



Mount Gambier High School

FLEXIBLE LEARNING MODEL

PARENTS GUIDE

28 January 2022

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Rationale

Purpose

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

As staff continue to prepare for flexible learning, our aim is that parents are assisted in supporting their students to access learning. This will be done by:

- Using existing curriculum programs and scope and sequence as the core of teaching and learning intentions.
- Improved understanding and ability to deliver a more flexible learning program for all students.
- Exploring the Australian Curriculum and General Capabilities to drive relevant assessment criteria (7-12).
- Meeting the needs of an inclusive program for our identified and vulnerable learners and cohorts.
- Developing systems where Daymap is the central communication tool, supporting work on Microsoft Teams and Webex.

We hope that parents are comfortable with their ability to use and access the agreed teaching and communication platforms and their presence on this.

Students and Teachers will connect, collaborate and learn in flexible ways. All students will have the same opportunities to excel.



Accessing flexible learning

All communication will occur, in the first instance, through Daymap. Please ensure you and your student have current access to Daymap. Staff at Mount Gambier High School may also utilise Microsoft Teams and/or Cisco Webex.

Microsoft Teams guide for parents:

<https://support.office.com/en-us/article/distance-learning-with-office-365-guidance-for-parents-and-guardians-89d514f9-bf5e-4374-a731-a75d38ddd588>

Technology support

ICT support will be provided:

- ICT help link is located on the MGHS Landing page for staff and student ICT support requests
- Support responses will be provided remotely by ICT support staff, please contact the school via telephone during business hours.

Our Learning SA

The Department for Education have put together a website, Our Learning SA. This is a great resource with links to education, as well as guides, on how to support students learning at home.

<https://www.education.sa.gov.au/our-learning-sa/advice-students-and-families>

Teaching and Learning

Microsoft Teams or Cisco Webex will be used to compliment other online learning, resources and supports provided in Daymap. The use of these additional platforms will vary, depending on the subject and teacher.



Assessment

Teacher responsibilities:

- set activities and key milestones to assess student progress with learning and assessment tasks
- provide feedback during the learning process to inform student progress e.g. 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

Teacher responsibilities:

- allocate 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 identified online platform

Connected to Learning

Expectations

Student attendance will be marked for the periods where the class is required for live teaching via Microsoft Teams, Cisco Webex or Daymap



Attendance Follow Up and Concerns

Parents are required to monitor Daymap attendance for each student:

- Explanation for all absences must be provided by phone or email to the relevant subject teachers
- In the event of an ongoing attendance concern: absence for 2 consecutive lessons or more for a subject - the follow up will initially be undertaken by the subject teacher via phone or email to parents

Behaviour

Student Expectations

For online lessons students are expected to:

- Join live sessions on time.
- Ensure the only participants in the online lesson, beyond staff, are students enrolled in the class.
- Come prepared including having read, watched or listened to relevant resources.
- Respectfully engage with teacher and peers.
- Actively participate in group discussions/collaboration.
- Be appropriately dressed for all online sessions, school uniform preferred.
- Be in suitable study spaces for all live lessons.
- Protect their privacy by being mindful of the background.
- Must not record nor photograph any part of the lesson, as per the signed IT user agreement.
- Recognise that all school behaviour expectations apply for flexible learning.
- Be aware of screen time, practice healthy habits and take regular breaks, including time outside.



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

Parent Expectations

- A commitment is made to engage their child in either offsite or onsite learning, with the understanding that if this changes the school is notified in a timely fashion
- Encourage and support their child's learning including providing a suitable environment at home for online learning
- Not participate in live forums; if their child requires additional support, they will contact the teacher outside of lesson time via email, phone or Daymap message
- Communication with teachers will be during normal business hours

Student Monitoring

Year Level Manager, Wellbeing and relevant Senior Leaders will be available for consultation regarding referred students via email, approved platforms or face to face

- Students identified as at risk will be monitored and contacted regularly by a member of the Wellbeing Team

Subject Teachers

- If students are not engaging in online lessons, parents/caregivers will be contacted
- Curriculum coordinators will be contacted in the first instance in regard to student engagement
- If there are ongoing concerns re engagement, the relevant Year Level Manager will be notified via email to follow up teacher concerns

Parents

Parents should contact the following people if any concerns arise:

Initial Concerns

- Subject teacher – academic
- Home Group teacher – attendance and wellbeing

Ongoing Concerns

Curriculum Leaders – ongoing academic

- Mathematics- Karen Henman
- Science – Danny Ashcroft
- English – Siobhan Koop
- HASS – Natalie Piscioneri
- Health and Physical Education – Jan Longbottom
- Specialist Sports – Kerran Wingard
- Languages and EALD – Siobhan Koop
- The Arts – Laura Small
- Technologies – Greg Kanakaris
- Research Project – Samantha Brown
- FLO – Jamie Ryan
- Pathways and VET – Eluisa Crispino
- Wellbeing and Year Level Leaders – ongoing wellbeing
 - Year 7 - Carol Shepherd, Jess Magarey and Kathryn Sutton
 - Year 8 – Carol Shepherd, Emma Robinson and Kathryn Sutton
 - Year 9 – Carol Shepherd, Alice Collison and Kathryn Sutton
 - Year 10 – Penne Saffin, Trish Jenkins and Samantha Brown
 - Year 11 – Penne Saffin, Hossein Rahbari and Samantha Brown
 - Year 12 – Penne Saffin, Grace Edwards and Samantha Brown
 - FLO – Jamie Ryan
 - Wellbeing – Jodi Greenwood
 - Wellbeing – Shannon Pearce

Unresolved Concerns

In the event that concerns cannot be resolved please contact:

- Assistant Principal Middle School – Kathryn Sutton
- Assistant Principal Senior School – Samantha Brown
- Assistant Principal Entrepreneurial Specialist School – Josh Praolini
- Deputy Principal – Suze Ricketts
- Principal – Annette Ryan

Wellbeing Support



Government of South Australia
Department for Education

Department's page for supporting students' health and wellbeing

<https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/covid-19-coronavirus/frequently-asked-questions-about-covid-19-parents-and-carers>



Free support and counselling services for young people.

<https://kidshelpline.com.au/>



headspace supports young people who need help with mental health, physical health (including sexual health), alcohol and other drugs or work and study support.

<https://headspace.org.au/>



The Black Dog Institute is a not-for-profit facility for diagnosis, treatment and prevention of mood disorders such as depression, anxiety and bipolar disorder.

<https://www.blackdoginstitute.org.au/>



Six weekly challenges to help you improve your mental fitness, increase your happiness, reduce stress, improve your friendships and your focus. Developed by Black Dog Institute.

<https://www.biteback.org.au/>



ReachOut.com is an internet service for young people that provides information, support and resources about mental health issues and enable them to develop resilience, increase coping skills, and facilitate help-seeking behaviour.

<https://www.biteback.org.au/>



Beyond Blue is an Australian independent non-profit organisation working to address issues associated with depression, suicide, anxiety disorders and other related mental disorders

<https://www.beyondblue.org.au/>

100 Point Physical & Wellbeing Activities

Complete any of the activities listed below and keep track of the points you score. See how quickly you can achieve 100 points.

10 points	8 points	6 points	4 points	2 points
PHYSICAL ACTIVITY Complete five physical activity sessions.	HEART RATE Elevate your Heart Rate through physical activity to over 100 beats per minute and keep it there for five minutes.	DANCE MODE Put on your favourite family song and dance to it.	RUN RUN AS FAST AS YOU CAN Run up and down on the spot for three minutes and count your heart rate at the end.	GARBOLOGIST Take the bins out on bin night and bring them in the following day.
FAMILY FITNESS Get a family member to do a physical activity session with you.	GET THEM ALL Weed the garden or lawn.	TRICK SHOT Create a trick shot (to be done safely without damage to anyone or anything).	DISHWASHER At the end of a meal, wash and dry the dishes for your family.	COZ I'M HAPPY Write out the alphabet and record one activity starting with each letter that makes you happy.
SKILL MASTER Teach yourself a new skill.	YOGA WORKOUT Complete an online Yoga class.	MASTER CHEF Create a meal for another member of your family.	FLY AWAY Make a paper plane that can fly further than 10 metres.	PICASO Draw a picture with only your feet.
PUSH-UPS Complete 20 continuous push-ups.	MAKE A GAME Design a new game and play it with at least one other person.	DRINKS ANYONE? Make every member of your family a hot drink of their choice (remember safety first).	BODY Draw the outline of a human body and then draw and label as many bones and muscles as you can.	FIND-A-WORD Choose your favourite physical activity and create a Find-A-Word with words associated with this. Minimum of 15 words.
NO SCREEN On a Saturday or Sunday, go a full day without using a screen device.	DRAWING CHALLENGE Draw a picture then describe it to a family member so they can draw it. They cannot look at your picture until they are done.	MOW ME DOWN Mow the lawn.	PILLOW POWER Make a pillow fort.	JOKEY JOKES Tell a family member three appropriate jokes.
SIT-UPS Complete 40 continuous sit-ups.	PLANK Plank for as long as possible each day for seven days. Each day must be for 10% longer than the day before.	WORK-OUT Make up a work-out for someone in your family to do. You must demonstrate all the activities you choose.	CARWASH Wash the outside or clean the inside of your family car.	OUTSIDE OUTLOOK Go outside a make a list of everything you can see.
SNAIL MAIL Write a letter to someone explaining ten reasons why you are grateful for them.	FUEL JOURNAL Record the food and drinks you consume for an entire day.	BEDROOM CLEAN UP Clean your bedroom.	APP CREATOR Design a new health app. You must name it, describe it (in under 100 words) and create a logo.	STARJUMPS Complete 20 star jumps in each room in your house.