



DISPERSED LEARNING PROTOCOL | 2020

A Guide for Parents, Students and Teachers
GRANT HIGH SCHOOL

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RATIONALE

Purpose

The purpose of this document is to outline the procedures for continued delivery of programs at Grant High School in the event of prolonged school closure, and the 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, Grant High School teachers will utilise online platforms (such as Sentral & Google Classrooms) 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.

TECHNOLOGY

Digital Communications

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

- Sentral – for Communication between students, parents and teachers.
- Google Classroom – for sharing assignments, handing up completed work, sharing resources and providing feedback.
- Video conferencing applications such as Zoom and Google Meetings/Hangouts for live face-to-face teaching and learning.

Technology Support

In the event of a locked account, forgotten password or the need for general support, please complete the form (link provided on Sentral – 'IT Support'). If unable to follow the link, please email

Evan.Dent47@schools.sa.edu.au or call 8726 3197.

DELIVERY OF TEACHING & LEARNING

Timetable

Lessons will run according to existing Sentral timetables. The line structure is provided below:

Commences	Lesson	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45	1	1	4	2	6	5
10.05	Recess					
10.25	2	Homegroup	5	3	1	PIP
11.45	Lunch					
12.15	3	2	6	5	3	4
1.35	Recess					
1.55	4	3	1	4	2	6
3.15	Dismissal					

Lesson Delivery for Year 8 to 10:

- Teachers will provide at least ONE lesson per week (whole class) 'face-to-face' teaching via video conference (e.g. Zoom or Google Hangouts).
- The teacher will be available for the remaining timetabled lessons via Sentral, Google Classroom or other negotiated methods to provide assistance with work and answer student questions.
- Students who are onsite will be provided with appropriate supervision and learning support. The format of this supervision will be dependent on the number of students present.

Lesson Delivery for Senior Classes

- Senior classes will run 'as normal' with the opportunity to connect with their teacher via video conference (e.g. Zoom or Google Hangouts), or in-person within the classroom.
- If a staff member has approval to work from home, they will remain available during allocated lesson times to support student learning.
- During allocated lessons, teachers will maintain a flexible approach in order to balance their time between students working online, and those in the classroom.
- Students will be required to maintain contact with teachers at least TWICE per week.

Lesson Materials & Instructions

The following supplementary learning materials will be made available via Sentral or Google Classroom:

- Course Outlines
- 'Homework Notes' (Sentral)
- Assessment Tasks and activities, including timelines and due dates
- Published results/grades and the provision of ongoing feedback to support learning improvement.

COMMUNICATION

Assessment Information for parents/carers

All assessment tasks are to be listed in **Sentral** under '**Homework**', including a description of the task and the due date.

Parents/carers are unable to access Google Classroom, so this will be in addition to information already provided. Sentral Homework will allow parents/carers to access a simplified list of the work students are expected to complete, in ONE location for all subjects.

ATTENDANCE

Expectations

Teachers will monitor and record student attendance in Sentral. Students who are on-site will be marked as 'present', while all others in the class will be marked 'absent'.

Attendance records will be attended to by staff as follows:

- The Homegroup teacher will contact parents/carers who have not yet informed us of their intentions, early in Week 1 of Term 2.
- Students 'self-isolating' (learning from home) will be recorded in Sentral using the **Home Study** code ('H'). Alternatively, a list can be provided to the Daily Org team for entry into Sentral.
- 'PxP' class rolls will be marked as usual, with the lesson 1 roll contributing to student's overall attendance for each day.
- Students who are on-site will be marked '**Present**' by the classroom teacher, who will also monitor and track **online attendance** for all other students in their class. Teachers will contact parents/carers of students who do not attend online classes.
- Progress Checks will remain open (as a running record) and reports will be provided to Homegroup teachers each fortnight. If a student is not engaging with online learning, teachers will adjust their Progress Checks accordingly and contact parents/carers. Homegroup teachers will also monitor Progress Checks and contact parents/carers if patterns emerge across multiple subjects.

Attendance Follow Up & Concerns

Parents are required to monitor Sentral attendance for each student:

- Explanation for all absences must be provided by phone or Sentral to the relevant subject teachers.
- Depending on the reason provided, the absence will be reconciled as either **I- Illness**, **C – Certificate** or **F – Family/Social**.

In the event of an ongoing attendance concern (absence for TWO or more lessons for an individual subject):

- Follow up will initially be undertaken by the subject teacher via phone or an email to parents. This will be recorded in 'Correspondence' using Sentral.
- In the event of an ongoing attendance concern, follow up will be undertaken by the Community Leader and/or Wellbeing staff via phone or email.

SACE Key Information

Eligibility for Special Provisions (SACE Subjects)

An individual student may be eligible for special provisions if they have an illness, impairment, or experience an unforeseen incident beyond their control that affects their ability to participate in an assessment task.

Impacts on teaching, learning and assessment due to the response to COVID-19 cannot be used as a basis for special provisions.

To support students to access teaching, learning, and assessment, system-wide modifications will be made as appropriate.

Refer to the information on the [COVID-19 coronavirus portal](#). For further information about Special Provisions, please contact the subject teacher or Community Leader.

Special Provisions (SACE Subjects) during Covid-19

Schools cannot reduce the weightings of assessment components or assessment types in subjects, or reduce the number of assessment tasks as a way to combat the impact on students.

Instead, teachers are being asked to [use the flexibility](#) in the existing subject outlines to manage school-based learning and assessment in different ways.

Some subjects require further flexibility to ensure students can continue the learning, and this is being managed in conjunction with teachers, [subject by subject](#). The SACE Board will monitor the situation in schools and make further changes if they are necessary (e.g., to the nature of the exams).

The SACE Board acknowledges the uncertainty for all SACE students, and the challenges schools and teachers face to continue the learning.

What about if a student chooses to, or has to, self-isolate?

This, by itself, is not the basis for a special provision. Despite their choice or imposed situation, they are required to continue their learning and schools in all sectors are working hard to support them in doing so. The current special provisions policy cannot be used in place of learning that has not occurred, but as the year unfolds the disruption will be taken into consideration across the SACE (for example, to changes in the exam if necessary).

So when can special provisions be used for COVID-19?

The SACE Board's policy enables the student to apply for special provisions if they have:

- *a diagnosed illness or impairment that affects their ability to participate in, or comply with, the conditions or requirements of an assessment task; for example, a physical disability, a vision or hearing impairment, a medical condition, a psychological illness, or a learning disability*
- *experienced an unforeseen incident beyond their control that prevents them from completing an assessment task or examination. This may include an accident, a family death, or an interruption during the examination.*

For example, a student medically diagnosed with COVID-19 could apply for special provisions in the same way a student with glandular fever might apply, if their ability to participate in the SACE on the same basis as other students has been impacted, and they meet the criteria in the existing special provisions policy.

BEHAVIOUR

Student Expectations

For online lessons, students are expected to:

- Join lessons on time
- Respectfully engage with teacher and peers
- Seek support from their teachers with learning and assessment activities
- Actively participate in group discussions/collaboration
- Students must be located in designated study spaces for all live lessons
- Students must be dressed in appropriate attire which may include school uniform
- All school behaviour expectations will continue to apply for online learning
- It is recommended students take a 15 to 20 minute break from their digital device between lessons
- Complete and submit work by the due date

Students behaving inappropriately online will be removed from the online platform and parents/carers contacted as required.

Communication Expectations:

- Students are expected to attend a minimum of ONE online lesson per week
- Students will be available to respond to teacher communication via Google Classroom, Sentral or other negotiated platform, during lesson times

Parent Expectations

Parents should:

- Ensure students are 'present' for online lessons and have joined relevant Google Classrooms (or other online learning platform)
- Ensure students are dressed appropriately for video conferencing lessons
- Respond to emails in timely manner
- Respect teacher 'work hours' – emails and communication outside of usual school hours should be avoided.
- Provide appropriate supervision for students accessing the internet at home
- Monitor attendance and work completion

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 Classroom or Sentral.
- The Area of Learning Coordinator will be added to Google Classrooms for additional supervision.

HOMEGROUP

Kunga Course (homegroup)

Year 8-10 Kunga Course teachers will:

- establish an online platform for students to access materials and submit work
- continue to deliver the Kunga Course curriculum, including task design and assessment
- continue to collect and assess evidence as required by the Kunga Course
- establish a dedicated timeslot for face-to-face or interactive sessions with students each week, for example: Zoom or Google Hangouts, being available to respond instantly to messages (e.g. Google Classroom/Hangout).
- regularly check and respond to e-mail, Sentral messages and other communication from students and parents
- track and monitor student attendance, wellbeing and access to relevant school information

Year 11 and 12 Kunga Course/Homegroup teachers:

- will track and monitor student attendance, wellbeing and access to relevant school information
- will support students with strategies to help manage their 'learning from home', e.g. organisation; engaging/communicating with teachers; general wellbeing/self-care; accessing materials and supports with work
- will regularly check and respond to e-mail, Sentral messages and other communication from students and parents
- may establish an online platform (individually or collectively) that provides materials and supports for students to help them manage 'learning from home.'

WELLBEING

Wellbeing Monitoring

All staff will document student wellbeing concerns and their follow up actions in Sentral.

Wellbeing & Community Leaders will:

- be available for consultation and referral of students at risk via email
- monitor Sentral and follow up wellbeing/behaviour concerns as required
- identify 'students at risk' and follow up with parent/caregivers as required

Case Management

Case Managers will continue weekly contact with case-managed students through email, Google Hangouts or phone, as required.

Confidentiality and Reporting

While Youth Workers, Wellbeing Leaders and all Grant High School staff strive to maintain confidentiality when supporting young people in regards to wellbeing factors, it is important to remember all Department for Education employees are bound by legislation relating to Mandatory Reporting and Child Safe Environments. In any situation where a student discloses, or a Grant High School staff member suspects a young person is involved in any of the following incidents, the relevant protocols and procedures will be followed on every occasion:

- Self-injury or thoughts of self-injury
- Suicidal ideation
- Sexual activity
- Drug and/or alcohol misuse
- Any other situation where a young person is at risk of harm

Follow up may include, but is not limited to, sharing information with relevant Department for Education staff, contacting parents/caregivers, reporting to SAPOL, reporting via the Child Abuse Report Line, seeking advice from the Department for Education Wellbeing/Legal/Social Work teams. Wherever appropriate, the student will be advised prior to following up with relevant agencies.

It is also important to remember that any electronic contact will be stored securely following Information Sharing Guidelines (ISG), and will not be shared unless required according to relevant legal protocols. Any 1:1 video conferencing between Department for Education staff and students will be recorded and stored in accordance with relevant legislation and regulations.

PARENT CONTACTS

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- Jason Yates (Jason.Yates607@schools.sa.edu.au)
- Science – David Thompson (David.Thompson194@schools.sa.edu.au)
- English – Jackie Poumako (Jackie.Poumako981@schools.sa.edu.au)
- Health & Physical Education – Craig Donaldson (Craig.Donaldson651@schools.sa.edu.au)
- HASS & Languages – Bekkie Houston (Bekkie.Houston882@schools.sa.edu.au)
- The Arts – Sabrina Pattenden (Sabrina.Pattenden800@schools.sa.edu.au)
- Technologies – Matthew Kurzman (Matthew.Kurzman306@schools.sa.edu.au)
- Cross Disciplinary –Taiggan Height (Taiggan.Height540@schools.sa.edu.au)

Community Leaders/Managers & Wellbeing – ongoing wellbeing

- Kabir;
 - Donna Wild – Community Leader (Donna.Wild394@schools.sa.edu.au)
 - Liam Goodfellow – Community Manager (Liam.Goodfellow443@schools.sa.edu.au)
- Kurang;
 - Scott McCulloch – Community Leader (Scott.McCulloch12@schools.sa.edu.au)
 - Madeline Whaites – Community Manager (Madeleine.Whaites540@schools.sa.edu.au)
- Kurra;
 - Scott Cram – Community Leader (Scott.Cram856@schools.sa.edu.au)
 - Amy Holmes – Community Manager (Amy.Widdicombe433@schools.sa.edu.au)
- Marma;
 - Caroline Davey – Community Leader (Caroline.Davey282@schools.sa.edu.au)
 - Tom O'Connor – Community Manager (Thomas.OConnor72@schools.sa.edu.au)
- Triyn;
 - Cambell Baker (Community Leader) (Cambell.Baker333@schools.sa.edu.au)
- Wellbeing;
 - Jamie Ryan – Wellbeing Leader (Jamie.Ryan393@schools.sa.edu.au)
 - Meagan Jones – Wellbeing Leader (Meagan.Jones275@schools.sa.edu.au)
 - Mathew Hubber – Intervention and Support Manager (Mathew.Hubber269@schools.sa.edu.au)

Unresolved Concerns

In the event that concerns cannot be resolved, please contact the relevant Community Leader (listed above) or contact the school on ph: 8726 3100.

FLEXIBLE LEARNING CENTRE (Nunkula)

Case Management

Case Management meetings will occur via phone. These meetings will occur weekly and will continue to be a requirement of enrolment in the Flexible Learning program. Meetings may be up to an hour long, but will dependent on student needs.

Lesson Delivery

- Teachers will be available for optional video conferencing; they will communicate the timing and frequency of these lessons directly to students.
- All assessment material and student resources will be provided via Google Classroom. Codes have been shared via Progress Checks (posted to all families).
- Students that don't have access to reliable internet can request a hard copy of assessment materials.

Enrolment Expectations

Student:

- Access Google Classroom to access assessment activities at least ONCE per week.
- Monitor assessment due dates and submit in Google Classroom (using the 'Turn In' function) by the deadlines provided
- Check emails daily and respond to emails in a timely manner (within 72 hours)
- Seek assistance from subject teachers as required via email

Teachers:

- Access Google Classroom during allocated lesson times and provide ongoing feedback and support.
- Respond to student emails in a timely manner (within 72 hours)

APPENDIX #1 – VIDEO CONFERENCE PROTOCOLS

Grant High School – Protocols for Video Conferencing

As we transition to 'Dispersed (online) Learning', it is anticipated that video conferencing will be used to *complement* other online teaching, learning, resources and supports. Video conference calls will be used by teachers to clarify learning, provide feedback, explicitly teach new content and/or discuss the learning goals for the week.

Below are protocols that will support the safe use of video conferencing.

Teachers will:

- Ensure that students have necessary resources prior to the session
- Use the sessions to ensure students understand the content, participate in collaborative discussion and know what the next steps are.
- Schedule video conferences within normal scheduled lesson time
- Be dressed in professional attire
- **The minimum group size for a conference/lesson will be three or more. This can include students that are physically in your class.**
- Exercise vigilance and ensure that only students who are part of the class are involved in each lesson
- Record the lesson and save it locally on the computer. If you wish to share the lesson with other students please ensure it is set it is privately shared and not able to be mass distributed.
- Inform students that if they do not want their image recorded they can turn their webcam off
- Remove students from the video conference who are behaving inappropriately and refer them to the relevant Community Leader
- Make provision for leaders to be able to access or monitor online material and video conferences
- Structure a routine for students to access the link and login details for a video conference lesson
- If a student exhibits an issue relating to a wellbeing concern, please contact the relevant Community Wellbeing Team immediately
- Host the video conference in a common area at school (e.g. a shared office)
- **When working from home all conferences must be recorded**
- Use the Lobby feature and confirm identities before allowing students to join

Students will:

- Understand that normal school expectations apply - Following WHS SBM procedures
- Ensure meeting details are not shared with others - only GHS staff and students who are enrolled in the class are permitted to join video conferences
- Come prepared for sessions – including having read, viewed or listened to relevant resources.
- Join the video conference from a common space (i.e. not a bedroom)
- Protect their own privacy by being mindful of what's in the background
- Not record nor photograph any part of the conference
- Engage respectfully in all discussions and 'chats'
- Not engage with other chat forums during a lesson.
- Use appropriate online passwords and not share unnecessary personal information
- Be appropriately dressed at all times

Parents will:

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

APPENDIX #2 – ASSESSMENT DECLARATION



GRANT 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	<input type="checkbox"/> YES <input type="checkbox"/> NO												
Assessment completed within allocated time limit	<input type="checkbox"/> YES <input type="checkbox"/> NO												
Evidence of adherence to assessment conditions: <i>Provide 2 forms</i> <ul style="list-style-type: none">- Parent/Caregiver signature- Photographic- Audio- Video- Live Stream (Teacher Supervision)- Other	<table><tr><td><input type="checkbox"/> YES</td><td><input type="checkbox"/> NO</td></tr><tr><td><input type="checkbox"/> YES</td><td><input type="checkbox"/> NO</td></tr><tr><td><input type="checkbox"/> YES</td><td><input type="checkbox"/> NO</td></tr><tr><td><input type="checkbox"/> YES</td><td><input type="checkbox"/> NO</td></tr><tr><td><input type="checkbox"/> YES</td><td><input type="checkbox"/> NO</td></tr><tr><td><input type="checkbox"/> YES</td><td><input type="checkbox"/> NO</td></tr></table>	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> YES	<input type="checkbox"/> NO
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<input type="checkbox"/> YES	<input type="checkbox"/> NO												
<input type="checkbox"/> YES	<input type="checkbox"/> NO												
<input type="checkbox"/> YES	<input type="checkbox"/> 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 – SACE VERIFICATION FORM

SACE BOARD
SOUTH AUSTRALIA

Supervision and verification —2020 student record sheet

- All work that students submit for school assessment and external assessment must be their own, produced without undue assistance from other people or sources.
- For school assessments, teachers and students may use, or adapt, this record sheet. If used, these sheets are to be kept at the school until the end of the clerical check period in February 2021.
- For external assessments that involve an investigation process, teachers and students must use this record sheet to record and authenticate each student's work. These sheets are also to be kept at the school until the end of the clerical check period in February 2021
- Please refer to the SACE Board's Supervision and Verification of Students' Work Policy.
- 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.
- Refer to Information sheet 3 and Form 2 for more information.

Subject _____ School _____

Name of student _____ Registration

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Name of teacher _____ Assessment task _____

<i>Examples of stages of development</i>	<i>Teacher initials</i>	<i>Student initials</i>	<i>Date</i>	<i>Comments</i>
Preparation and planning Student has: <ul style="list-style-type: none"> • decided on the scope of the task, which is consistent with the requirements of the subject outline Student has identified, as appropriate: <ul style="list-style-type: none"> • possible focus questions, context, and/or outcomes • resources and data • the skills, activities, investigation/ research methods, and/or processes required • the mode of presentation. 				
Student has communicated progress of work to the teacher				
Development as appropriate Student has: <ul style="list-style-type: none"> • developed and gathered notes, appendices, and/or references • conducted any surveys, experiments, or other research • validated sources of information • analysed and/or evaluated findings and/or results • explained information from source material in their own words • acknowledged all information and ideas that are not their own • kept any quoted material to a minimum • drafted the report and/or presentation. 				
Student has discussed progress and/or results with the teacher				
Draft presentation Student has presented for feedback a draft that: <ul style="list-style-type: none"> • meets the requirements of the subject outline (e.g. word count) • includes all relevant support material and references • Student has undertaken any revisions as appropriate. Only one completed draft should be presented for feedback.				
Final presentation <ul style="list-style-type: none"> • Student has presented the final piece of work. 				

Signature of student _____ Date _____

Signature of teacher _____ Date _____

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