



LE FEVRE
HIGH SCHOOL

2022

HOME BASED LEARNING – Term 2

GUIDELINES FOR STUDENTS AND PARENTS/CAREGIVERS



Government of South Australia
Department for Education



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RATIONALE

Students participate in a remote learning program with a blend of live online classes and work on tasks/activities set by their teacher at other times. The structure for the period 26/5/22 through to 3/6/22 is as set in the letter to the School Community on 25/5/22.

STRUCTURE OF LEARNING 26/5/22 until 3/6/22 – see details later in this document

Date	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Thursday 26/5 - Friday 27/5	Remote Learning	Remote Learning	Remote Learning	Remote Learning	Face to Face Learning	Face to Face Learning
Monday 30/5 – Friday 3/6	Face to Face Learning	Remote Learning	Remote Learning	Remote Learning	Face to Face Learning	Face to Face Learning
Monday 6/6	ALL STUDENTS TO RESUME FACE TO FACE LEARNING					

LESSON SCHEDULE:

	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	6	1	3
Lesson 6 2.25-3.15	2	Staff T&D	6	1	3



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TEACHING AND LEARNING:

Face to Face Learning

Students participate in their full, regular learning program when at school (face-to-face).

Students in all year levels that are participating in face-to-face learning are expected to attend school to access their learning program. In the case where families make the decision to keep their child at home, schools are not expected to provide learning materials. Students can check the lesson notes on Daymap for continuity of learning or families can access Our Learning SA or any other useful learning resources to ensure students have access to learning opportunities while absent from school. This will support consistency and quality for all learners.

Remote Learning:

Students participate in a remote learning program with a blend of live online classes and working on tasks/activities set by their teacher at other times. This information will be provided on Daymap by teaching staff in the lesson notes.

See table on the next page.



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REMOTE/HOME LEARNING STRUCTURE

The table is to be read in conjunction with the student timetable.

REMOTE LEARNING	MINIMUM REQUIREMENTS
Students participate in a live whole-class online session. <i>* Remote learners who do not have online access must receive a daily telephone call from their subject teacher instead (guided by timetable)</i>	1 per subject per week, advised in lesson notes on Daymap
Students engage in English learning activities (a blend of live classes and independent learning)	45-60 minutes per day
Students engage in Mathematics learning activities (a blend of live classes and independent learning)	45-60 minutes per day
Students engage in a minimum of one other learning area learning activities eg science (a blend of live classes and independent learning)	45-60 minutes per day
Students read independently	30 minutes per day
Students engage in physical activity and/or wellbeing activities	30 minutes per day
Students who are attending the school site (vulnerable learners and children of essential workers)	Supervised at school to participate in the same remote learning program as their year level peers (ie log in to their class' online sessions and continue with their teacher assigned learning activities at other times)
Students who are learning from home but do not have online access	Provided with hard-copy work from their teachers that is returned for feedback, and new work provided for the next block of time (work to be dropped off/collected from home/school or sent via courier/post dependent on any relevant health restrictions At least 1 check-in telephone call from each subject teacher per week

ADDITIONAL NOTES FOR SACE STUDENTS – NEXT PAGE



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SACE STUDENTS – ADDITIONAL NOTES:

REMOTE LEARNING	MINIMUM REQUIREMENTS
Students independently engage in learning activities set by teachers according to their relevant SACE study plan (with literacy and numeracy activities embedded across curriculum areas)	45-60 minutes per day
Students in year 11 or 12 who are attending the school site (vulnerable learners and children of essential workers)	Supervised at school to participate in the same remote learning program as their year level peers (ie log in to their class' online sessions and continue with their teacher assigned learning activities at other times)
Students in year 11 or 12 who are learning from home but do not have online access	Provided with hard-copy work from their teachers that is regularly returned for feedback, and new work provided for the next block of time (work to be dropped off/collected from home/school or sent via courier/post dependent on any relevant health restrictions At least 1 check-in telephone call from each subject teacher per week



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EXPECTATIONS FOR STAFF:

- maintaining quality of instruction by using a variety of communication, modelling, and assessment methods
- maintaining high expectations for learning with a clear plan for sequencing i.e. not just ad-hoc work
- differentiating learning activities so that students can achieve their learning outcomes and have sufficient work at their level to go on with outside of live classes.

ADDITIONAL LEARNING SUPPORT

Teachers will continue making appropriate adjustments for learners with additional needs, including adhering (as far as possible) to the provisions of students' One Plans while undertaking remote learning. Depending on student's needs this may include adjusted learning tasks, more frequent check-ins with the student and their family, and small-group learning in addition to the whole-class sessions. Student Support Officers will continue to provide support to students learning face-to-face and remotely

EXPECTATIONS FOR STUDENTS:

- 'sign in' to home learning live lessons on Daymap (or Teams if indicated by the subject teacher) by responding to a welcome post.
- 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.
- 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.



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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
- support your child to seek support and clarification from their teacher/s when and where necessary.

ATTENDANCE:

For students attending the school site, attendance will be recorded as usual. Parents/Caregivers please let the school know if your child won't be attending a lesson or lessons (this including online attendance) due to illness or a family reason.

ASSESSMENT:

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

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

WELLBEING:

Students who are already engaged with wellbeing supports and/or are identified as vulnerable will receive a daily check-in as well as regular additional check-ins from a designated person. Where applicable staff may support the student to remotely participate in supports including wellbeing programs and whole-family check- in meetings, and engage with Student Support Services as necessary.



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DIGITAL PLATFORMS

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

- Daymap - for learning management
- Microsoft Teams - for video conferencing as advised by the subject teacher.

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.

