REMOTE LEARNING MODEL

A Guide for Parents, Students & Teachers

MARRYATVILLE HIGH SCHOOL

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RATIONALE

Rationale

Purpose
The purpose of this document is to outline the procedures for continued delivery of education programs at Marryatville 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

Definition
In the event of prolonged closure or the need for online delivery of teaching and learning, Marryatville High School teachers will utilize online platforms (Daymap & Teams) 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 excel.

'Home Learning' Student Register
Students who will be learning from home from term 2 will be required to formally register for 'at home learning', via an online process. Details required will include:

- Name of student
- Year level
- Home Group
- At home learning declaration

TECHNOLOGY

Technology

Digital Platforms
The following digital platforms will underpin the teaching and learning process:
- Daymap - for learning management
- Course Hub - for files and collaboration
- Microsoft Teams - for live face to face teaching & learning

Technology & Infrastructure
The following infrastructure is required for delivery of distance learning:
- All staff and students have access to a laptop device
- Students who borrow laptops daily will be granted dispensation to take these devices home
- 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 help button located in Daymap Course Hub for staff and student ICT support requests
- Support responses will be provided remotely by ICT support staff

TEACHING & LEARNING

Delivery of Teaching & Learning

Timetable

Lessons will run according to student & staff Daymap timetables

MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
8.30	1	Line 7	8.30	1	Meeting/PL	8.30	1	Line 2	8.30	1	Meeting/PL	8.30	1	Line 6
9.20	2	Line 2	9.20	2	Line 7	9.20	2	Line 1	9.20	2	Line 6	9.20	2	Line 3
10.00	3	Line 2	10.00	3	Line 7	10.00	3	Line 1	10.00	3	Line 6	10.00	3	Line 3
10.40		Recess	10.40		Recess	10.40		Recess	10.40		Recess	10.40		Recess
11.00	4	HG	11.00	4	Line 3	11.00	4	Study Period	11.00	4	Line 5	11.00	4	HG
11.40	5	Line 1	11.40	5	Line 5	11.40	5	Line 4	11.40	5	Line 3	11.40	5	Line 5
12.25	6	Line 1	12.25	6	Line 5	12.25	6	Line 4	12.25	6	Line 3	12.25	6	Line 5
1.05		Lunch 1	1.05		Lunch 1	1.05		Lunch 1	1.05		Lunch 1	1.05		Lunch 1
1.30		Lunch 2	1.30		Lunch 2	1.30		Lunch 2	1.30		Lunch 2	1.30		Lunch 2
1.50	7	Line 4	1.50	7	Line 6	1.50	7	Line 7	1.50	7	Line 2	1.50	7	Line 4
2.35	8	Line 4	2.35	8	Line 6	2.35	8	Line 7	2.35	8	Line 2	2.30	8	Line 1
3.15		Dismissal	3.15		Dismissal	3.15		Dismissal	3.15		Dismissal	3.15		Dismissal

Lesson Delivery

Microsoft Teams:
- A minimum of two separate periods per week whole class 'face to face' teaching via Microsoft Teams
- The remaining lessons the teacher will be available via Teams online for student interaction
- Some formative activities may be delivered using features of Microsoft teams ie One Note

Lesson Materials & Instructions

The following supplementary learning materials are available via Daymap and Course Hub:
- Course Outlines
- Lesson notes
- Resources and learning objects
- Homework notes
- Course Hub resource
- Summative assessment including timelines/due dates
- Task sheets and assessment criteria
- Feedback on all summative assessment tasks
- Publish results/grades/ feedback to students

Students will be required to submit the following via Daymap:
- Formative tasks
- Summative tasks

ASSESSMENT

Assessment

Formative Assessment

Formative assessment:

- refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.
- helps teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

Teacher responsibilities:

- set activities and key milestones to assess student progress with learning and assessment tasks
- utilise LOOP software to collect live feedback from students at least once per topic/unit of work
- provide feedback during the learning process to inform student progress eg. verbal, drafting, quizzes

Student responsibilities:

- complete formative assessment tasks as required
- act on feedback provided to improve
- seek further feedback or support as required

Summative Assessment

Summative Assessment:

- is any method of evaluation performed at the end of a unit that allows a teacher to measure a student's understanding, typically against standardized criteria.
- is used to gauge students' comprehension of the material presented at the end of a particular unit of work, and is often measured using a rubric to arrive at a final grade

Teacher responsibilities:

- allocating summative tasks including timelines and due dates via Daymap
- mark and publish feedback and assessment results via Daymap

Student responsibilities:

- submit assessment tasks as per prescribed timelines via Daymap portal

Assessment Monitoring

Curriculum leaders to monitor Power BI Dashboard and follow up academic progress concerns as required

Supervised Assessment Tasks

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

ATTENDANCE

Attendance

Expectations
Student attendance will be marked for the two periods per week where the whole class is required for face to face teaching via Microsoft Teams
Class roll codes:
- All students working from home are marked in advance H – Home Study
- If a student is PRESENT on Teams for a 'face to face' teaching lesson the teacher will mark the roll with code 00 – Present On Line
- If a student is ABSENT on teams for a 'face to face' teaching lesson the teacher will mark the roll with code U – Unexplained

Attendance Follow Up & Concerns
Parents are required to monitor Daymap attendance for each student:
- Explanation for all absences must be provided by email to the relevant subject teachers
- Depending on the reason provided, the absence will be reconciled as either I- Illness, C – Certificate or F - Family

In the event of an ongoing attendance concern: (absence for 2 consecutive lessons or more for a subject):
- Follow up will initially be undertaken by the subject teacher via email to parents
- In the event of an ongoing attendance concern follow up will be undertaken by the Year Level Leader via phone or email
- A list of staff emails can be located in Appendix #1

BEHAVIOUR

Behaviour

Student Expectations

For online lessons students are expected to:

- Join lessons on time
- Respectfully engage with teacher and peers
- Actively participate in group discussions/collaboration
- Students must be located in designated study spaces for all live lessons
- Students must be in school uniform or HPE uniform top for all live lessons (to prepare for learning & appropriate attire for school group interactions)
- All school behaviour expectations apply for online learning
- Ensure that the only participants in video conferences, 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
- Protect their privacy by being mindful of the background
- 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

Staff Expectations

For online lessons staff are expected to:

- Be professionally attired as per work day
- Consider carefully why they are having the video conference and use it well
- Ensure that students have necessary resources prior to the session
- Use the sessions to ensure students understand the content, do some collaborative discussion and making sure before the session ends that the students know what the next steps are
- Protect their privacy by ensuring a professional background
- Ensure the minimum group size for a session is three
- Exercise vigilance and ensure that only students who are part of the class are involved in lessons
- Remove students from the video conference who are behaving inappropriately
- Take a 5 break away from screens between lessons and for the entirety of scheduled break times

Parents

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

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, Course Hub or Daymap

WELLBEING

Wellbeing

Home group
All Home Group teachers will:
- Establish a Team for their HG
- Minimum of 1x live face to face HG period per week
- Rolls will be marked for this live period
- HG will be used for the HG teacher to provide:
  - Year Level information and communication
  - Weekly notices
  - Check on online learning transition
  - Wellbeing information
  - Academic program monitoring
  - Support & referral as/if required
- The other 2x HG sessions , HG teachers will be available online in Teams for individual student consultation
- Monitor student engagement & wellbeing of HG…and refer concerns to YLL

Student Life Program
Student Life Program:
- materials and activities will be disseminated by HG teachers, Wellbeing & Year Level Leaders
- activities will vary for different Year Levels ie SACE, PLP, Wellbeing

Wellbeing Monitoring
All staff will record wellbeing, other concerns & follow up action in Daymap Case Management notes as per usual process
Wellbeing & Year Level Leaders will:
- be available for consultation and referral of students at risk via email
- monitor Power BI Dashboard and follow up wellbeing / behaviour concerns as required
- identify a list of 'students at risk' and follow up with parent/caregivers as required

Staff Wellbeing
Strategies to promote and monitor staff wellbeing:
- Wellbeing button on course hub
  - Monitoring done by Director of Wellbeing
  - Responses as required by Senior leaders
- Staff Wellbeing Checks
  - Monitoring done by PDP leaders each Tuesday morning 8.30am – 9.20am
- SSO Wellbeing Checks
  - Monitoring done by PDP leaders each Tuesday morning 8.30am – 9.20am
- Information/resources
  - For managing Covid-19 related mental health & wellbeing during home isolation

PARENT CONTACTS

Parents

Parent should contact the following people if any concerns arise:

Initial Concerns
- Subject teacher – academic
- Home Group teacher – attendance & wellbeing

Ongoing Concerns
Curriculum Leaders – ongoing academic
- Mathematics- Jarrad McPhee
- Science – Karen Pantano
- English – Sarah Shannahan
- Health & Physical Education – Courtney Gerke
- Languages – Chris Thorburn
- The Arts – Sarah MacCulloch
- Technologies – Finn Galindo
- HASS – Emma Cant
- Music – Jasmin Feneley

Wellbeing & Year Level Leaders – ongoing wellbeing
- Year 8 – Tony Byles
- Year 9 – Rachel Lee
- Year 10 – Adam Carter
- Year 11 – Jennie Boisvert
- Year 12 – Graham Brooks
- International – Sarah Goldfain
- Pathways & VET – Laura Hudson
- Wellbeing – Sam Trotter
- Wellbeing – Huy Nguyen
- Wellbeing – Riley Jarman

Unresolved Concerns
In the event that concerns cannot be resolved please contact: (see email contact list)
- Director of Teaching & Learning – Lyndon Parry
- Director of Wellbeing – Janelle Morrissey
- Director of Learning Systems – Nathan Burgess
- Director of Organisation – Maya Brookes
- Director of Middle Schooling – Jenny Burford
- Deputy Principal – Julie Ferguson

Please note: Parent teacher interviews have been postponed for term 2

WORKING FROM HOME (staff only)

Working from Home Check-list

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.

- Ensure that the work station is set-up as ergonomically sound as possible. Take into consideration non-adjustable chairs and desks, you may need to improvise (eg Phone books under foot can help to keep upper legs at a 45 degree angle and also be used to raise the top of the monitor to eye level).
- 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 20 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 etc).
- Review the Working in isolation procedure and consider frequent check-in with line manager, known medical conditions).
- Notify your line manager of any work changes.
- Ensure batteries are charged for battery operated equipment.
- Ensure you update any contact details with your line manager (consider alternative phone numbers)
- You many need to allow access to Departmental employees for business purposes (Line manager and/or appropriate departmental employee(s) access to the home environment (notice of 24 hours for routine access and immediate access for emergency situations)
- 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 IRMS report, including 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
Enquiries for workers compensation 8226 7555 or email education.im@sa.gov.au
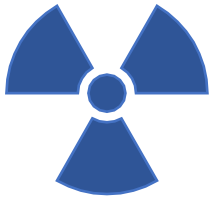
MICROSOFT TEAMS RISK ASSESSMENT

Microsoft Teams - Understanding the risks and how they can be managed

High Risk

Purpose: to provide site leaders with advisory information about threats and risks to consider as part of making an informed decision to use Microsoft Teams. By choosing to use Microsoft Teams, site leaders are acknowledging that they understand the risks, will implement effective risk mitigation strategies, and accept any residual risk.

What is it? Microsoft Teams is a collaboration tool that allow users to connect and communicate with one another, as well as collaborate on documents together. The tool allows for video chat, as well as audio and text-based chat, and also leverages Microsoft's other products (Word, Excel etc.) to allow for online collaboration.

Information collected: As Microsoft Teams is part of the Microsoft O365 suite, privacy considerations have already been made. Schools should read out the risk factsheet for O365 relating to any privacy concerns or considerations. All data for the Department for Education tenancy is stored in Australian data centres. No additional personal information is collected as part of enabling Teams, though staff and students may share or upload additional personal or sensitive information through their use of the product, see risk below.

Risk / Description	Likelihood	Impact	Recommended strategies to mitigate risk
1. Users share personal or sensitive information to users that should not have this access.	High	High	• Ensure all staff are familiar with Microsoft Teams' in-built sharing and privacy settings for documents and folders. • Avoid storing highly sensitive information in Teams. HR records, credit card information, banking and payroll information, for example, should not be uploaded. • Personal information stored in Teams should be kept to a minimum, and access controls used to restrict access to only those that need it.
2. Students may share inappropriate content with one another or participate in anti-social behaviour (bullying)	High	Moderate	• Ensure that all staff understand that virtual classrooms or spaces need to be treated like physical ones. When hosting a group conversation, for example, the teacher should leave the group only after all students have left to avoid students remaining in the group unsupervised. • Require all staff to report any instances of bullying or harassment as you would any other – Ensure an incident is raised in the Incident Response Management System. • Ensure a web filtering solution is in place to filter inappropriate websites and content on the school network.
3. Non-compliance with Records Management policies and standards relating to retention.	Moderate	Moderate	• Discourage staff from using Teams as a records management repository for official records. Teams should not replace systems designed to store Payroll, HR, payment transaction or enrolment records, for example. • Consult with the Records Management Unit on any retention requirements for official records or documents that you may be storing in Teams.
4. Users may share or download malicious files.	Moderate	Moderate	• Ensure all endpoints have an anti-virus solution installed, enabled and configured for automatic updates.

Summary: Even with all of the above managed processes in place, the initial overall risk rating of MODERATE remains as staff and students can use Teams to upload or share inappropriate content, or users may inadvertently share content beyond those that require access.

Before using this app: Schools should conduct their own risk assessment that, at a minimum, addresses the risks identified above and any others specific to the site. Risks and mitigation strategies should be reviewed and approved by the site leader prior to using the app. Tools and resources to complete a risk assessment can be found here: Cloud Security Risk Assessments

Useful resources:
ICT security policies and standards
Privacy Act 1988
Children's Protection Act 1993
Risk assessments for other cloud apps
Children's eSafety resources

Contact:
Education.ICTCybersecurity@sa.gov.au

APPENDIX#1   -   STAFF EMAIL LIST

APPENDIX#2 - ASSESSMENT DECLARATION

**MARRYATVILLE HIGH SCHOOL
STUDENT DECLARATION
SUPERVISED TASK AT HOME**

STUDENT NAME_____   SUBJECT_____

TEACHER_____   ASSESSMENT DATE_____

Assessment Conditions	Declaration	
Age appropriate supervision available for the duration of the assessment	☐ YES	☐ NO
Assessment completed within allocated time limit	☐ YES	☐ NO
Evidence of adherence to assessment conditions: *Provide 2 forms* - **Parent/Caregiver signature** - **Photographic** - **Audio** - **Video** - **Live Stream (Teacher Supervision)** - **Other**	☐ YES ☐ YES ☐ YES ☐ YES ☐ YES ☐ YES	☐ NO ☐ NO ☐ NO ☐ NO ☐ NO ☐ NO

If 'No' was declared in the table above, provide an explanation

I hereby declare that I have completed this assessment under the required conditions (as per evidence above).
Signed_____ Date _____

I hereby agree that the assessment task was completed under supervision under the required conditions (as per evidence above).
Supervisor Name _____

Relationship to Student _____

Supervisor Signature_____ Date_____

APPENDIX#3 - 'LEARNING AT HOME' REGISTER

All parents will be required to complete either the 'Learning At Home' or 'Learning On Site' in preparation for term 2. A link will be provided for this purpose.

Student Name:
Year level:
Home Group:
Parent Guardian Name:
Emergency Contact Phone number:

In the light of the current COVID19 situation, I understand that:

☐ The latest government advice is that wherever possible, students should undertake their learning programs from home. As such, my student will be undertaking their learning program at home, from the commencement of term 2

I have read and understood the Marryatville High School 'Remote & Onsite Learning Models', and understand in particular that, for students learning at home:

☐ Teaching and learning activities will continue to be delivered according to scheduled timetables, including Home Group
☐ Learning and assessment materials will be available and via Damap and Course hub
☐ Live 'face to face lessons' will be delivered via the Microsoft Teams platform in the form of regular video conference
☐ Parents will encourage and support student learning including providing a suitable environment at home for a video conferences as required

ONSITE LEARNING MODEL

A Guide for Parents, Students & Teachers

MARRYATVILLE HIGH SCHOOL

ONSITE LEARNING MODEL

Purpose
The purpose of this addendum is to outline the procedures for supporting students who **need** to continue to attend the school site (during a period of remote delivery) due to:
- parents who are unable to provide supervision at home, due to work in frontline services
- increased vulnerability due to disability, welling &/or personal circumstances

'Onsite Learning' Student Register
Students who **need** to attend the site from term 2 will be required to formally register for 'onsite learning', via an online process. Details required will include:
- Name of student
- Year level
- Home Group
- Reason for requiring an onsite learning program

Teaching & Learning
Teachers will provide learning remotely and:
- use Teams for delivery of the 'face to face' element of lessons
- differentiate to accommodate the needs of students with particular learning needs, difficulties or wellbeing concerns
- provide additional learning materials and assessment tasks via Course Hub & Daymap

Students who attend the site will :
- undertake their learning via these online classes, with their regular subject teachers
- continue to access lesson materials via Course Hub and Daymap
- bring required equipment for lessons including headphones
- on-site supervising teachers will be available to provide additional support to individual learners as required
- assessment responsibilities apply as per Remote/Distance Learning model (page7)

Onsite supervisors will:
- support onsite learners to engage in learning programs and complete required assessment tasks
- scaffold online learning with additional support and materials as required

Student Daily Routines
Students attending the site will:
- go to the designated room(s) at the top of E Block at the start of the day
- bring their own food, drink and snacks
- leave the school grounds at the end of the school day
- engage in required health & hygiene routines

Canteen
The canteen will be closed.

Health & Safety
Onsite learning will be supervised and supported with current public health advice in mind including:
- social distancing requirements
- hygiene requirements

- minimising student movement
- no practical activities

Behaviour

- Students must wear school uniform
- All school behaviour expectations apply
- Students will be supervised in allocated breaktime spaces

Attendance

For students in attendance at school:

- remote teachers will mark rolls as per process outlined on page (page 8)
- a separate roll will also be marked on a weekly spreadsheet on Staff Hub by the onsite supervising teacher
- attendance data will then be centrally entered into Daymap for each onsite learner, by Student Services
- the absence text notification system will not be in operation
- in the event that a student is absent without explanation the school will alert parents by phone and email
- Students sign in and out via normal process at Student Services

Class roll codes:

- if a student is PRESENT onsite the teacher will mark the roll with PRESENT
- if a student is ABSENT from site the teacher will mark the roll with code U – Unexplained
- attendance follow up will initially be undertaken by the onsite supervisor (or delegate)
- if unsuccessful, attendance concerns will be referred YLL or wellbeing team for follow up

Parent Responsibilities

Parents & family members should:

- contact the school as soon as possible if your student is going to be absent to provide explanation
- not enter school grounds unless by appointment
- make contact as required with onsite supervisors by email or phone

Supervision

On site each day will be the following staff:

- 2 senior leaders
- leader(s) or wellbeing staff to provide wellbeing support
- teacher(s) to provide supervision, learning support
- SSO(s) to provide administrative and learning support
- a designated first aid officer(s)

APPENDIX#4 - 'LEARNING ONSITE' REGISTER

All parents will be required to complete either the 'Learning At Home' or 'Learning On Site' in preparation for term 2. A link will be provided for this purpose.

Student Name:
Year level:
Home Group:
Parent Guardian Name:
Emergency Contact Phone number:

In the light of the current COVID19 situation, I understand that:

- ☐ The latest government advice is that wherever possible, students should undertake their learning programs from home. In the light of the following, my student will be attending the school site in Term 2:
- ☐ Parents who are unable to provide supervision at home, due to work in frontline services
- ☐ Increased vulnerability due to learning difficulty, disability, wellbeing, or personal circumstances
- ☐ Other
- ☐ Please provide confidential details to enable tailored support for your student :

I have read and understood the Marryatville High School 'Remote & Onsite Learning Models', and understand in particular that, for students learning at onsite:

- ☐ Teaching and learning activities will continue to be delivered according to scheduled timetables, including Home Group
- ☐ Learning and assessment materials will be available via Daymap and Course hub
- ☐ Live 'face to face lessons' will only be delivered via the Microsoft Teams platform, in the form of regular video conference
- ☐ Students need to bring lunch and all required materials for learning including headphones
- ☐ Teams of staff will provide supervision and support to onsite learners
- ☐ Attention to hygiene and social distancing measures are compulsory for all site attendees

A Guide for Parents, Students & Teachers

MARRYATVILLE HIGH SCHOOL

WELLBEING MONITORING & SUPPORT

A Guide for Parents, Students & Teachers

MARRYATVILLE HIGH SCHOOL

WELLBEING MONITORING & SUPPORT

Wellbeing Resources for Students

The following resources will be available on Course Hub & School Website for self-managing mental health & wellbeing:

- Wellbeing Help Brochures
    - self -safety, stress and anxiety related to Covid-19 pandemic
- Wellbeing help process/ student contacts card including:
    - Key school-based wellbeing contacts
    - Outside support services contacts
- 5 steps to Wellbeing
    - 5 Step Guide distributed to all students
- Mini Wellbeing Activities
    - competitions and activities will be offered by home group teachers
- Student Life Activities
    - Student Life activities will feature a focus on resilience and wellbeing for each year level

Wellbeing Support for Students

Wellbeing support can be requested via self or peer referral, via the Wellbeing Button on Course Hub

- Students can request support from a member of the Student Services Team
    - Wellbeing Leader
    - Year level Leader
    - International Leader
    - Learning Support teacher
- Initial response to students will be via Daymap message
- Referral to relevant leader/team for ongoing support as required

Wellbeing Resources for Families

Covid-19 support and wellbeing resources for parents/caregivers will be provided via:

- Newsletter
- Website links
- Email
- School TV links

Student Services Teams

Wellbeing Team

- Year Level Leaders
- Wellbeing Leaders
- Wellbeing SSO's
- International Leader

Learning Support

- Learning Support Teachers
- Learning Support SSO's

Remote Wellbeing Check Record

Each 'Remote Wellbeing Check' will be stored on Daymap by Case managers

Remote Wellbeing Check

Date:

Student/Parent Contact Made: **YES**   **NO**

Comment:

Student 'At Risk' Case Management

Monitoring Responsibilities		Student Engagement or Wellbeing Concerns		
		LOW	**MEDIUM**	**HIGH**
All staff • record wellbeing, other concerns & follow up action in Daymap Case Management notes as per usual process • manage online student behavior • refer behavior, engagement & wellbeing concerns to relevant Student Services sub team member **Student Services Team** (Year level, Wellbeing & Learning Support & International) • Curate Master Wellbeing list and allocate case managers for each student of concern – on Teams • Details recorded in master list– Name, HG, Challenge/ Vulnerability, risk level LOW, MEDIUM, HIGH, learning option, key support strategies, case manager • Meet weekly to discuss wellbeing concerns and responses • Monitor Wellbeing Dashboard in Teams and identify additional STAR	**Criteria**	**LOW criteria are:** • inconsistent attendance • low level disengagement • low level wellbeing concerns • low level behavior concerns	**MEDIUM criteria are:** • spasmodic or concerning attendance patterns • moderate level disengagement • moderate wellbeing concerns • regular behavior concerns	**HIGH criteria are:** • regular attendance concerns • major disengagement • serious wellbeing concerns • high level behavior concerns
	Response	**LOW level response:** • student added to master monitoring spreadsheet LOW category concern • contact made with student via Daymap message • development of agreed improvement/ support strategies • if resolved - ongoing monitoring & no further follow up • if not resolved - move to MEDIUM concern level • complete Daymap REMOTE WELLBEING CHECK RECORD of action • record check on master spreadsheet	**MEDIUM level response:** • student added to master monitoring spreadsheet MEDIUM category concern • contact made with student • contact made with parent if required by phone or email • development of agreed improvement/ support strategies • 1x weekly check-in with student by Daymap message or phone • if resolved - ongoing monitoring & no further follow up – move to LOW • if not resolved - move to HIGH concern level • complete Daymap REMOTE WELLBEING CHECK RECORD of action • record check on master spreadsheet	**HIGH level response:** • student added to master monitoring spreadsheet • contact made with student • development of agreed improvement/ support strategies • 2x weekly check-in with student by phone • 1 x weekly check with parent via phone or email • If parent contact unsuccessful, use emergency contact or send letter • if resolved - ongoing monitoring & no further follow up – move to LOW • if not resolved - maintain HIGH concern level and refer to additional support agencies as necessary • complete REMOTE WELLBEING CHECK RECORD of action • record check on master spreadsheet

STUDENT
'AT HOME' & 'ONSITE' EXPECTATIONS

A Guide for Parents, Students & Teachers

MARRYATVILLE HIGH SCHOOL

LEARNING 'AT HOME' CHECKLIST

Your Routine
- [ ] 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 Daymap day plan & messages, MS Team posts, school emails and any other platforms that you are instructed to work from

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
- [ ] Use a suitable chair and adjust for your height
- [ ] Ensure electrical leads are in good condition

Your Clothing
- [ ] Dress in school uniform top or PE top

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
- [ ] Use the ICT Help Button on Course Hub if you would like to request support from our ICT Support team

Your Behaviour
- [ ] Be polite, appropriate and respectful in any language you use online, and as you would in person
- [ ] Use Daymap messages or school email address when contacting school staff, write it with an appropriate greeting and with correct language, grammar and spelling
- [ ] All school behaviour expectations apply during online lessons

Your Organisation
- [ ] Manage your time efficiently
- [ ] Use your time for learning
- [ ] As required, complete any set work and submit using the correct methods
- [ ] Spend time revising any items you don't understand and be sure to ask questions (by Teams post, face to face online, email or Daymap message)
- [ ] Check your emails & Daymap messages regularly throughout the day

Your Wellbeing
- [ ] Look for opportunities to be healthy and drink at least two litres of water every day
- [ ] Take a dedicated lunch break and maintain good nutrition
- [ ] Have a 5 minute break away from your screen between lessons and at lunch time
- [ ] Use the Wellbeing Button on Course Hub to request support from a Year Level Leader, Wellbeing Team member, International Leader or Learning Support Team member

LEARNING 'ONSITE' CHECKLIST

Your Routine
- ☐ Wake up at the time required to get to school by the start of your school day
- ☐ Complete some form of exercise
- ☐ Enjoy a full and healthy breakfast

Your Arrival & Departure
- ☐ On arrival at school report to the Top of E Block
- ☐ Ensure the supervising teacher has marked you 'present' on the class roll
- ☐ If you need to depart early sign out at Student Services as per usual requirements
- ☐ At the end of the school day leave the school ground promptly

Your Clothing
- ☐ Dress in full school uniform

Your Equipment
- ☐ Ensure your device is charged and ready for use
- ☐ 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 out of sight during lesson time
- ☐ Check your Daymap day plan & messages, MS Team posts, school emails and any other platforms that you are instructed to work from
- ☐ Make an appointment directly, or use the ICT Help Button on Course Hub if you would like to request support from our ICT Support team

Your Behaviour
- ☐ Be polite, appropriate and respectful in any language you use online and in person
- ☐ Use Daymap messages or school email address to contact specific subject teachers, write it with an appropriate greeting and with correct language, grammar and spelling
- ☐ Remain in designated areas during break times
- ☐ All school behaviour expectations apply

Your Organisation
- ☐ Manage your time efficiently
- ☐ Use your time for learning
- ☐ As required, complete any set work and submit using the correct methods
- ☐ Spend time revising any items you don't understand and be sure to ask questions (in person, or by Teams post, face to face online, email or Daymap message)
- ☐ Check your emails & Daymap messages regularly throughout the day

Your Wellbeing
- ☐ Look for opportunities to be healthy & maintain good nutrition
- ☐ Drink at least two litres of water every day
- ☐ Maintain good hand hygiene and adhere to social distancing measures
- ☐ Have a 5-minute break away from your screen between lessons and at lunch time
- ☐ Make an appointment directly, or use the Wellbeing Button on Course Hub to request support from a Year Level Leader, Wellbeing Team member, International Leader or Learning Support Team member

Your Body at Work: Make Yourself Comfortable

Everyone's ergonomic needs are different. If you experience any problems you should report these to your supervisor.

Take a 5-minute stretch break every 1-2 hours.

Draw shades to reduce glare.

Monitor should be 18"-20" from body. Top 1/3 of screen should be at or below eye level.

Monitor perpendicular to window to reduce glare.

Elbows at right angles.

Sit straight up in chair to support pelvis and lower back.

Keyboard should be on slight negative tilt, about 1" above thighs.

Mouse in plane or slightly above plane of keyboard. Avoid reaching for mouse.

Hip angle between 96-110 degrees as is comfortable.

Thighs approximately parallel to floor.

Knee angle at 90 degrees with feet in front of you.

Feet flat on floor or on footrest.

Always stack heaviest things on middle shelves.

Carpeting or flooring should be free of rips and tears.

Do not sit with knees against chair. Have approximately 2"-3" between knee and chair.

SAFETY SAVES *With* IWIF