



# Murray Bridge High School

Excellence ♦ Respect ♦ Working together



# Online Learning Handbook

A guide for Students, Families & Staff

**6 April 2020**

**Google**  
for Education

**Reference  
School**

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# RATIONALE

## Purpose

The purpose of this document is to outline the procedures for continued delivery of learning programs at Murray Bridge 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.

In the event of prolonged closure or the need for online delivery of teaching and learning, Murray Bridge High School teachers will utilise Google Classroom and Google Applications 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 maintain continuity in their learning in order to achieve their best.

# TECHNOLOGY

## Digital Platforms

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

- Google Classroom - for posting student lessons, learning materials and collaboration
- Google Docs, Slides, Sheets - for student work
- Google Meets and/or Webex for online live teacher-student conferencing

All digital platforms are to be accessed by first logging into the [MBHS Portal](#) and selecting them from the list shown.

## Technology & Infrastructure

The following infrastructure is required for delivery of distance learning:

- All staff and students have access to a laptop device - their own or a school Chromebook
- Staff and students require internet access
- In the event that internet access is not available a solution will be negotiated with individuals

## Technology support

ICT support will be provided:

- ICT Support button located on the [MBHS Portal](#) for staff and student ICT support requests.
- Support responses will be provided remotely via the [IT Support Portal](#) by ICT support staff.

# TEACHING & LEARNING

## Lesson Delivery

Our lesson delivery and teacher contact arrangements are designed to balance timely support for students learning and recognise that most teachers support learning for over 150 students.

- Teachers will be available to support you in your learning during the lesson times scheduled on your timetable using a mix of:
  - Email and or Google Classroom posts
  - posts and live stream lessons
- Teachers will ensure online lesson material is posted at least 24 hours before the scheduled lesson
- Teachers will respond to outside of lesson student email or classroom requests within 2 days
- Teachers are not expected to be available for live feedback and questions outside of these timetabled sessions
- Students are advised to have a look at the lesson materials prior to the lesson, so they can use the time while online to ask questions, do collaborative work and connect with others in their class
- Teachers will not expect students to be online for the entire lesson, but may negotiate a specific time during the timetabled lesson times
- Teachers will advise when a live stream audio or video lesson is scheduled at least 24 hours in advance
  - For any live stream lessons, all students must respect each other in any online conversations, just as you would in a face to face environment
  - Alternatives to video will be provided as some students may not be able to access this amount of data while at home (such as transcripts or audio)
- Please refer [APPENDIX 1](#) for details on Instrumental Music Lessons and Music Ensemble rehearsals
- Please refer to [APPENDIX 2](#) for tips on how MBHS learners work from home.

## Lesson Materials & Instructions

The mix of the following learning materials are available via Google Classroom:

- Learning program
- Assessment program
- content materials

- digital class notes
- photos of board notes
- assignments
- links to online activities (Stile, Mathspace, Code with Google, Noteflight, Soundtrap)
- collaborative documents
- quizzes & questions
- video links (Clickview, Youtube)
- teacher prepared instruction videos
- teachers audio and video live stream lessons, in some classes
  - **please note no student video will be permitted and these streams will be recorded and posted for other students in the classroom**

Students will be required to submit learning and assessment tasks via Google Classroom.

## Timetable

Lessons will run according to student & staff Daymap timetables (no Home Class).

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-8:55	GET READY FOR THE DAY				
<b>Lesson 1</b> 8:55-9:50 55 mins	1	4	7	6	2
<b>Lesson 2</b> 9:50-10:45 55 mins	2				5
10:45-11:05	Recess	Recess	Recess	Recess	Recess
<b>Lesson 3</b> 11:05-12:00 55 mins	4	5	1	3	7
<b>Lesson 4</b> 12:00-12:55 55 mins	6				1
12:55-1:35	Lunch	Lunch	Lunch	Lunch	Lunch
<b>Lesson 5</b> 1:35-2:25 50 mins	3	2	<b>Personal Development</b>	5	6
<b>Lesson 6</b> 2:25-3:15 50 mins	7		Staff Professional Development	4	3

# ASSESSMENT

## Formative Assessment - check and act

Formative assessment refers to a wide variety of methods that teachers use to check student comprehension, learning needs, and academic progress during a lesson, unit, or course. It can be thought of as continual assessment for learning.

Teachers will:

- use check for understanding activities to check student progress in their learning
- provide feedback during the learning to inform student of their progress (ie: verbal, drafting, quizzes)
- provide a weekly formative assessment activity for all students to do to check learning, understanding and engagement

Students will:

- complete learning activities as set
- act on feedback provided to improve
- seek further feedback or support as required
- complete weekly formative assessment activity

## Assessment of Learning

In Australian Curriculum subjects, student progress is assessed through a folio based assessment, where teachers keep records of cumulative achievement by students against the Australian Curriculum Achievement Standards.

In SACE subjects, student progress is assessed against evidence submitted by students for each assessment type against the SACE performance standards.

Teachers will:

- post clear tasks and due dates in Google Classroom
- mark and publish results and feedback to each student

Students will:

- seek early help with tasks to clarify anything they are unsure of
- complete and submit assigned tasks to Google Classroom by due date



# LEARNING ENGAGEMENT & ATTENDANCE

## Engagement expectations

- Students are expected to:
  - access their Google Classrooms for each subject at least 3 times per week, preferably at the scheduled times
  - complete a once weekly formative assessment activity
  - submit assigned tasks by the due dates
- Students are expected to participate in live stream lessons as scheduled by their teacher.
- All students **must** participate in the weekly Personal Development lesson on Wednesday afternoon
  - Rolls will be marked in Daymap for this lesson
- Each week teachers will record a Traffic Light indicator of student engagement and progress - this record will be emailed to all students and parents/caregivers on Tuesday morning the following week.
  - **Green** - engaged and on track
  - **Amber** - does not attend online lessons and/or has not attempted all learning or assessment activities
  - **Red** - does not attend any online lessons and/or has not attempted any learning or assessment activities to satisfactory standard
- All students working from home have attendance marked in Daymap in advance
  - H – Home Study
  - it is an expectation that parents/caregivers contact the school if they have nominated their child to be learning at home and they are not able to do their online learning due to illness
  - contact the MBHS attendance line on **(08) 85319555**
- All students working at school under supervision and care have attendance marked in Daymap by lesson
  - it is an expectation that parents/caregivers contact the school if they have nominated their child to be learning at school and they are going to be absent for any reason
  - contact the MBHS attendance line on **(08) 85319555**
  - parents/caregivers will be contacted immediately for students who truant supervision sessions

## Engagement Follow Up & Concerns

Parents/Caregivers are asked to monitor the progress of their student(s).

- Follow up for concerns about student progress in a subject will initially be undertaken by the subject teacher via email to parents/caregivers
- Home class and Personal Development teachers will:
  - Track student engagement in learning across their subjects
  - Make 1st phone contact home for students persistently not engaging in learning activities across their subjects
- In the event of an ongoing engagement concern follow up will be undertaken by the Student Pathways Leader via phone or email
- Ongoing non-attendance or engagement in online or on-site learning without parent/caregiver making contact with school will raise a welfare concern requiring a mandatory notification
- Should you wish to seek further clarification on tasks/activities listed in classrooms, the first point of contact is the subject teacher
  - A list of staff emails is located in [APPENDIX 3](#)

# BEHAVIOUR

## Student Expectations

MBHS expectations for respectful and positive behaviour applies in the online environment.

The same consequences when these expectations are not met also apply.

- Students will communicate respectfully with their teacher and other students through classroom posts, emails and all other online interactions
- Students respect that teachers are **only** available during their timetabled lesson time for real time questions and feedback

For teacher scheduled online live stream lessons students are expected to:

- Join lessons on time
- Respectfully engage with teacher and peers
- Actively participate in group discussions/collaboration
- All school behaviour expectations apply for online learning
- Take at least a 10 minute break away from screens between scheduled live stream lessons and for the entirety of scheduled break times
- Students behaving inappropriately online will be removed from the live forums and parents/caregivers contacted as required

**Normal school rules and consequences apply for all students working at school.**

## Staff Expectations

For online live stream lessons staff are expected to:

- ensure online lesson material is posted 24 hours before the scheduled lesson
- respond to outside of lesson student email or classroom requests within 2 business days
- be professionally attired as per a normal work 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 Google Classroom for that class

# WELLBEING, PERSONAL DEVELOPMENT & PATHWAYS

## Home Class & Personal Development

All students will participate in their Personal Development lesson each week:

- Lesson occurs each **Wednesday 1.40pm - 2.30pm**
- **All students** are to check in for lesson via Google Classroom Form and engage in online lesson
- This lesson will be used by the teachers to provide:
  - Year level and wellbeing information
  - Teach and support Personal Development learning program
  - Support in development of each student's e-portfolio of learning
- **Daymap rolls will be marked for this period**

## Wellbeing support

All staff will record wellbeing, other concerns & follow up action as per usual process.

Wellbeing Leaders will:

- be available for consultation and referral of students at risk via email
- will monitor and respond to student Wellbeing hub queries [wellbeing.mbhs.sa.edu.au](http://wellbeing.mbhs.sa.edu.au)
- ensure every Google classroom will have a direct link to Wellbeing Hub including information for students and referral online
- EDGE program will continue to offer support, continue communication with students and work with parents/caregivers
- Please refer [APPENDIX 4](#) for further information about how students can access wellbeing support at home.

## Pathways support

Our student pathways planning and support will continue. Student Pathways Leaders and our Vocational Education team will:

- be available to discuss students pathways and career support via email
- will regularly email careers and university information and opportunities to students and families
- will regularly update careers and pathways information at our dedicated website [careers.mbhs.sa.edu.au](http://careers.mbhs.sa.edu.au)

# CAREGIVER CONCERNS - WHO TO CONTACT

## Initial Concerns

Parent/Caregivers and students please contact:

- Subject teacher - learning
- Home class teacher - engagement & wellbeing

## Ongoing Concerns

Parents/Caregivers and students please contact:

Student Pathways Leaders - learning and engagement concerns

- Year 8 - to be announced
- Year 9 - Jared Daly
- Year 10 - Kara McLaren
- Year 11 - Melanie Bennett
- Year 12 - Brock Herdman
- Aboriginal Student Pathways - Lyndsee Frost

Learning Area Leaders - subject specific concerns

- STEM (Science, Maths, Digital Technology, Agriculture) - Luke Starczak
- Global Perspectives (English, Humanities, Languages, EAL) - Kirrily Martin
- Healthy Lifestyles (PE, Health, Outdoor Education) - Josh Coulter
- VET, Tech Studies & Home Economics - Roxanne Rowland
- The Arts - Alex McFarlane
- Students with disabilities and learning difficulties - Ben Young

Wellbeing Leaders - wellbeing concerns

- Student Wellbeing Leader - Chris Braun
- Student Wellbeing Leader - Leah Waye

## Unresolved Concerns

In the event that concerns cannot be resolved, please contact:

- Director of Curriculum - Michael Pater
- Director of Wellbeing & Engagement - Darren O'Connor
- Director of Inclusion and Diversity - Penny Conway
- Director of Entrepreneurial Learning - Tiahne Wareing
- Deputy Principal - Paula Haesy

# APPENDIX 1 - MUSIC PROGRAM

## Instrumental Music Lessons

Some students will be attending Instrumental Music Lessons

- These are 30 minute lessons and will appear on the student's timetable
- Students that are attending Instrumental Music Lessons will need to log out of their Google Classroom 5 minutes before their lesson commences

## Ensemble Rehearsals

Some students will be attending Ensemble rehearsals:

- Drumline - Monday 12:45 - 1:30
- Vocal Ensemble - Thursday 12:45 -1:30
- Guitar Ensemble - Friday 10:30 - 11:00
- These will appear on the students timetables
- Students that are attending Ensemble Rehearsals will need to log out of their Google Classroom 5 minutes before their rehearsal commences
- Concert Band 1 & 2 will continue during Wednesday PD lesson time

## APPENDIX 2 - LEARNING FROM HOME: TIPS FOR STUDENTS

# HOW MBHS STUDENTS LEARN FROM HOME

### FOCUS YOUR MIND

- Wake up at the time you would if you were attending school (preferably before 8.00am)
  - Complete some form of exercise
  - Enjoy a full and healthy breakfast
  - Check your school emails and any other platforms that you are instructed to work from (i.e. OneNote, Learning Place)
- 

### YOUR LEARNING SPACE

- Your learning space should be tidy, comfortable and as quiet as possible
- Always be respectful of any shared spaces in your house

### YOUR CLOTHING

- Do not wear your pyjamas all day
  - Dress in neat, casual clothes when completing work
- 

### YOUR EQUIPMENT

- Ensure your device is ready and logged in
- Test all applications and platforms required to make sure they are working
- Have a pen and paper ready
- Use headphones if necessary
- Turn your phone on silent and move it away from your workspace to avoid distraction
- Remove any other distractions

### YOUR ETIQUETTE

- Be polite, appropriate and respectful in any language you use online, and as you would in person
  - If sending an email to a teacher, write it with an appropriate greeting and with correct language, grammar and spelling
  - Use school email address when contacting school staff
- 

### BEING PRODUCTIVE

- Manage your time efficiently
- Use your time for learning
- As required, complete any set work and submit it using the correct methods
- Spend time revising any items you don't understand and be sure to ask questions (by email or other nominated platform)
- Check your emails regularly throughout the day

### BEING HEALTHY

- Look for opportunities to be healthy
- Drink at least two litres of water every day
- Have a 15 minute break for every 45 minutes of work
- Have a healthy morning tea and lunch at the same time each day

# APPENDIX 3 - STAFF EMAIL LIST





## APPENDIX 4 - STUDENTS ACCESSING WELLBEING SUPPORT FROM HOME

Students can access the Student Wellbeing Hub [wellbeing.mbhs.sa.edu.au](http://wellbeing.mbhs.sa.edu.au) via any computer providing they are logged on to their Google account. If students require extra support they can complete a referral found at the bottom of the page.

Student referrals will be taken very seriously. A referral will alert a member of our Wellbeing team who will contact your child as soon as they can, within normal school hours (8:45am - 2.00pm). If they are unable to contact your child a Welfare Check may be activated.

The Wellbeing team is available to speak with you or your child during normal school hours (8:45am - 3:15pm) should you have concerns about the Wellbeing of your child. You can call the front office on 8519500. *Please note they will not be able to follow up any referrals outside of this time.*

If you require assistance outside of school time (between 3:15pm- 8:45am) please refer to the external support services list at [www.murraybridgehs.sa.edu.au](http://www.murraybridgehs.sa.edu.au).

The Wellbeing team will be calling all students they would normally see at school to check in. How often this occurs will be determined based on each situation.


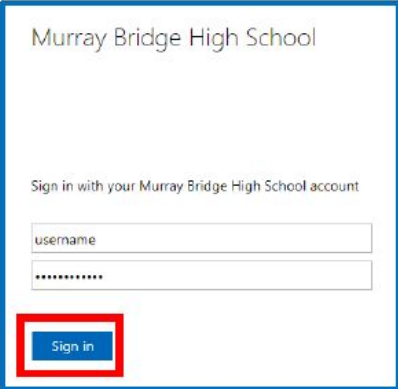
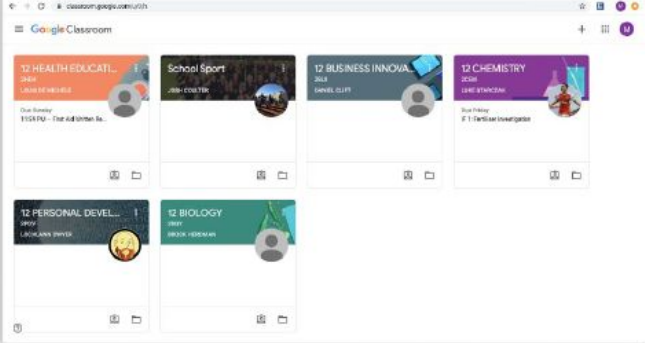
The Wellbeing team has provided various support resources for you to access regarding managing your children at home. These are also available at: [www.murraybridgehs.sa.edu.au](http://www.murraybridgehs.sa.edu.au).

# APPENDIX 5 - ACCESSING GOOGLE CLASSROOM FROM HOME

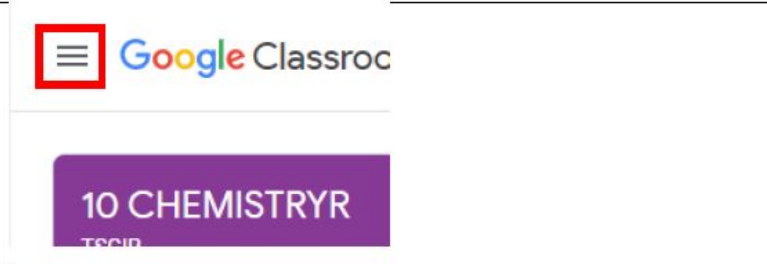
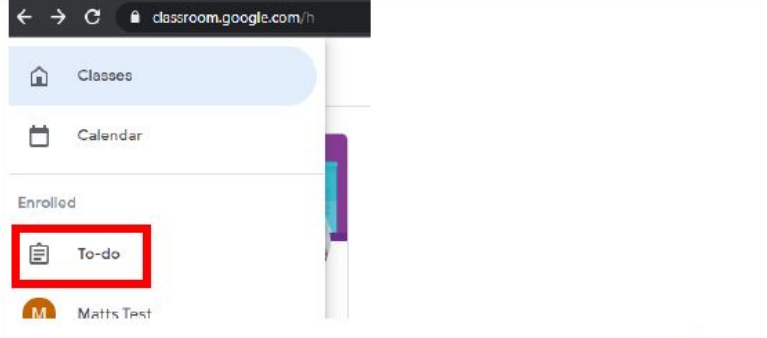
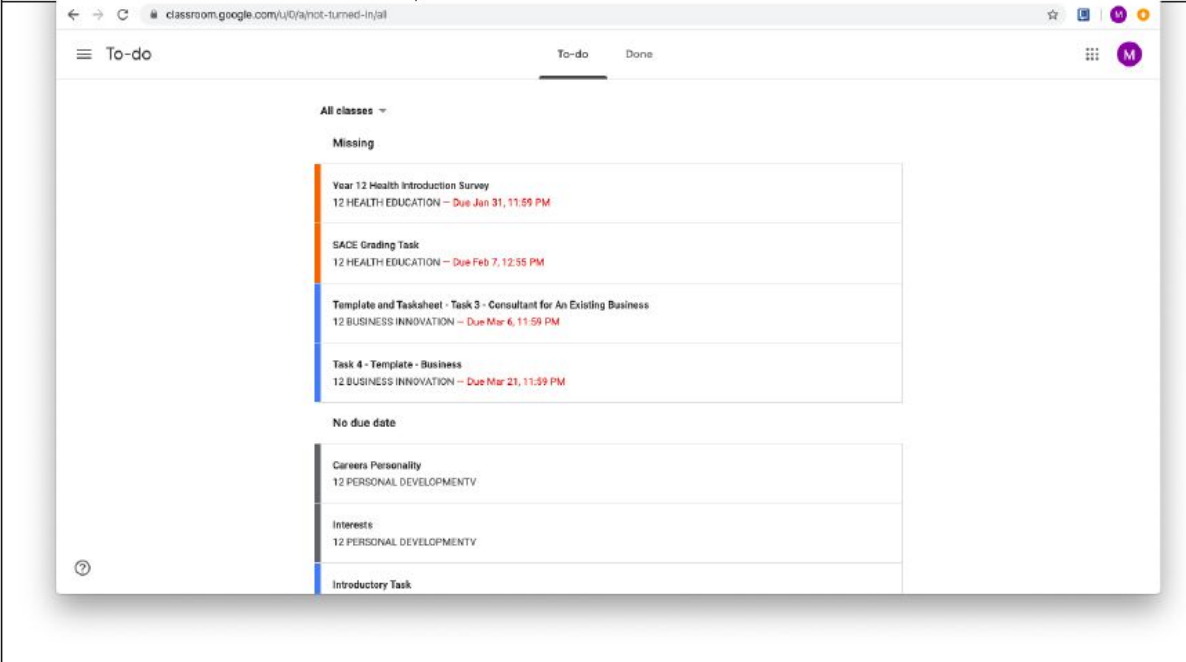
Murray Bridge High School  
Accessing Google Classroom



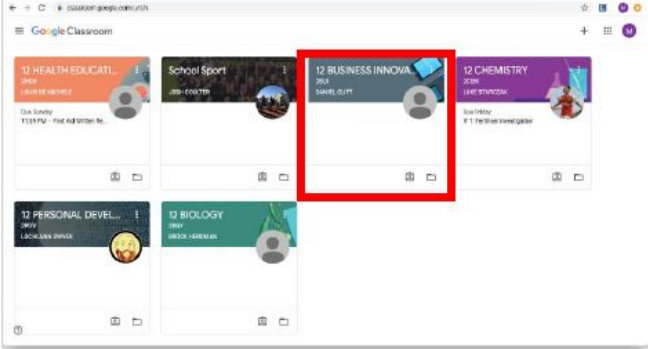
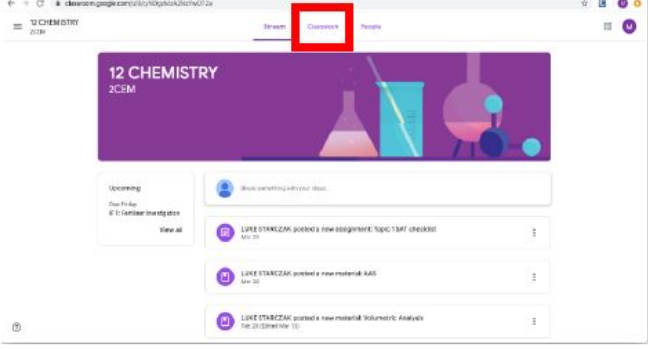
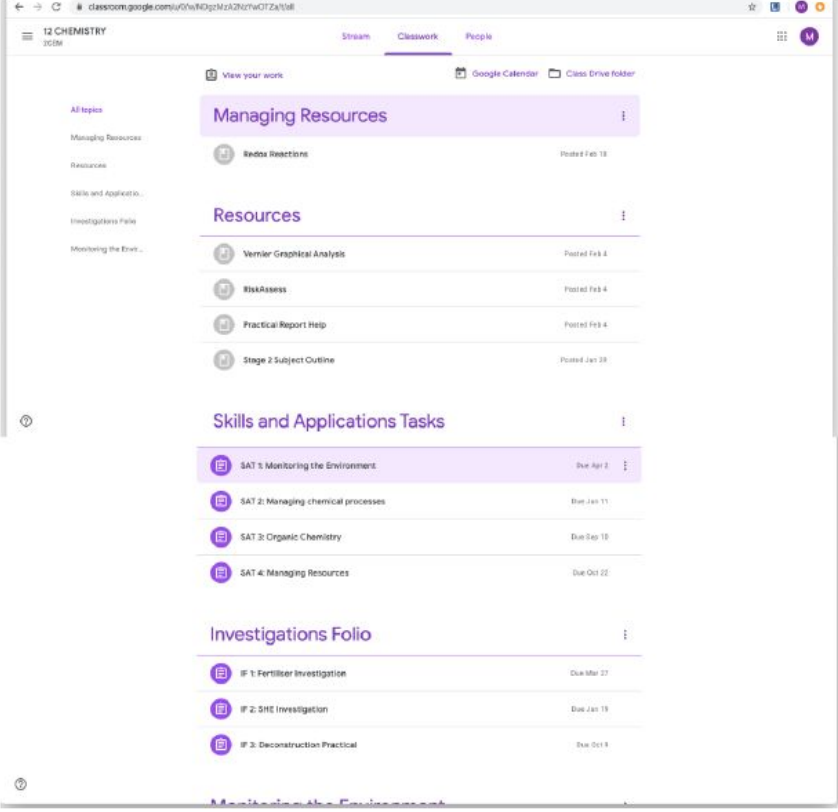
Google Classroom is accessible from anywhere. Staff are posting all teaching resources to allow for continuous learning.

<ol style="list-style-type: none"> <li>1. Go to <a href="https://portal.mbhs.sa.edu.au">https://portal.mbhs.sa.edu.au</a> and select the Google Classroom Tile</li> </ol>	
<ol style="list-style-type: none"> <li>2. Your student can enter their MBHS username and password. If your student has issues logging in, please send an email to <a href="mailto:support@mbhs.sa.edu.au">support@mbhs.sa.edu.au</a></li> <li>3. Click Sign In</li> </ol>	
<ol style="list-style-type: none"> <li>4. A similar screen to this will appear with the student's classes</li> </ol>	

## Seeing tasks to complete for all classes

<p>1. Click the 3 lines at the top left of the page</p>	
<p>2. On the menu that appears click on <b>To-do</b></p> <p><i>A page similar to the image below will appear with a summary of work to complete for all classes</i></p>	
	

## Accessing classes

<p>1. From the home screen of Classroom click on the class you wish to access</p>	
<p>2. This will open the <i>Stream</i> page for the particular class. This is similar to a Facebook feed of what has been posted for the class.</p> <p>3. To see an organised view of all assignments and material posted for a class, click the <b>Classwork</b> button. This will open a page similar to the image below. Each assignment or material will include instructions on what to do.</p>	
	

# STAFF ONLY SECTION

## Purpose

The purpose of this section of this document is to provide MBHS staff with additional details on processes, support and expectations, so that no child slips through the cracks. It is to be read as supplementary expectations and information to that provided in the students and families section of the ***Online Learning Handbook - A guide for Students, Families & Staff*** above and our [MBHS Staff Handbook](#).

# STAFF ONLY - STAFF EXPECTATIONS FOR ONLINE LEARNING PROVISION & PROTECTIVE PRACTICE

Digital learning and publishing expectations will follow a 3 tier structure, with minimum technology use expectation. Tier 1 is our current requirement. Tier 2 will be the minimum requirement for Term 2.

Digital Learning tools instructions and latest COVID-19 response advice is available at the MBHS tailored support site: <https://sites.google.com/mbhs.sa.edu.au/digital-learning/home>

## Tier 1

Upload teaching and learning material into Classwork in Google Classroom, prior to lessons where appropriate. Material to possibly include:

- course outlines (required)
- learning schedule (required)
- content materials (required)
  - digital class notes and/or
  - slides and/or
  - photos of board notes
- assignments (required)
- links to online activities (Stile, [Mathspace](#), Code with Google, Noteflight, Soundtrap)
- collaborative documents
- quizzes
- questions
- video links ([Clickview](#), Youtube)
- feedback to students as they construct responses
- marked and returned work to students

*Technology options:*

- [Google Classroom](#)
- *Google Suite options* ([Docs](#), [Sheets](#), [Slides](#))

## Tier 2

Tier 1 + during allocated lesson time live interaction with students. **Options could include:**

- live editing shared docs (G-Suite)
- live Q&A session via class comments (posts) and/or Slides Q&A
- live 1:1 feedback via comments or posts
- emailing students
- posting class instruction video or audio - voice over visual aid

Technology options:

- [Google Classroom](#)
- Google Suite options ([Docs](#), [Sheets](#), [Slides](#), [Jamboard](#))
- Screencastify (to make your own voice over visual aid videos ie: voice over task sheet, voice over slides, voice over jamboard)

### Tier 3

Tier 2 + provide live and recorded WebEx live interactive stream sessions in class time.

Technology options:

- Google Classroom
- Google Suite (Docs, Sheets, Slides, Jamboard)
- WeVideo - Prerecorded teacher video/audio over any content
- **Google Meets - teacher video + student audio + permission to record<sup>1</sup>**
- **Webex - teacher video + student audio + permission to record<sup>1</sup>**

**<sup>1</sup>Note:** training requirement - do not proceed with use of video conferencing without face to face training in the following practice.

#### **Before running a video conference with students:**

- Have all documents and resources open and organised before starting the video conference
- **Instruct all students to turn off their cameras and to mute their microphones before entering the meeting**
- **Inform students that the video conference will be recorded and that normal school expectations apply to all online sessions**
- Students can submit questions through the text chat and can ask questions by unmuting their microphone
- Instruct students to only turn on microphones after being prompted by the teacher
- Using a second screen makes it easier to present on one screen and still view the chat window



## Protective Practice Online

Before engaging in staff-student interactions, ensure you follow protective practices protocols as set out below. Should a student post a video, audio or text that is inappropriate the parent/caregiver and a member of Executive will be contacted immediately.

Online staff-student interaction - Protective Practice Protocols	
Posting of lesson and learning resources through Classroom	Yes
Post own videos or audio of instruction through Classroom	Yes
1:1 student communication - message via classroom posts	Yes
1:1 student communication - email	Yes
Live stream of teacher presenting lesson, with option for students to post questions for teacher response – No student audio, NO student video + permission to record gained from students for each session	Yes + record live stream, with permission
Live stream conference, students join via audio - NO student video + permission to record gained from students for each session	Yes + record live stream, with permission
1:1 video chat	No
1:1 chats	No
Video conference with student videos active	No
Phone calls directly between students and teachers	No
Communicate with student on any social media platform	No

## STAFF ONLY - LEARNING DESIGN & ASSESSMENT

The central tenets of our learning design and assessment in the online environment is to:

- design learning to develop core knowledge and skills for future success, and
- to capture, review and credit all evidence of learning (however it appears)

Please contact your LAL urgently if you are unsure how to proceed.

### Australian Curriculum LAPs and Assessment

To maximise continuity of learning for students against our agreed key skills and content:

- Review your LAP and make any adjustments to program, selecting topics and skills that best suit online delivery and learning
- Design learning pared back to a strong depth focus on the key skills and content we have agreed
- Collect any evidence of student learning you can against these key skills and content
  - **focus on what they have shown they know and can do, rather than what they haven't done**

### SACE LAPs and Assessment

**The clear intention from the SACE Board is that no student will be disadvantaged.**

To maximise continuity of learning for students, focus on:

- Students producing evidence of learning, including in ways that depart from the LAP
- Keep an ongoing record of LAP adjustments, noting you can have adjustments for individual students to credit evidence of learning
- Be flexible, inventive, open minded and work with the students and families
- Set the 30% External Investigation task in Term 2
- Having clear instructions for students, set regular check in points and break down into tasks with clear due dates
- Check the SACE website regularly for the most accurate and current information about SACE adjustments in each learning area
  - Consult the latest information on your Subject minisite, look at the information for teachers on the [SACE Covid-19 minisite](#)
  - Use PLATO to continue your professional development and PLATO Social to stay in touch with other teachers of your subject
- NOTE: Schools cannot change or alter the weightings of assessment types as specified in subject outlines.

## STAFF ONLY - SUPERVISION & CARE AT SCHOOL

The basis of a model that provides a supported learning environment and manages risk to students and staff on site are:

- Year levels grouped in 2 learning spaces to ensure adequate social distancing (one person per 4 m<sup>2</sup>)
  - Middle School - Hindmarsh Ground
  - Senior School - Library, Conference Room, B1
  - ELO - H1.0, H1.1
  - Aboriginal Students support - M16
- Yard Duty areas will be reduced in size and student groups allocated to separate areas
  - Canteen will operate initially with a limited menu ordered online only (QKR!)
- Staff supervision roster will be designed to:
  - maximise teacher availability for their online classes
  - group teachers into Middle School and Senior School supervision based on the majority of their classes
  - allocate one teacher and one SSO per 50 students
  - ensure equitable allocation of supervision duties, within teachers face-to-face teaching load - for most teachers this will potentially be a double lesson (subject to change based on changing needs of the school and student attendance)
  - include Rover support for all lessons to support behaviour management
  - roll marking each session
  - include full coverage of yard duty areas that allow staff to supervise all students within allocated area

## STAFF ONLY - LEADERS & TEACHERS KEY INDICATORS

Line managers design once weekly staff wellbeing check in for their staff and be available to respond promptly to 1:1 support requests.

### Executive Leaders

- Meet regularly to respond to any new information and advice, including the collaborative design of new policies and procedures
- Offer support and guidance to middle managers in all matters relating to areas of exec responsibility, including staff, student and parent/caregiver concerns
- Put in place checking mechanisms so that no student falls through the cracks.
- Drive SIP, PIP and procedural improvement priorities, making adjustments/alternative actions to continue progress towards success criteria.
- Negotiate redeployment of staff and resources in response to need

### Learning Area Leaders

- Regularly check each teacher's Google classroom has a learning plan and relevant learning materials such as assignments, tasks and assessments
- Monitor class posts
- Provide fortnightly feedback to staff on their online learning delivery
- Support teachers to operate at the appropriate Tier level and develop skills to advance to next tier level
- Support teachers to develop contingency learning activities they can assign to students in event of staff absence
- VET: management of on-line VET delivery, check-ins and support to students working in more than one platform area

### Student Pathways Leaders

- Follow up ongoing engagement concerns with families via phone or email
- Undertake mandatory notifications for ongoing non-attendance or engagement in online or at-site learning where parent/caregiver contact cannot be made
- Monitor student engagement traffic lights and support staff and students
- Provide timely Year Level information and communication to HC/PD teachers
- Development and support of ongoing Personal Development learning program
- Track the development of each student's e-portfolio of learning

- Develop and provide to HC/PD teachers weekly capabilities check-ins to run with students
- Manage online or onsite behaviour issues

### Wellbeing Leaders

- Wellbeing Leaders will respond to student wellbeing and welfare concerns raised by teachers, students and/or parent/caregivers, using current documenting procedures
- They will liaise with outside Agencies and Mandatory Notify where necessary
- Plan for and direct SSO support as needed
- Staff will be supported and referred to EAP

### Specific Program Leaders: Aboriginal Education, ELO, Flexible Learning Options

Specific Program Leaders will:

- identify vulnerable and “at risk” students within their programs
- Track and enter all contact and actions with students in Department for Education tracking documents at J:\Covid Continuous Learning\Tracking
- ALERT team to be notified of any concerns regarding engagement and attendance - follow up as per usual ALERT processes
- Work with ASETO’s, SSO’s and Youth Workers to monitor engagement within learning programs and attendance on-site and at home
  - ASETO’s to liaise with families via telephone and record in Daymap
  - SSO’s to liaise with families and record in Daymap
  - Youth Workers to liaise with students weekly (case management) and record in Case Notes
  - Youth Workers to liaise with families and record in Case Notes and Daymap

### Literacy Leader

- Support staff and learning area leaders with readability and development of highly accessible online learning activities and tasks
- Support staff to develop effective online formative assessment activities
- Support tracking and response for progress against SIP goals, with a focus on vocabulary development

## Promotions Leader

- Collaboratively develop and enact a public information plan to promote ongoing work of the school
- Refine and enact Year 8 to HS transition program

## Subject teachers

- Develop and publish comprehensive, curriculum aligned learning programs and resources
  - including weekly formative assessment activity that is used as evidence of learning, understanding and engagement
- Be available online during all timetabled lessons to provide live support to students
- Respond in timely manner to student requests
- Enter weekly traffic light indicators of student engagement
- Email parents/caregivers promptly for students failing to engage
  - Email template available at [APPENDIX 6](#)
  - Document all parent/caregiver contact (included attempted) in Daymap
- Promptly act on feedback provided by leaders
- Advise the Daily Routines Manager and your Line Manager immediately any unplanned absences from work schedule
- Post on Google classroom that you will be unavailable to students because of illness

## STAFF ONLY - SUPPORTING VULNERABLE STUDENTS

Department processes for tracking, monitoring and support of vulnerable students are in place. Rigorous tracking of student contact and support is required. Tracking record to be updated following every contact. Tracking record at: J:\Covid Continuous Learning\Tracking.

### Aboriginal Students

The Aboriginal support team will:

- Identify aboriginal students who are likely to be on-site and those who will be working off-site. Auntie Cheryl to telephone all families to determine this.
- Greg will support students who are on-site.
- Identify highly vulnerable (at risk) aboriginal students and encourage families to send students to school.
- Identify aboriginal students who have no internet access or no computer to work from at home. Support students with Telstra 4G cards when they come in and allocate chromebook if needed.
- Provide a classroom (Ab Ed room) for aboriginal students to work as a group in a supervisory model. Subject teachers to provide work and support via on-line forum.
- Provide on-line support from Aboriginal Homework Club teacher (Kerrie Fraser) to keep students “on target” and motivated.

The ALERT team will track and monitor students who are referred to the team by teachers as not accessing any of the on-line class work and forums.

### Students with Disabilities and Learning Difficulties

The SWLD support team will:

- Provide a classroom for ELOJ and ELOS classes for students to work as a group in a supervisory model.
  - Subject teachers to provide work and support via online forum.
- SSO's working within ELO classes and mainstream students with disabilities to phone parent/caregiver to ascertain whether students are to work from home or on-site
- Using WEBEX as an option for face-to-face teaching
- Ensure that Modified SACE student has on-line resources and support
- SSO's to telephone parent/caregiver weekly if students are not connecting to on-line lessons

## Children in Care (including all DCP Queries)

The Wellbeing support team will provide the following:

- CIC (GOM) support will continue with regular communication and collaboration with DCP and outside agencies.
- Communications with DCP (Department of Child Protection) - in order to create a timely and reliable communication link, the following is now in place:
  - Critical contacts will remain addressed through telephone contact (85319500)
  - All non critical contacts will be made through emails with wellbeing staff undertaking the role of team contacts
  - ALL email queries to be copied to Darren O'Connor (Assistant Principal, Wellbeing)

## Wellbeing High Risk

Wellbeing support team 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/caregiver as required
- monitor and respond to well being hub queries
- provide content to IT for digital board to continue to promote wellbeing messages
- ensure every Google classroom will have a direct link to Wellbeing Hub including information for students and referral online
- track and monitor contact with vulnerable and high risk students
- EDGE program will continue to offer support, continue communication with students and work with parents/caregivers
  - will work with Student Pathway and Wellbeing Leaders to support both online and in onsite support
  - continue to support curriculum accessibility for students, working with Learning Area Leaders and subject Teachers.
- Social Work Incident Support Service (SWISS) will be contacted for support as needed

## The Independent Learning Centre (FLO)

The Youth Workers will:



- identify students who are “at risk” and encourage them to attend the centre
- contact students as part of their case load at least twice a week
- provide students with “List of Helplines” available in the local community
- provide a “mindfulness” program for all students to access from home and within the centre
- Ensure Flexible Learning Transition Portfolio work to be placed on-line for all students
- Youth Workers to identify students with no internet access or access to laptop.
  - Provide 4G cards when available and chromebook where possible.
- Provide an upstairs and downstairs space for students who come into the ILC to work in a supervisory capacity.
- Youth Workers continue to track and monitor students for weekly case management sessions - via phone and face-to-face video conferencing with WEBEX

The Teachers will:

- identify to Youth Workers students who have not participated in any online learning
  - Youth Workers then contact student and family via phone
  - Record contact on the “General Contact of Work Record Sheet” (Google Docs)

## STAFF ONLY - INCOMING COMMUNICATION

- Phone calls into school
  - All calls coming into reception will be prioritised and directed as necessary
  - This is to ensure Teachers, Leaders and IT are not inundated with calls by parents/caregivers and agencies and provide staff basic information, so that they can respond promptly and accurately
  - Attendance line will continue established practice
  - Finance will continue established practice
  - Urgent and critical issues will continue to be addressed immediately as per standard practice (contact Wellbeing Team, Leaders, Executive).
- Email forwarding will be the primary form of communication followup
  - Reception & SSO will use a defined template to gather information and forward onto Teachers and Leaders.
  - This will provide additional information that includes:
    - Full caller Name
    - Agency
    - Parent/Caregiver and return contact details (email & telephone number)
    - Full Student name
    - Year level
    - Query

## STAFF ONLY - PROFESSIONAL LEARNING

### Staff Meetings & PD

Staff will continue to participate in staff meetings and professional development as per existing schedule, with additional professional development scheduled in response to staff need.

- Meetings and collaborative professional development will occur through online platforms wherever possible
- Google Meets invitations will be sent via Google Calendar request

### Staff Shared Documents

Staff shared documents and online learning resources will continue to be sorted, accessed and shared via existing Google Shared Drive protocols.

- Digital Learning tools instructions and latest COVID-19 response advice is available at the MBHS tailored support site:

<https://sites.google.com/mbhs.sa.edu.au/digital-learning/home>

### Staff Training For Online Delivery Model

Schools have been allocated four Student Free Days in Term 1, Week 11 to prepare for online and off site learning. Our focus will be on providing tailored, differentiated Digital Learning professional development and substantial time for collaborative and individual planning.

### [Term 1 Student Free Days Schedule](#)

## STAFF ONLY - WORKING FROM HOME

### Working from home approval

To work from home, you must have a medical certificate that identifies one of the vulnerable categories as identified at [COVID-19 \(coronavirus\) latest advice page](#) and complete a [working from home application](#), to be approved by the Principal.

There is also a new category of special leave with pay of up to 15 days per year. This category of leave will be available to support you if you are absent from the workplace due to a COVID-19 situation, once your other leave has been exhausted. This is in addition to the normal 15 days special leave with pay.

[Read more about leave and flexible working arrangements for COVID-19.](#)

### Working environment

When working from home it is important to be aware of the working environment to set the arrangement up for success.

- Choose a dedicated work space, and, if possible, keep it separate from your spaces that are associated with leisure (for example, your lounge room/dining room)
- Typically, portable devices are not comfortable to use for extended periods, so you are responsible for ensuring your set up at home is [ergonomically](#) appropriate and free from hazards.
- The school will provide you with access to a desktop screen that you can borrow to use at home
- Take into consideration non-adjustable chairs and desks
- Ensure electrical leads are in good condition (not frayed).
- Do not cradle the phone between your neck and shoulder, use speaker option on your phone, taking into consideration confidentiality.
- Ensure you take frequent breaks, move away from the work station and apply stretch activities (every 30 minutes).
- Set clear and reasonable work hours. Be mindful of social interruptions to your work day.
- Ensure you notify your line manager of any leave (sick, carers, UPN etc).

- Review the [Working in isolation procedure](#) and consider frequent check-in with line manager, known medical conditions).
- Notify your line manager and Dee Spurling of any work changes (sick or personal leave), and submit an online leave request
- Ensure batteries are charged for battery operated equipment.
- Ensure you update any contact details with your line manager (consider alternative phone numbers)
- Be aware of potential hazards in the workspace (take into consideration home renovations, contractors etc)
- Apply good hygiene practices.
- Hazard, Injury and incident reporting - immediate notification to manager and log an [injury report](#), including for an asset claim or security incident.
- Should you require support for your psychological wellbeing refer to the following link [Psychological support](#) for EAP.

Any WHS enquiries can be directed to the WHS hotline 8226 1440 or email [education.whs@sa.gov.au](mailto:education.whs@sa.gov.au)

## APPENDIX 6 - PARENT/CAREGIVER EMAIL FOR NON-ENGAGEMENT

Dear Parent/Caregiver,

Murray Bridge High School has provided on-line lessons through Google Classroom for your child to ensure continuity of learning in these uncertain times. It is essential that routines and good habits start now, and this includes logging into the classes identified on your child's timetable each day, and completing the set work.

Please be advised that your child: \_\_\_\_\_ has not accessed his/her \_\_\_\_\_ classroom during his/her timetabled lessons. I am operating from my online classroom during these times and can answer questions, offer advice and check for student understanding during this scheduled lesson.

I don't want your child to fall behind. Please support me to support your child by making sure they access their class according to their timetable. The MBHS Online Learning - Parent/Caregiver and Student Handbook emailed to you on \_\_\_\_\_ provides step by step instructions, as well as explaining your obligations during this time. Together we need to ensure that your child has the skills, knowledge and understanding to keep continuity in their learning and be able to progress in the future.