

NHS Learning at Home Model



A Guide for Students and Parents/Carers

We have developed this document to support a productive online learning experience for our students.

This guide applies for the next 7 days only – if there is a longer lockdown, an update will be provided with changes to Home Group and the number of online lessons to be attended.

Nuriootpa High School Staff

NHS Learning at Home Model

Purpose

These procedures will be implemented from Thursday July 22nd to enable learning at home.

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
- To provide paper based options for those students/families who are unable to access an online learning environment.

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 (i.e. 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.

By students to:

- Keep up to date with all of 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.

ONLINE CLASSROOM (THROUGH MICROSOFT TEAMS)

Subject teachers will:

- deliver online face-to-face learning as per the NHS line structure. Where there is a double lesson, students will only be online for the first lesson.
- 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 each day.
- Rolls will be marked for this period.
- There will be no Student Development lessons on Friday.

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

Lesson Structure

Student timetables with scheduled lessons as per DayMap.

Lesson Delivery and Arrangements

- Students attend each of their scheduled lessons as shown on DayMap online.
- Students will work with their teacher in the first lesson of a double and then work independently for the remaining lesson
- 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.

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, they must complete the 'Supervised Assessment Task at 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
- Use appropriate language at all times 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 share any of the meeting content (video, images or chat) outside of the Class Team

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

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 also do everything we can to protect the wellbeing of those in our school community.

With the Learning from Home delivery model from the beginning of term 2, 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 really 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 8 – Anne Barclay, Damien Jones and Vanessa Higgs
- Year 9 – Ann Hargreaves, Alex Hoffmann and Katelyn Baldock
- Year 10 – Ann Hargreaves, Alex Hoffmann and Samara Wyten
- Year 11 – Penny Chancellor, Jen Williams and Angus Magarey
- Year 12 – Penny Chancellor, Jen Williams and Tanya Bowley
- Wellbeing Leaders – Olivia Jones and Rick Lane
- Youth Worker - Trent Heneker

Additional Contacts:

- SACE and VET Leader - Penny Chancellor
- Inclusive Education Centre– Jenelle Draper
- Flexible Learning Centre – Kim Dawes
- Wellbeing Team - dl.0788.wellbeingteam@schools.sa.edu.au