a forced closure^{*}:
 - All students will be learning from home. They will be supported by their subject teachers to engage in their home based learning programs.
 - Teachers will monitor the engagement of students on their class roll and communicate with parents/caregiver if there are any concerns.

NOTE:

- * **A forced closure is due to a case of confirmed COVID 19 on site and the school is closed for cleaning.**
- * **A forced closure also covers a directive from the department that schools will close.**

LESSON SCHEDULE:

The regular structure of our timetable has changed to better accommodate home based learning support. Individual student timetables are available through Daymap.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 -9.00	CARE GROUP	CARE GROUP	CARE GROUP	CARE GROUP	CARE GROUP
Lesson 1 9.00-9.50	5	1	2	4	6
Lesson 2 9.50-10.45	5	1	2	4	6
10.45-11.05	RECESS	RECESS	RECESS	RECESS	RECESS
Lesson 3 11.05-12.00	4	7	3	5	7
Lesson 4 12.00-12.55	4	7	3	5	7
Lunch 12.55 -1.35	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Lesson 5 1.35-2.25	2	PASTORAL CARE	6	1	3
Lesson 6 2.25-3.15	2	Staff T&D	6	1	3

TECHNOLOGY:

DIGITAL PLATFORMS

The following digital platforms will underpin the teaching and learning process:

- Daymap - for learning management
- One Drive will be the preferred storage option for files.
- Microsoft Teams or Webex - for video conferencing as advised by the subject teacher.

TECHNOLOGY & INFRASTRUCTURE

The following infrastructure is required for delivery of learning online:

- Access to a laptop device
- Internet access
- In the event that access to the internet and/or a laptop is not available please contact the school to see what support we may be able to provide.

ICT SUPPORT:

Technical support will be available via email request to dl.0814.ictadmin@schools.sa.edu.au and a team member will be in touch when available.

TEACHING AND LEARNING:

EXPECTATIONS FOR STAFF:

Teachers will continue to deliver the curriculum for all students.

- In the years 8 and 9, this will be the IBMYP.
- In year 10, this will predominately be the final year of the IBMYP and some SACE subjects (i.e. the Personal Learning Project)
- In year 11 and 12, this will be subjects from the SACE. Some students may also be engaging in some VET courses.

Learning materials may take the form of some hardcopy materials and some online materials.

LESSON DELIVERY:

- For all double lessons, the whole class will be expected to be present through Daymap. This is done via the class post function in Daymap.

LESSON MATERIALS & INSTRUCTIONS:

The following learning materials are available via Daymap:

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

EXPECTATIONS FOR STUDENTS:

Students will:

- be required to 'sign in' to home learning live lessons on Daymap (or Teams/ Webex if indicated by the subject teacher) by responding to a welcome post.
- not be expected to be online for entire double lesson blocks but are expected to be completing the tasks as set on Daymap and according to the Learning Schedule.
- find an opportunity to look at the materials for a lesson prior to a chat session so that they can use the chat session time to ask/post questions etc.
- continue to submit the following via Daymap:
 - Formative tasks: i.e. practice tasks, homework, etc.
 - Summative tasks: i.e. assignments, tests, etc.
- complete learning tasks as required and communicated by their teacher.
- contact teachers outside of scheduled lesson time via email and allow 24-48 hours for a reply.

PARENT AND CAREGIVER SUPPORT:

To support your child to participate effectively in their home based learning program, we ask that you:

- 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 appropriate learning materials such as papers, books, pencils, and other things 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 things they will do as an adult.
- stay in touch with your child's teacher.

ATTENDANCE:

- Parents/Caregivers please let the school know if your child won't be attending a lesson or lessons (this includes online attendance) due to illness or a family reason as you normally would do.
- If you do not have any evidence of a student's engagement or participation in their home based learning program for **2** consecutive double lessons for a subject, contact will be made with parents/caregivers

We also ask the following:

Parents/caregivers **monitor assignments**, by:

- checking 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 understand them?
- Ensure your child starts and completes assignments.
- 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 to ensure it is not cutting into your child's learning time.

Parents/Caregivers **provide guidance** by:

- Help your child to get organised. They will need to be online during the double lesson times as per their timetable and they will also need to schedule some additional time to complete assignments, project 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).

Parents/caregivers **communicate with Teachers to resolve problems**

- If a problem comes up, 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.

Further information on resolving a concern is available later in this booklet.

ASSESSMENT:

ASSESSMENT – will continue as normal through the processes as documented in the *Assessment for Learning Policy* available on the LFHS Website.

SUPERVISED ASSESSMENT TASKS FOR SACE SUBJECTS:

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

CARE GROUP/PASTORAL CARE/STUDENT WELLBEING:

CARE GROUP:

All students will:

- Use Daymap OR the video conferencing application if indicated by their Care Group
- Check in every Monday and Friday to record attendance and for the Care Group teacher to provide:
 - Year level information
 - Bulletin and general school information
 - Check in on online learning
 - Wellbeing information
- Participate in their Pastoral Care lesson will on Tuesdays through Daymap OR the video conferencing application if indicated by their Care Group.

The Youth Worker, Ellie Simmons, will:

- Be available to students via her email (see appendix 1)

BEHAVIOUR:

EXPECTATIONS OF STUDENTS:

For online lessons, students are expected to:

- Join lessons on time
- Recognise that normal school expectations apply (see LFHS Responsible Behaviour Policy on the LFHS website)
- Respectfully engage with their teacher and peers
- Come prepared for lessons- including having read, watched or listened to relevant resources
- Students must be in school uniform top for all live lessons and join the video conference in a common space (i.e. not a bedroom)
- Protect their privacy by being mindful of the background (i.e. use the blur background feature in Teams)
- Not record or photograph any part of the conference
- It is recommended students take a 5-minute break away from screens between lessons and for the entirety of scheduled break times
- Students behaving inappropriately online will be removed from the live forums and parents contacted as required

EXPECTATIONS OF STAFF:

For online lessons, staff are expected to:

- Consider carefully why they are having the video conference call and use it well
- Ensure that students have necessary resources prior to the session
- Be professionally attired as per workday
- Use the session to ensure students understand the content, do some collaborative discussion and make sure before the session ends that the students know what the next steps are
- Schedule video conferences within normal school hours
- Protect their privacy by ensuring a professional background is used for video conferencing.
- Will not deliver one-to-one video conferences. Minimum group size for a session is 3.
- Don't engage in online chats with one student.
- Record or summarise the lesson and then publish to Daymap/Teams at the teacher's discretion-but without images of class members
- Remove students from a conference/chat/video who are behaving inappropriately
- It is recommended staff take a 5 minute break away from screens between lessons and for the entirety of scheduled break times

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

PARENT:

PARENT SHOULD CONTACT THE FOLLOWING PEOPLE IF ANY CONCERNS ARISE:

INITIAL CONCERNS

- Subject teacher – learning
- Care Group teacher – attendance & wellbeing

ONGOING CONCERNS

Curriculum Leaders – ongoing learning

- Mathematics and Science – Alastair Lupton
- English and Individuals and Society– James Dekort
- Health & Physical Education – Jovana Petrov
- Languages and EALD – Kylie Hill
- Arts and Technologies – Jackie Reichstein

Wellbeing & Year Level Leaders – ongoing wellbeing

- Year 8 and 9 – Amy Coughlan, Grant Kininmont or Dan Slade
- Year 10 – Ben Earle
- Year 11 – Gabi Hirsch-Brown
- Year 12 – Liam Narcys
- Wellbeing Youth Worker - Ellie Simmons

UNRESOLVED CONCERNS

In the event that concerns cannot be resolved please contact:

- Assistant Principal, Curriculum and ICT– Troy Barker
- Assistant Principal, Wellbeing – Craig Bailey
- Assistant Principal, Daily Organisation (including Daymap) – Dylan Muzyka
- Senior School Leader, Ben Jones
- Middle School Leader, Sarah Craddock

APPENDIX 1: STAFF EMAIL LIST

SURNAME	FIRST NAME	EMAIL
ADJI	NICOLE	Nicole.Adji43@schools.sa.edu.au
AU	HUNG	Hung.Au867@schools.sa.edu.au
BAILEY	CRAIG	Craig.Bailey346@schools.sa.edu.au
BARKER	TROY	Troy.Barker264@schools.sa.edu.au
BUDD	GARETH	Gareth.Budd246@schools.sa.edu.au
BUTTON	ROBERT	Robert.Button313@schools.sa.edu.au
CARTER	RHIANNON	Rhiannon.Carter619@schools.sa.edu.au
CHRISAKIS	CHRIS	Chris.Chrisakis521@schools.sa.edu.au
COUGHLAN	AMY	Amy.Coughlan255@schools.sa.edu.au
COULTHARD	DAMIEN	Damien.Coulthard189@schools.sa.edu.au
CRADDOCK	SARAH	Sarah.Craddock460@schools.sa.edu.au
DEKORT	JAMES	James.Dekort952@schools.sa.edu.au
DUERDEN	TY	Ty.Duerden963@schools.sa.edu.au
EARLE	BEN	Ben.Earle113@schools.sa.edu.au
GRZESKOWIAK	EDDIE	Eddie.Grzeskowiak883@schools.sa.edu.au
HERMAN	THIERRY	Thierry.Herman885@schools.sa.edu.au
HILL	KYLIE	Kylie.Hill542@schools.sa.edu.au
HIRCH-BROWN	GABI	Gabi.HirschBrown570@schools.sa.edu.au
JONES	BEN	Ben.Jones.211@schools.sa.edu.au
KALATZIS	ANDEE	Andee.Kalatzis793@schools.sa.edu.au
KININMONT	GRANT	Grant.Kininmont228@schools.sa.edu.au
KLEINLAGEL	KAREN	Karen.Kleinlagel506@schools.sa.edu.au
KONTOPOULOS	MARIA	Maria.Kontopoulos666@schools.sa.edu.au
KYRIAZIS	NICK	Nicholas.Kyriazis302@schools.sa.edu.au
LUPTON	ALASTAIR	Alastair.Lupton994@schools.sa.edu.au
MAHAJAN	VANDANA	Vandana.Mahajan959@schools.sa.edu.au
MISHRA	SHONA	Shona.Mishra318@schools.sa.edu.au
MOREITIS	GEORGE	George.Moreitis541@schools.sa.edu.au
MUZKYA	DYLAN	Dylan.Muzyka475@schools.sa.edu.au
NARCYS	LIAM	Liam.Narcys802@schools.sa.edu.au
NEWCOMBE	EMILY	Emily.Newcombe659@schools.sa.edu.au
PAPILLO	RITA	Rita.Papillo252@schools.sa.edu.au
PETROV	JO	Jovana.Petrov597@schools.sa.edu.au
PHAM	DUNG	Dung.Pham657@schools.sa.edu.au
POLJAK-NIKOLIC	MARIJA	Marija.PoljakNikolic375@schools.sa.edu.au
PRICE	JAN	Jan.Price305@schools.sa.edu.au
REEVES	KATHRYN	Kathryn.Reeves594@schools.sa.edu.au
REICHSTEIN	JACKIE	Jackie.Reichstein762@schools.sa.edu.au
RUGGIERO	LINA	Lina.Ruggiero309@schools.sa.edu.au
SLADE	DAN	Dan.Slade626@schools.sa.edu.au
SMITH	ERIN	Erin.Smith876@schools.sa.edu.au
VASSOS	LIZA	Liza.Vassos.656@schools.sa.edu.au
WAREING	DEB	Deb.Wareing263@schools.sa.edu.au
WEST	ANDREA	Andrea.West942@schools.sa.edu.au
WILLIAMS	BARRY	Barry.Williams485@schools.sa.edu.au
WITJAS	COREY	Corey.Witjas194@schools.sa.edu.au
WOOLFORD	DARREN	Darren.Woolford796@schools.sa.edu.au



SUPERVISED ASSESSMENT TASK AT HOME DECLARATION

Completion of this form is a declaration of the SACE Board’s guidelines on submission of student work which have been adhered to. This must be in line with the task conditions as also outlined by the teacher.

The assessment was undertaken under the conditions and in the spirit of which the task was designed. When under test or timed conditions at home, no collusion, collaboration or consultation occurred and the work produced is of authentic and original production.

SACE guidelines- Section 4.3 on **Supervision and Safeguards Against Plagiarism:**

“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.”

Please select which condition was met. (minimum of 1)	Declaration (<input checked="" type="checkbox"/>)
Parent/caregiver supervision	
Live stream (teacher supervision)	

Student Declaration:

I hereby declare that I have completed this assessment under the required conditions for the task Further to this, no unauthorised use of my mobile phone, class notes and/or the internet was used.

Signature _____ Date: _____

Parent/ Caregiver Declaration:

I hereby declare that the task was completed under the required conditions as per the conditions set for the task and as per above.

Signature _____ Date: _____