



Mitcham Girls
High School

2022 Remote Learning

Mitcham Girls High School

An Initial Guide for Parents, Students and Teachers

Version 2.0

January 2022

Introduction

Dear Families,

We are committed to supporting every student at Mitcham Girls High School, especially as we face some difficult times with the impact of the COVID-19 outbreak. We aim to continue to develop students' resilience and to provide a rigorous teaching and learning program via technology, so that students can achieve their personal best. We have a team of highly qualified and experienced educators, student support officers, student wellbeing leaders, and administration staff who will be providing high quality teaching and learning support via technology through the lockdown.

Research shows that strong links between home and school are vital for success, and we encourage you to contact us for support whenever needed.

We look forward to seeing students back at school in the very near future.

Linda Richardson

Principal

on behalf of the Senior Leadership Team

On-line Teaching & Learning

Purpose

This document is an outline of the procedures for continued delivery of education programs at Mitcham Girls High School, in the event of prolonged school closure, and/or the need for online delivery.

The aim is to:

- articulate clear processes and expectations for the continuity of teaching and learning as well as student wellbeing.
- ensure continuity of learning for all students.
- ensure integrity and fairness in assessment.
- define what online platforms will be used for different purposes for real time, authentic and rich learning.

Technology

Digital Platforms

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

Daymap

- Daymap is a Learner Management System where staff can post lesson content and resources.
- It is used for communication between teachers, students and parents.
- Assessment tasks are posted by teachers and submitted electronically by students and results published to students and parents.
- Parents have access to the teaching and learning program of their student via the Parent Portal in Daymap.
- Daymap is also used to record attendance.

Microsoft Teams

- Microsoft Teams is a Department for Education recognised platform which allows distance education via resource sharing, chat facilities and video links to teachers and classrooms.
- This platform will only be used to manage live remote lessons and Daymap will still be the platform where all resources are recorded and made accessible.

We also recommend limiting the number of digital platforms that we use so that students aren't being asked to access lesson content via numerous platforms which could vary from lesson to lesson.

Infrastructure

- All staff and students have access to a computer/laptop.
- Staff and students require internet access.
- In the event that student cannot access a suitable computer or if there is no internet access, the school will negotiate with individual families on a case by case basis.

ICT Support

- Our ICT team is here to support our staff and students. You can access support by emailing help.desk697@schools.sa.edu.au or contact the ICT team on 8272 8233.

Expectations

Delivery of Lessons

Our current timetable will remain in place during the event of school closure and consequent online learning. Please note that Care Group will occur in the mornings 8:45AM – 9AM for the roll to be marked and students to check in with their teacher. Extended Care Group session will also occur during Lesson 4 on Monday. We have added a five-minute break between lessons, and we encourage students to take the break away from their computer screens before the next lesson commences.

	TIMES	Duration	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
CARE GROUP	8:45- 9:00am	15 minutes						
LESSON 1	9:00am – 9:50am	50 Minutes	3	6	5	3	7	
Ten Minute Break (away from screens)								
LESSON 2	9:55am – 10:45 am	50 Minutes	4	6	5	3	7	
RECESS	10:45am – 11:05am	20 Minutes	Recess					
LESSON 3	11:05am – 11:55pm	50 Minutes	5	2	1	4	1	
Ten Minute Break (away from screens)								
LESSON 4	12:00pm – 12:50pm	50 Minutes	Care Group	2	1	4	2	
LUNCH	12:50pm – 1:35pm	45 Minutes	Lunch					
LESSON 5	1:30pm – 2:20pm	50 Minutes	2	7	7	6	3	
Ten Minute Break (away from screens)								
LESSON 6	2:25pm – 3:15pm	50 Minutes	6	1		5	4	

Lesson Materials and Instructions

It is expected that all teachers will have teaching and learning information on Daymap for all classes. This includes:

- Learning and Assessment Plans.
- [MGHS Expectations](#)
- Comprehensive notes explaining the nature of each lesson.

- Resources or links to resources required for each lesson.
- Microsoft Teams online learning protocols.
- Summative assessment tasks.
- Formative assessment tasks – including appropriate due dates (All work must be submitted via Daymap).
- Results and feedback for any assessment task (published in Daymap).

It is expected that the following supplementary learning materials are available via Daymap:

- Assessment Plans for all classes.
- Unit Outlines/Teaching and Learning Programs.
- Task sheets and assessment criteria (rubrics).

Lesson Delivery via Microsoft Teams

- Students attending school will access their learning online via Microsoft Teams from a central supervised location in the school.
- Students working from home will be required to join their classes at all the usual timetabled lesson times via Microsoft Teams.
- Teachers will establish learning intentions and success criteria with students as per school expectations.
- There will be elements of explicit teaching, collaboration and student self-regulated learning during lessons.
- Teachers will be available to answer any student questions for the entirety of the scheduled times.
- Students working from home may not need to be online for the entire lesson time and this will be clarified by individual teachers during lessons.

Expectations

Assessment

Formative Assessment

Formative assessment refers to a wide variety of methods that teachers use to evaluate of student comprehension, learning needs, and academic progress during a lesson, unit, or course so that adjustments can be made to lessons, instructional techniques, and academic support.

Teacher responsibilities:

- provide feedback during the learning process to inform student progress.

Student responsibilities:

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

Summative Assessment

Summative Assessment is any method of evaluation performed at the end of a unit that allows a teacher to measure a student's understanding, typically against standardised criteria.

Teacher responsibilities:

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

Student responsibilities:

- uploading of summative tasks to Daymap as per prescribed timelines. The school deadline policy states that work must be handed up by the due date unless an extension is negotiated 24 hours prior to the deadline due to exceptional circumstances.

Assessment Monitoring

Curriculum leaders to monitor classes and results and follow up academic progress concerns as required.

Expectations

Attendance

Lesson Attendance

Student attendance will be marked for every lessons

- If a student is PRESENT and is physically on site, then they are marked present as usual.
- If a student is PRESENT on Microsoft Teams for an online teaching lesson the teacher will mark the roll with code H – Home Study.
- If a student is ABSENT on Microsoft teams for an online teaching lesson the teacher will mark the roll with code U – Unexplained. This Unexplained will then need to be followed up by Year Level Manager.

Absences

When a student is absent from school parents/caregivers are asked to email the school

Absences.MGHS159@schools.sa.edu.au before 9:30am on the day of absence. The absence will also require a written note of explanation on the next day of attendance.

Attendance Follow Up & Concerns

- All teaching staff are to ensure that rolls are marked accurately.
- If attendance for the day remains “unexplained” the YLM will make contact with the parent/guardian to follow up.
- All consecutive and unexplained absences must be followed up by the YLM (via email, Daymap Message or phone call to parents / care givers) and recorded on Day Map using the “attendance record”.
- In the event of an ongoing attendance concern (5 or more days- unexplained) the YLM will send a letter home to parents/guardian (AP must be informed).
- A list of staff emails can be located on our website at the following link: [Staff Contact List](#)
- The “attendance record” on Daymap must be used to document all ongoing attendance concerns.

Expectations

Learner Readiness

We expect all students to maintain our agreed upon learning expectations:

EXPECTATIONS

AT MITCHAM GIRLS HIGH SCHOOL WE WILL:

BE AN ACTIVE LEARNER

We will actively work towards our learning intentions and success criteria.



BE RESPECTFUL

We will respect ourselves, each other and the learning environment.

BE BRAVE AND TAKE RISKS

We will strive to be our best and recognise that learning can be challenging and requires effort.



USE DEVICES FOR LEARNING

We will use devices as directed by the teacher.

Staff Expectations

For online lessons staff are expected to:

- Be professionally attired as per workday
- Act professionally in all forums as per the Department Code of Conduct.
- Ensure students have access to the necessary resources prior to the lesson.
- Ensure only members of the class are involved in the Microsoft Teams video link.
- Check in with students to ensure they understand the content of the lesson or require further clarification.
- Take a 5 break away from screens on a regular basis and for the entirety of scheduled break times.

Protective Practices

To ensure online safety of staff and students:

- All digital contact and communication must only relate to teaching and learning or wellbeing and only take place on Teams, Daymap and Email.
- 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, or Daymap.
- When working from home, Microsoft Teams video lessons will not occur unless there are a minimum of 3 students in online attendance.
- A minimum of two staff must have access to each team (recommendation: the Faculty Leader to have access to every Team in their learning area)

Microsoft Teams Session Expectations

1. Please mute your mic as you click 'join meeting.' The teacher will invite you to unmute if required.
2. Please consider your location. We ask that you dial in from an appropriate neutral & quiet location. Where you are

Microsoft Teams Session Expectations

1. Please mute your mic as you click 'join meeting'. The teacher will invite you to unmute if required.
2. Please consider your location. We ask that you dial in from an appropriate neutral and quiet location. Your bedroom is not appropriate. Where you are and the conditions surrounding you can have an impact on the quality of your session. In general, conferencing in a smaller room or office will provide better sound
3. Please wear appropriate clothing. Whilst school uniform is not required it may be simpler to wear your school jumper, but please wear appropriate daytime clothing.
4. Use earphones with a microphone (the ones you would get with your phone) for ease of communication when in an online lesson.
5. Blur the background using the toolbar on the video screen.

6. Recording of sessions without permission is not permitted.

7. Please remember everything that you enter online is recorded and can form part of your assessment.

Wellbeing

Continuity of Wellbeing Services

We know that the COVID-19 outbreak has posed some of the greatest challenges we have faced in recent memory. Schools are not exempt from these challenges, which have resulted in significant changes to the way learning communities will operate now and possibly in the future.

Change, particularly when it is the result of an unprecedented event, can result in people experiencing a range of emotions and can trigger behaviours that may not have been witnessed before.

Now more than ever, our social and emotional skills are vital to ensure we look after our own wellbeing and also do everything we can to protect the wellbeing of those in our school community.

In the event of a school closure, the Wellbeing Team at MGHS is committed to provide ongoing continuity of wellbeing support to our students in a variety of ways.

MGHS Wellbeing Services

If your student is already accessing support from our Wellbeing Leaders, Pastoral Care Worker or Aboriginal Secondary Education Transition Officer (ASETO) and they wish to continue with this connection, this can occur via email.

If your student is not currently accessing support but would like to connect with someone they can in the first instance, email their Care Group Teacher.

We will continue to provide a list of resources and tips to further support your student via the school email.

Supporting your Child's Wellbeing

Children may be impacted by fear and anxiety. Maintaining a stable routine can be extremely grounding and remind students of what aspects of their lives are within their control. Your own routines will become really important at this time when some parts of your life are disrupted. Here are some tips on how to ensure your student is supported:

- Give your student extra attention and reassurance. Minimise their exposure to media and social media.
- Include your student in plans and activities around the house.
- Maintain routines around sleep and mealtimes as much as possible.
- If you are concerned about your student please seek professional help eg. your local GP.

Additional Online Resources Available

- Headspace <https://headspace.org.au/eheadspace/>
- ReachOut.com <https://au.reachout.com/>
- Grow Wellbeing <https://www.growwellbeing.com/>

Additional Phone Services (for immediate help)

- Kids Helpline 1800 55 1800
- Life Line 13 11 14
- Beyond Blue 1300 22 46 36
- Headspace 1800 650 890
- 1800 Respect 1800 61 44 34
- National Coronavirus Helpline 1800 020 080

If you have questions, queries or concerns please reach out to your Care Group Teacher.

Monitoring Students

Care Group

All Care Group teachers will:

- Establish a Team for their Care Group which includes the relevant Year Level Leader.
- Use the Monday Lesson 4 Care Group lesson as an opportunity for the Care Group Teacher to:
 - Provide Year Level information and communication.
 - Check on online learning transition.
 - Deliver Care Group programs.
 - Monitor Academic programs.
 - Support & for referral as/if required.
 - Mark Rolls for this period.

Care Group Program:

- materials and activities will be disseminated by Care Group Teachers & Year Level Leaders.
- activities will vary for different year levels.

Wellbeing Monitoring

All staff will record wellbeing, other concerns & follow up action in Daymap (via Daymap Records)

Communication

Staff Availability

Students, staff and parents are encouraged to maintain regular communication as part of the learning process. Communication is best done via Email or Daymap messaging. This will allow staff, student and parents an opportunity to give a considered response within a reasonable timeframe.

Staff Contacts

Staff Contact List:

Visit the [Staff Contact List](#) to see contact details for all teachers, leaders and staff at Mitcham Girls High School

Parents should contact the following people if any concerns arise:

1. Initial Concerns

- Subject teacher – academic
- Care Group Teacher – attendance and wellbeing

2. Ongoing Curriculum Concerns

Curriculum Leaders – ongoing academic

- Arts – Meredith Arnold
- English – Dana Thomas
- Health & PE – Ian Kutschke
- HASS & Languages – Sue Howlett
- Technologies – Simon Brooks
- Mathematics – Femia Bakuszowski
- Science – David Fargher

3. Year Level Leaders

- Year 7 – Romina Gagliardi
- Year 8 – Eilidh Greenshields
- Year 9 – Caroline Redding
- Year 10 – Shauna Patterson
- Year 11 – Stephanie Henson
- Year 12 – Colleen Tomlian

4. Wellbeing

- Wellbeing & Student Learning Support Coordinator – Louise Cohen
- Wellbeing, VET & FLO – Jill Olifent
- Wellbeing – Chloe Fox

5. Senior Leadership Team

In the event that concerns cannot be resolved please contact:

- Assistant Principal Middle School – Rose Forster
- Assistant Principal Senior School & SACE – Sarah Chambers
- Deputy Principal – Nathan Cini
- Principal – Linda Richardson

Information for Parents

Parent Checklist

With some families now having their student working from home, it is important to take this opportunity to work together as a whole school community to ensure students stay connected to their learning and education.

Teachers are working towards providing online learning experiences. Here are some simple steps that you can take to ensure your student continues with their learning from home.

Please let your student know that you think education is important and that school work needs to be done each day. You can help your student by setting aside a special place to study, establishing a regular routine to continue work from all subjects being studied, and removing distractions such as the television and social media.

CHECKLIST

Show that you think education is important

- Support your student to be ready to participate in the online learning lessons and activities at the time scheduled on the timetable.
- Ensure your student has the papers, books, pencils and other things needed to do assignments.
- Provide your student with a well-lit, fairly quiet place to study.

Monitor Assignments

- Check your student's DayMap.
- Talk with your student about their assignments and due dates.
- Ensure your student completes assignments on time.
- Read the teacher's comments on assignments that are returned and discuss these with your child.

Provide Guidance

- Help your student to get organised. Not all school work will be done online so they will also need to schedule some additional time to complete assignments and project and prepare for tests.
- Encourage your student to develop good study habits (for example, scheduling enough time for big assignments; doing revision notes for tests).

Talk with Teachers to Resolve Problems

- If a problem comes up, ensure your student communicates with their teacher.
- Follow up with your student to make sure they understand the advice given through the communication with their teacher.