



# TEACHING & LEARNING GUIDE

**February 2022**



**A guide for Families**

# Table of Contents

<b>INTRODUCTION</b> .....	4
Letter to Families.....	4
Rationale .....	4
<b>TECHNOLOGY</b> .....	5
Digital Platforms.....	5
Technology & Infrastructure.....	5
Technology support.....	5
Databases .....	5
<b>TEACHING &amp; LEARNING</b> .....	6
Delivery of Teaching & Learning .....	6
Daily Structure/Timetable.....	6
Lesson Delivery.....	6
Lesson Material & Instructions.....	7
<b>ASSESSMENT and WORK SUBMISSION</b> .....	8
Formative Assessment.....	8
Summative Assessment .....	8
Assessment Monitoring.....	8
SACE Assessment.....	8
Supervised Assessment Tasks.....	8
<b>PARTICIPATION in LEARNING (Attendance)</b> .....	9
Expectations, Recording and Monitoring .....	9
Participation in Learning Followup & Concerns.....	9
<b>BEHAVIOUR</b> .....	10
Student Expectations.....	10
Staff Expectations .....	10
Protective Practices .....	10
<b>WELLBEING</b> .....	11
House Team.....	11
Take a Break .....	11
Monitoring Learning and Wellbeing.....	11
Support for Student Wellbeing.....	11
<b>CONTACTS for FAMILIES</b> .....	12
Primary Contact .....	12
Additional Contacts .....	12
Unresolved issues or Concerns.....	12
<b>APPENDIX #1 - STAFF EMAIL LIST</b> .....	13
<b>APPENDIX #2 - Student Declaration - SACE Supervised</b> .....	14
<b>APPENDIX #3 - TIPS for Successfully Learning at Home</b> .....	15
<b>APPENDIX #4 - Student Planner</b> .....	16

<b>STAFF ONLY SECTION:</b> .....	17
Pedagogical Checklist.....	19
Student follow up.....	20
<b>WORKING FROM HOME</b> (staff only).....	23
Working Environment .....	23
Working from Home - Exemplar.....	24
Protective Practices.....	25

## KEY MESSAGES

- **To effectively support the continued learning of students, we will require family engagement and support for those students learning from home.**
  - **Daymap will be used as the direct line of communication with students and information sharing for families.**
  - **Access to learning materials is critical and families who require support accessing online or learning materials are encouraged to contact their students House Teacher or the school directly for further support.**
  - **Teachers will organise one compulsory ‘face to face’ per week during regular double lesson time slots, this is highlighted in the timetable with an asterisk (\*) (see page 6).**
  - **Daymap will be the primary source for all learning and assessment instructions.**
  - **Lesson notes - will be uploaded on Daymap weekly in double lesson blocks (or as required)**
  - **All students need to actively participate in their learning programs in order to be successful.**
  - **Students need to check Daymap every morning to make sure they are aware of the learning content, instructions from teachers, and current tasks for each subject.**
  - **House Teachers remain the first point of contact and support for students and families and will set a compulsory daily face to face check in at 8:50 each morning.**
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# INTRODUCTION

Dear Students, Families & Staff

As we continue to move through this ever-changing pandemic landscape, education practices as we know them continue to evolve. I am proud that the staff at Victor Harbor High School continue to support students learning by continually updating and refining teaching practices to keep students and families connected.

For times when students are required to learn from home, we have put together a range of processes and documents to minimise disruption and support students ongoing learning.

**To effectively support the continued learning of students, we require family engagement and active support for those students learning from home.** Please take the time to read and discuss the following information with your student so they may continue their learning in a meaningful way during this time of significant change.

Expectations for Parents:

- Maintain an open dialogue with your children regarding their progress and engagement with their learning.
- Monitor student progress and assessment through Daymap.
- Set up expectations with your child around their daily school work and commitments.
- Support your students time management approaches through calendars, planners and daily conversations.
- Look through the tips provided to successfully work from home and discuss what they look like in your household.

Expectations for Students:

- Maintain contact with your teachers. Due to varying subject requirements, individual staff members will have a clear process for how often, when, and how you are to contact them. These may include; via Daymap, OneNote, Teams, Zoom, Email or Phone.
- Inform your teachers of your access to ICT and the best way for you to receive and submit work.
- Maintain a consistent work schedule to ensure that you continue to meet drafting and assessment deadlines.
- Maintain a regular schedule to check messages and Daymap to ensure you are keeping up to date with communications from your teachers.

Victor Harbor High School teachers will utilise on-line platforms (Daymap & Teams/ZOOM) to allow real-time, authentic and rich learning for all students. Students and teachers will connect, collaborate and learn in on-line classes. All students will have the same opportunities to excel.

Take care and stay connected with us.

Adrienne Conley  
Principal

## Rationale

The purpose of this document is to outline the procedures for continued delivery of education programs at Victor Harbor High School, in the event of prolonged school closure, and/or need for on-line 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



# TECHNOLOGY

## Digital Platforms

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

- **Daymap - *our learner management system* will be used as the direct line of communication with students and information sharing for families.**  
This will also be the portal for task submission and assessment of learning
- Class OneNote (Microsoft Teams)- for student/staff files and collaboration
- ZOOM & 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
- 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 for staff & students:

- ICT help can be requested at : [dl.0799.ictsupport@schools.sa.edu.au](mailto:dl.0799.ictsupport@schools.sa.edu.au)
- Support responses will be provided remotely by ICT support staff

## Databases

**World Book Web Encyclopaedia** – *an online encyclopaedia*

URL: [www.worldbookonline.com](http://www.worldbookonline.com)

Log-in ID: victorhs

Password: harbor

**GVRL eBook subscription** – *various reference e-books*

URL: [http://infotrac.galegroup.com/itweb/sa\\_vhhs?db=GVRL](http://infotrac.galegroup.com/itweb/sa_vhhs?db=GVRL)

Password: vhhs

**Research in Context** - *Database topics include cultures, geography, government, literature, people, science, social issues, U.S. History, World History with the following publications reference, images, audio, magazines and news.*

URL: [http://infotrac.galegroup.com/itweb/sa\\_vhhs?db=MSIC](http://infotrac.galegroup.com/itweb/sa_vhhs?db=MSIC)

Password: vhhs

**Student Resources In Context** - *Database topics include biography, business and economics, geography, government, history, literature and the arts, science and health, social issues, sports, world cultures and religion with the following publications featured content, reference, images, audio, videos, news, magazines, academic journals, websites. Suitable for upper secondary students.*

URL: [http://infotrac.galegroup.com/itweb/sa\\_vhhs?db=SUIC](http://infotrac.galegroup.com/itweb/sa_vhhs?db=SUIC)

Password: vhhs

**Gale Science In Context** - *an online resource providing contextual information on hundreds of today's most significant science topics. By integrating authoritative, curriculum-aligned reference content with headlines and videos, it shows how scientific disciplines relate to real-world issues, from weather patterns to obesity.*

URL: [http://infotrac.galegroup.com/default/sa\\_vhhs?db=SCIC](http://infotrac.galegroup.com/default/sa_vhhs?db=SCIC)

Password: vhhs

**Gale Academic OneFile** - *Discover a comprehensive collection of authoritative periodicals and scholarly journals.*

URL: [http://infotrac.galegroup.com/itweb/sa\\_vhhs?db=AONE](http://infotrac.galegroup.com/itweb/sa_vhhs?db=AONE)

Password: vhhs



# TEACHING & LEARNING

## Delivery of Teaching & Learning

Online learning may look different for everyone. Students will now participate in virtual classrooms to connect with their teachers and peers through different online platforms.

Teachers will use a variety of online tools for different subjects and classes, however it is important that students continue to remain focused, participate, and actively seek support for their learning to be successful.

**Access to learning materials is critical and families who require support accessing online or learning materials are encouraged to contact their student's House Teacher or the school directly for further support.**

**NOTE: House teachers will schedule a daily face to face House time check-in at 10:55am to track and monitor student attendance. It is essential that student attend these sessions.**

## Daily Structure

The regular structure of our school day will remain. Staff will be on duty from 8:30 am until 4:00pm. Students will be expected to be prepared for participation in their learning from 8:50 am.

## Timetable

As in a traditional classroom, the teaching and learning program must be carefully planned and considered to enable all students to access their learning. To ensure equity in access to teacher time lessons will run according to regular student and staff Daymap timetables.

## LESSON TIMES

8:50 am	Lesson 1
9.40 am	Lesson 2
10.30 am	RECESS
10.55 am	House Time
11.10 am	Lesson 3
12.00 pm	Lesson 4
12.50 pm	LUNCH
1.35 pm	Lesson 5
2.25 pm	Lesson 6
3.15 pm	DISMISSAL

## STRUCTURE

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
1	Line 1 +	Line 6 +	Line 3 +	Line 2 +	Line 5 +
2	Line 2 #	Line 6 *	House Time	Line 7 #	Line 5 *
RECESS					
HOUSE TIME					
3	Line 3 #	Line 1	Line 7 *	House Time	Line 4 *
4	Line 4	Line 1 *	Line 7	Line 1 #	Line 4
LUNCH					
5	Line 5 #	Line 4 #	Line 2 *	Line 3 *	Line 6 #
6	Line 6	Line 5	Line 2	Line 3	Line 7
DISMISSAL					

+ Daily face to face check-in with House Teacher - 10:55am each day

\* Compulsory face to face lesson for students to link in using ZOOM or Microsoft Teams

# Potential second face to face lesson for students to link in using ZOOM or Microsoft Teams

Note - Some specific subjects will have **no compulsory 'face to face' sessions** but still require students to engage with learning materials set, *please refer to Exceptions, listed on next page.*

## Lesson Delivery

Students will have the opportunity to interact with their teacher and peers weekly via 'face to face' teaching session using ZOOM or Microsoft Teams. These sessions will be used to deliver specific content, instruction, and to allow shared learning, collaboration, and discussions within class groups.

This time will be an opportunity for students to clarify any issues or surface any misunderstandings about the learning tasks set.

❖ **Teachers will organise one compulsory 'face to face' per week during regular double lesson time slots, this is highlighted in the above timetable with an asterisk (\*).**

❖ Teachers may also organise a second catch-up during a single lesson, highlighted with an hashtag (#). At most there will be two online lessons per week whole class 'face to face' teaching via ZOOM, Microsoft Teams, or other formats as directed by teachers.

### Exceptions:

- Year 8 Indonesian
- Year 8 Digital Technology
- Year 8 Music & Drama

Online sessions will be allocated by teachers as required. Students will be notified of online sessions at least 24hours in advance via Daymap message. **Students are still expected to engage in all learning information and requirements for these subjects** available via Daymap & Class Notebook (Teams).

### Students are expected to:

- Be prepared for interactive sessions. Students should review the task or materials prior to the online lesson so that the time can be used to ask questions, do collaborative work, and connect with others in the class
- Join sessions on time (ideally enter the waiting room 5 minutes before the start of each session)
- Make sure they are located in a suitable study space for all on-line sessions
- **Wear their school uniform top for all on-line sessions**
- **Use their own names for log-in details - required to be allowed in from the waiting room**
- Mute their microphone, unless speaking
- Follow reasonable teacher instructions, as per a normal lesson
- Engage respectfully and use appropriate language with all participants
- Seek permission of all participants before commencing any recording

*Serious breaches of behaviour will be directed by teachers to House Leaders for immediate follow up.*

- ❖ The remaining lessons the teacher will be available via Daymap messaging and will respond to student contact at their earliest convenience.
- ❖ Some formative activities may be delivered using features of Class Notebooks (Microsoft Teams)
- ❖ VET and TAFE subjects will continue on-line as per the host school approach to provide this learning.
- ❖ Students may wish to connect with other students outside of the online sessions to collaborate on tasks and offer each other support.

## Lesson Materials & Instructions

All relevant lesson materials can be accessed by students when learning from home.

**Daymap will be the primary source for all learning and assessment instructions.** These may include:

- Course Outlines
- **Lesson notes - will be uploaded weekly by staff in double lesson blocks (or as required)**
- Resources and learning objects
- Task sheets and assessment criteria
- Feedback
- Summative assessment including timelines/due dates
- Publish results/grades will be available to students for all summative assessment tasks

Class OneNote and other online systems will also be used to provide greater flexibility for delivery of subject materials and as a sharing platform for monitoring student work.









# PARTICIPATION IN LEARNING [ATTENDANCE]

**All students need to actively participate in their learning programs in order to be successful.**

We ask that students and their families take the opportunity to partner with teachers to ensure students are able to remain connected to their learning, engage, and are able to get the support and extension they require as individual learners.

## Expectations, Recording & Monitoring

**House teachers will schedule a daily face to face House time check-in at 8:50am to track and monitor student attendance. It is essential that student attend these sessions.**

Student participation in learning will be recorded on Daymap during weekly face to face teaching sessions (held via Microsoft Teams or ZOOM). These will occur during timetabled double lesson *[as outlined on page 6]*.

Daymap Class Rolls:

- All students will be marked in advance as *H – Home Study* by administration
- Students who attend site during a closure will be changed to a 'tick' to reflect 'Present' on Daymap
- All teachers will be monitoring student's participation in learning through daily House check-in, on-line lessons, task submission and direct contact via messaging
- Students who are verified to be learning from home will be maintained as a *H - Home Study*
- Students who do not participate in learning will have their code altered in Daymap to *U – Unexplained Absence*.  
**This will remain as a 'U' until contact is made by families to provide a suitable reason for non-engagement. House teachers will do initial follow up for students not participating in learning.**
- If a student is not participating or engaging in on-line learning for a two week period, the subject teacher will follow this up via a Daymap message to the families and/or direct phone contact

Parents are required to monitor Daymap daily to support:

- Student engagement in learning programs
- Communications from staff regarding level of participation in learning
- Discussions with students regarding progress of learning and assessment
- **Follow up with subjects staff or directly with the school to update student Unexplained absences 'U'**  
to: I- Illness, C – Illness with Certificate, or F -Family/Social

## Participation in Learning Follow Up & Concerns

In the event of an ongoing participation in learning concern, teachers will inform House Leaders who will follow up and establish contact with families via Daymap messaging, phone or email.

*A list of staff emails can be located in Appendix #1*



# BEHAVIOUR

While the setting of our learning environments can be different; online, at home, on site, the expectations remain for students to be active and responsible participants in their learning, and ensure they do not negatively impact on the learning of others.

Students need to check Daymap every morning to make sure they are aware of the learning content, instructions from teachers, and current tasks for each subject.

## Student Expectations

For online lessons students are expected to:

- Be prepared for interactive sessions. Students should review the task or materials prior to the on-line lesson so that the time can be used to ask questions, do collaborative work, and connect with others in the class
- Join sessions on time (ideally enter the waiting room 5 minutes before the start of each session)
- Make sure they are located in a suitable study space for all on-line sessions
- **Wear their school uniform top for all on-line sessions**
- **Use their own names for log-in details - required to be allowed in from the waiting room**
- Mute their microphone, unless speaking
- Follow reasonable teacher instructions, as per a normal lesson
- Engage respectfully and use appropriate language with all participants
- Seek permission of all participants before commencing any recording

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

Any student who behaves inappropriately or interferes with the learning of others will:

- Have their audio switched off
- Have their image blocked
- Be isolated from the rest of the class until the teacher is able to address their behaviour
- Any student continuing to be disruptive will have access to their session cancelled. Teachers will then follow up with parents and a Time Out recorded in Daymap

*Serious breaches of behaviour will be directed by subject teachers to House Leaders for immediate follow up.*

## Staff Expectations

For online lessons staff will:

- be professionally attired as per work day
- It is recommended staff take a 5 minute break away from screens between lessons and for the entirety of scheduled break times

## Protective Practices

To ensure online safety of staff and students:

- All digital contact must only relate to teaching and learning or wellbeing
- No sharing of personal internet locations, correspondence of a personal nature via social media, internet postings, or use of private online chat rooms
- No uploading or publishing still/moving images or audio recordings of students to any location other than Teams, ZOOM, OneNote or Daymap



# WELLBEING

## House Teams

**House Teachers remain the first point of contact and support for students and families.**

All House Teachers will:

- Have weekly individual follow up for each student to:
  - *Distribute Year Level information and communications*
  - *Check on online learning transition*
  - *Wellbeing information*
  - *Academic program monitoring*
  - *Support & referral as/if required*

*Please note: the structured House Time program has been suspended until further notice.*

## Take a Break!

Students and staff are encouraged to actively take breaks between learning sessions. During longer break times you could: exercise, spend time with family, play a board game, have a snack, connect with friends, etc. These activities are important for maintaining a balanced approach to daily learning.

## Monitoring Learning & Wellbeing

The Department for Education have provided schools with processes to identify and support our vulnerable students.

At Victor Harbor High School the Student Services, Wellbeing & Transition hub (The Hub) and Special Education teams have already identified those students considered to be vulnerable. They will follow up each of these students on a regular basis to ensure they are supported with their learning from home, progress, and wellbeing. *The list of students of concern will be made available to staff via the VHHS Staff Notebook.*

All staff will record follow up action in Daymap.

Wellbeing & House Leaders will:

- be available for consultation and referral of students at risk via email
- monitor Daymap and follow up learning / wellbeing / behaviour concerns as required

## Support for Student Wellbeing

The Student Services Team remain available to support students and families. They can be accessed via:

- message to House Teacher via Daymap
- phone contact with school: 8551 1900

## Keeping Safe Online (*Cyber Safety*) & Reporting of Issues to Support Individual Wellbeing

Social media can be useful for connecting with others during your scheduled break time. However, please be mindful of your daily screen time and remember to keep yourself safe on-line. Cyber-bullying is serious and we advise you firstly report to parents and if necessary issues can be reported to your House Teacher and followed up by House Leaders. (*see further support resources on next page*)



# CONTACT FOR FAMILIES

## Primary Contact

Families are encouraged to contact their students House Teacher in the first instance for all queries and concerns.

## Additional Contacts

### House Leaders - Years 8-11

Finniss House Leader – Lauren Dart

Hindmarsh House Leader– Ryan Shaughnessy

Inman House Leader – Ian Milne

Murray Murray House Leader – Rebecca Morrison

Year 12/SACE & VET Leader Jen Leske

Special Education Leader Morgan Hill

Wellbeing & Transition Hub Leader Abbie-Lea Verco

International Education Program Reena Cavouras-Hyde

Engagement & Wellbeing Leader Cathy Venning

Engagement & Wellbeing Leader Sarah Wilson

Pastoral Care

Aboriginal Education Leader Mark Nethercott

## Unresolved Issues/Concerns

In the event that issues/concerns raised are not resolved please contact: *(see email contact list)*

Assistant Principal – David Bennett

Assistant Principal – Jude Boyle

Assistant Principal – Jess Bhatia

Deputy Principal – Simon Harris

Principal – Adrienne Conley

Further useful tips and information for on-line learning and cybersafety can be found on the following websites:

<https://www.education.sa.gov.au/our-learning-sa>

<https://kidshelpline.com.au/teens/issues/staying-safe-online>

<https://www.esafety.gov.au/educators/toolkit-schools/engage>

<https://www.esafety.gov.au/about-us/blog/covid-19-online-safety-kit-parents-and-carers>

<https://raisingchildren.net.au/teens/entertainment-technology>

<https://www.education.sa.gov.au/our-learning-sa/health-and-physical-education/wellbeing-home-teenagers>

<https://parents.au.reachout.com/common-concerns/everyday-issues/cyberbullying-and-teenagers>

# APPENDIX #1: STAFF EMAIL LIST

As at 13 January 2022

Staff Name		Email Address			
Jed	Andary	<a href="mailto:jed.andary393@schools.sa.edu.au">jed.andary393@schools.sa.edu.au</a>	Carol	Kennewell	<a href="mailto:caroline.kennewell920@schools.sa.edu.au">caroline.kennewell920@schools.sa.edu.au</a>
Kristin	Anderson	<a href="mailto:Kristin.Anderson782@schools.sa.edu.au">Kristin.Anderson782@schools.sa.edu.au</a>	Mandy	Kerby	<a href="mailto:mandy.kerby194@schools.sa.edu.au">mandy.kerby194@schools.sa.edu.au</a>
Michael	Anderson	<a href="mailto:michael.anderson14@schools.sa.edu.au">michael.anderson14@schools.sa.edu.au</a>	Jack	Langdon	<a href="mailto:jack.langdon331@schools.sa.edu.au">jack.langdon331@schools.sa.edu.au</a>
Scarlett	Arnold-Oakes	<a href="mailto:scarlett.arnoldoakes908@schools.sa.edu.au">scarlett.arnoldoakes908@schools.sa.edu.au</a>	Jen	Leske	<a href="mailto:jen.leske165@schools.sa.edu.au">jen.leske165@schools.sa.edu.au</a>
Rebecca	Bell	<a href="mailto:rebecca.bell555@schools.sa.edu.au">rebecca.bell555@schools.sa.edu.au</a>	Ailish	Ling	<a href="mailto:ailish.ling272@schools.sa.edu.au">ailish.ling272@schools.sa.edu.au</a>
Hugh	Benger	<a href="mailto:hugh.benger198@schools.sa.edu.au">hugh.benger198@schools.sa.edu.au</a>	Paul	Loughhead	<a href="mailto:paul.loughhead288@schools.sa.edu.au">paul.loughhead288@schools.sa.edu.au</a>
David	Bennett	<a href="mailto:david.bennett181@schools.sa.edu.au">david.bennett181@schools.sa.edu.au</a>	Kim	Lucas	<a href="mailto:kim.lucas518@schools.sa.edu.au">kim.lucas518@schools.sa.edu.au</a>
Leah	Bennett	<a href="mailto:leah.bennett378@schools.sa.edu.au">leah.bennett378@schools.sa.edu.au</a>	Stefan	Malinowski	<a href="mailto:stefan.malinowski788@schools.sa.edu.au">stefan.malinowski788@schools.sa.edu.au</a>
Jess	Bhatia	<a href="mailto:jess.bhatia391@schools.sa.edu.au">jess.bhatia391@schools.sa.edu.au</a>	Renee	Mamys	<a href="mailto:renee.mamys609@schools.sa.edu.au">renee.mamys609@schools.sa.edu.au</a>
Jude	Boyle	<a href="mailto:jude.boyle439@schools.sa.edu.au">jude.boyle439@schools.sa.edu.au</a>	Jade	McHughes	<a href="mailto:jade.mchughes859@schools.sa.edu.au">jade.mchughes859@schools.sa.edu.au</a>
Emma	Brown	<a href="mailto:emma.brown334@schools.sa.edu.au">emma.brown334@schools.sa.edu.au</a>	Hamish	McMillan	<a href="mailto:hamish.mcmillan314@schools.sa.edu.au">hamish.mcmillan314@schools.sa.edu.au</a>
Reena	Cavouras-Hyde	<a href="mailto:reena.cavouras285@schools.sa.edu.au">reena.cavouras285@schools.sa.edu.au</a>	Ian	Milne	<a href="mailto:ian.milne931@schools.sa.edu.au">ian.milne931@schools.sa.edu.au</a>
Joshua	Coldwell	<a href="mailto:joshua.coldwell886@schools.sa.edu.au">joshua.coldwell886@schools.sa.edu.au</a>	Carol	Mitchell	<a href="mailto:carolyn.mitchell195@schools.sa.edu.au">carolyn.mitchell195@schools.sa.edu.au</a>
Adrienne	Conley	<a href="mailto:adrienne.conley623@schools.sa.edu.au">adrienne.conley623@schools.sa.edu.au</a>	Chris	Mitchell	<a href="mailto:chris.mitchell224@schools.sa.edu.au">chris.mitchell224@schools.sa.edu.au</a>
Andrew	Coulter	<a href="mailto:andy.coulter192@schools.sa.edu.au">andy.coulter192@schools.sa.edu.au</a>	Stephen	Moore	<a href="mailto:stephen.moore645@schools.sa.edu.au">stephen.moore645@schools.sa.edu.au</a>
Sam	Cuconits	<a href="mailto:sam.cuconits480@schools.sa.edu.au">sam.cuconits480@schools.sa.edu.au</a>	Rebecca	Morrison	<a href="mailto:rebecca.morrison10@schools.sa.edu.au">rebecca.morrison10@schools.sa.edu.au</a>
Lauren	Dart	<a href="mailto:lauren.dart266@schools.sa.edu.au">lauren.dart266@schools.sa.edu.au</a>	Heather	Morriss	<a href="mailto:heather.morriss805@schools.sa.edu.au">heather.morriss805@schools.sa.edu.au</a>
Adam	Foot	<a href="mailto:adam.foot648@schools.sa.edu.au">adam.foot648@schools.sa.edu.au</a>	Nicole	Muller	<a href="mailto:nicole.muller516@schools.sa.edu.au">nicole.muller516@schools.sa.edu.au</a>
Annita	Foote	<a href="mailto:annita.foote484@schools.sa.edu.au">annita.foote484@schools.sa.edu.au</a>	Mark	Nethercott	<a href="mailto:mark.nethercott837@schools.sa.edu.au">mark.nethercott837@schools.sa.edu.au</a>
Ashley	Foote	<a href="mailto:ashley.foote259@schools.sa.edu.au">ashley.foote259@schools.sa.edu.au</a>	Peter	Norde	<a href="mailto:peter.norde602@schools.sa.edu.au">peter.norde602@schools.sa.edu.au</a>
Guy	Forster	<a href="mailto:guy.forster765@schools.sa.edu.au">guy.forster765@schools.sa.edu.au</a>	Zinta	Ozolins	<a href="mailto:zinta.ozolins995@schools.sa.edu.au">zinta.ozolins995@schools.sa.edu.au</a>
Ellen	Gillett	<a href="mailto:ellen.gillett848@schools.sa.edu.au">ellen.gillett848@schools.sa.edu.au</a>	Jody	Peterson	<a href="mailto:jody.peterson610@schools.sa.edu.au">jody.peterson610@schools.sa.edu.au</a>
Kath	Haggett	<a href="mailto:kath.haggett748@schools.sa.edu.au">kath.haggett748@schools.sa.edu.au</a>	Cohen	Pettitt	<a href="mailto:cohen.pettitt3@schools.sa.edu.au">cohen.pettitt3@schools.sa.edu.au</a>
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Supervised Assessment — student information and verification sheet

Subject \_\_\_\_\_ School \_\_\_\_\_

Name of student \_\_\_\_\_ SACE Registration number 

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Name of teacher \_\_\_\_\_

All work that students submit for school assessment must be their own, produced without undue assistance from other people or sources.

Teachers who are unable to verify that the final piece of work submitted for assessment is the student's own work must initiate a breach of rules action, through the SACE coordinator.

<i>Name of supervised assessment:</i>		
<i>Length of supervised assessment:</i>		
<i>Date of supervised assessment:</i>		
<i>Start and finish time:</i>	<i>Start time:</i>	<i>Finish time:</i>
<i>Other information regarding conditions for this supervised assessment:</i>		

**Approved tools/equipment for supervised assessment:** (teacher to compile tools/equipment list)

- *Handwritten notes – 1 side of one A4 sheet* \_\_\_\_\_
- *Examination formula sheet (where appropriate to the subject)* \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Student checklist:** (teacher to compile tools/equipment and instruction list)

Tools/equipment	Instruction upon task completion	Please indicate that you have completed the task (✓)
<i>Examination formula sheet</i>		

Signature of student \_\_\_\_\_ Date \_\_\_\_\_

Signature of parent/guardian \_\_\_\_\_ Date \_\_\_\_\_

# APPENDIX #3

## Tips for Successfully Learning at Home

### **Have a set work space**

Designate a specific place for home learning. This will help your brain recognise that it is learning time rather than free time in your home. Try not to make it near a bed or a TV. We suggest it is somewhere visible in the house to help support you to stay on task and so you don't feel so isolated. The kitchen table or study are great spaces. If these are not conducive to study, bring a desk into an appropriate open space for the short term.

### **Plan your day**

Use your timetable to plan your day. This will help you minimize your distractions and maximize your true productive times. Having and maintaining a schedule will assist you in being productive and make sure you are allocating fair and reasonable times to study, breaks, home commitments and work. Make a schedule and publish it on the fridge so that everyone can see it. This will help other members of your house understand and support you when it is work time, by helping you keep on track and limiting distractions when you are in work flow.

### **Avoid home distractions**

Pets, TV and family members are just a few other distractions you'll encounter when you start working at home. Planning will be key. Having readily available snacks for consumption, committing to your schedule, and having a separate work space can all help minimise distractions, but ultimately it is up to you to stay focused.

### **Limit the number of times you check e-mail and phone**

You might find yourself constantly checking e-mail or your phone because you're worried about being out of the loop. While we have asked you to stay connected, spending too much time on e-mail or phones will distract you from your learning tasks. Build this into your schedule and stick to it. As per learning at school, put your phone away during your scheduled learning times.

### **Build on your effective communication skills**

Because you'll be doing your work remotely, you'll need to have excellent communication skills. As your teacher will not always be there to guide you, consider creating a question list for issues that come up as you work for when you connect with them. Also communicate with your peers as they may be able to assist you with your concerns. You will need to make sure that you are able to convey what you mean clearly and concisely.

### **Set school hours**

Make sure you use your timetable to create a time slot for each of the day's learning activities and allocate similar time to each subject relevant to the assessment requirements. There is 300 minutes of learning in a school day, so consider that when undertaking your planning.

### **Take breaks**

When making your schedule, you might want to consider working in smaller sessions, and allowing yourself time to get up from the computer to stretch. This will really help you both physically and mentally. Make sure your breaks are screen free and you get outside as you would at recess and lunch. Movement and physical activity are great for learning and will refresh you for your next session.

### **Communicate your work schedule to friends and family**

Communicate with members of your household and friendship group that you are working and ask them not to interrupt you unless it is urgent. Having a clear work space and public schedule will support you with your work.

### **Maintain a healthy lifestyle**

Working at home tends to lend itself to a sedentary lifestyle, not to mention the proximity of the kitchen and refrigerator. Make sure to schedule time for regular exercise, keep healthy snacks around the house and remember to drink a lot of water. A healthy body is essential for a healthy mind.



# APPENDIX # 4

# Student Planner

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	1	6	3	2	5
8:50					
2	2	6		7	5
9:40					
3	3	1	7		4
11:10					
4	4	1	7	1	4
12:00					
5	5	4	2	3	6
1:30					
6	6	5	2	3	7
2:25					

WORK DUE: