



DISPERSED LEARNING PROTOCOL | 2022

A Guide for Parents, Students and Teachers
GRANT HIGH SCHOOL

Table of Contents

RATIONALE	3
Purpose	3
Definition	3
TECHNOLOGY	4
Digital Communications	4
Technology Support	4
DELIVERY OF TEACHING & LEARNING	5
Timetable	5
Lesson Delivery for Year 8 to 10:	5
Lesson Delivery for Senior Classes	5
Lesson Materials & Instructions.....	5
COMMUNICATION	6
Assessment Information for parents/carers	6
ATTENDANCE	6
Expectations.....	6
Attendance Follow Up & Concerns	6
SACE Key Information	6
Eligibility for Special Provisions (SACE Subjects).....	6
Special Provisions (SACE Subjects) during Covid-19	7
BEHAVIOUR	8
Student Expectations	8
Parent Expectations	8
Protective Practices	8
HOMEGROUP	9
Kunga Course (homegroup)	9
WELLBEING	10
Wellbeing Monitoring	10
Case Management	10
Confidentiality and Reporting	10
PARENT CONTACTS	11
Initial Concerns	11
Ongoing Concerns	Error! Bookmark not defined.
Unresolved Concerns	11
FLEXIBLE LEARNING CENTRE (Nunkula)	Error! Bookmark not defined.
Case Management	Error! Bookmark not defined.
Lesson Delivery	Error! Bookmark not defined.
Enrolment Expectations	Error! Bookmark not defined.
.....	11
APPENDIX #1 – VIDEO CONFERENCE PROTOCOLS	12
APPENDIX #2 – ASSESSMENT DECLARATION	12
APPENDIX #3 – SACE VERIFICATION FORM	13

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 DayMap & 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:

- DayMap – 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 Teams 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 email Evan.Dent47@schools.sa.edu.au or call 8726 3197.

DELIVERY OF TEACHING & LEARNING

Timetable

Lessons will run according to existing DayMap 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. Teams)
- The teacher will be available for the remaining timetabled lessons via DayMap, 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. Teams), 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 during their normal lesson times.

Lesson Materials & Instructions

The following supplementary learning materials will be made available via DayMap

- Course Outlines
- 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 created in DayMap so that students and parents can access the assignment, rubric and due dates.

ATTENDANCE

Expectations

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

Students should record their attendance of online lesson by logging into DayMap, going into the class and clicking the attending symbol.

Attendance records will be attended to by staff as follows:

- Students 'self-isolating' (learning from home) will be recorded in DayMap using the code **('G')**.
- 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.

Attendance Follow Up & Concerns

Parents are required to monitor DayMap attendance for each student:

- Explanation for all absences must be provided by phone or DayMap 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 'Parent Contact' using DayMap.
- 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 all scheduled lessons.
- Students will be available to respond to teacher communication via Google Classroom, DayMap 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 DayMap messages
- 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 DayMap.
- 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, DayMap 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, DayMap 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 DayMap.

Wellbeing & Community Leaders will:

- be available for consultation and referral of students at risk via email
- monitor DayMap 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

Community Leaders/Managers & Wellbeing – ongoing wellbeing

- Kabir;
 - Donna Wild – Community Leader (Donna.Wild394@schools.sa.edu.au)
- Kurang;
 - Scott McCulloch – Community Leader (Scott.McCulloch12@schools.sa.edu.au)
- Kurra;
 - David Thompson – Community Leader (David.Thompson194@schools.sa.edu.au)
- Marma;
 - Caroline Wakefield – Community Leader (Caroline.Davey282@schools.sa.edu.au)
- Triyn;
 - Laura Hunt (Community Leader) (Laura.Mancuso962@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.

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.

R E S P E C T T R U S T C O M M I T M E N T



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> - Parent/Caregiver signature - Photographic - Audio - Video - Live Stream (Teacher Supervision) - Other	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> YES <input type="checkbox"/> NO</div> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> YES <input type="checkbox"/> NO</div> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> YES <input type="checkbox"/> NO</div> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> YES <input type="checkbox"/> NO</div> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> YES <input type="checkbox"/> NO</div> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> YES <input type="checkbox"/> NO</div> </div>

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

--	--	--	--	--	--	--

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 _____

Record History

Publish date: 2020

Approvals

Status: Approved

Version: 1

Approved By: Admin

Approval Date: 4/2020

Review Date: 2021