

REMOTE/DISTANCE LEARNING MODEL



A Guide for Parents,
Students & Teachers

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RATIONALE

Rationale

Purpose

The purpose of this document is to outline the procedures for the continued delivery of education programs at Port Lincoln 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 the continuity of learning of 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, Port Lincoln High School teachers will utilize online platforms (Seqta &/or Teams) to allow authentic and rich learning for all students.

Students and teachers will connect, collaborate and learn in online classes.

This may include real-time activities.

Transition Learning Centre (TLC) students will be provided with hard copy learning materials.

All students will have the same opportunities to excel and engage with learning.



TECHNOLOGY

Technology

Digital Platforms

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

- Seqta – for learning management;
- Microsoft Teams – for those classes with virtual real time teaching and learning.

These will be the only platforms to be used at present.

Technology and Infrastructure

- All staff and students have access to a laptop device;
- Staff and students require internet access;
- In the event that a student does not have access to a laptop nor internet access, the school will be open to provide these resources.

Technology Support

ICT support is be provided:

- ICT help button located in the Port Lincoln High School home page (register a job ticket and provide a contact number) for staff and student ICT support requests;
- ICT support staff will provide any support responses remotely.



TEACHING & LEARNING

Delivery of Teaching and Learning

Timetable

Lessons are scheduled according to student and staff Seqta timetables.

Session	Time	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday
Dharna Group	8:40 - 8:50am	10	Dharna Group	Dharna Group	Dharna Group	Dharna Group	Dharna Group
Lesson 1	8:50 - 9:40am	50	Line 2	Line 7	(9:20am)	Line 1	Line 4
Lesson 2	9:40 - 10:30am	50	Line 4	Line 3	Line 6 (70 mins)	Line 5	Line 7
Recess	10:30 - 10:50am	20	Recess	Recess	Recess	Recess	Recess
Lesson 3	10:50 - 11:40am	50	Line 3	Line 6	Line 1	Line 7	Line 2
Lesson 4	11:40am - 12:50pm	70	Line 1	Line 2	Line 3	Line 4	Line 5
Lunch	12:50 - 1:30pm	40	Lunch	Lunch	Lunch	Lunch	Lunch
Lesson 5	1:30 - 2:20pm	50	Line 5	Line 4	Line 7 (70 mins)	Line 6	Line 3
Lesson 6	2:20 - 3:10pm	50	Line 6	Line 5	2:40pm Dismissal	Line 2	Line 1
					Professional Learning for PLHS Staff (2:45 - 4:30pm)		

Lesson Delivery

Seqta:

- subject material will be programmed for two weeks, in advance, and entered into Seqta for every class or;
- entered into Seqta at the beginning of a week and containing work for the remainder of the week.

Microsoft Teams:

- additionally some teachers may program virtual, in real-time, lessons through Microsoft Teams;
- lessons can only be scheduled during “normal” lesson times;
- these lessons may also be recorded in Teams;
- the teacher will be available in these lessons for student interaction via Teams;
- some formative/summative activities may be delivered using features of Teams.

Lesson Materials & Instructions

The following supplementary learning resources are available via Seqta:

- course outlines;
- lesson notes;
- resources and learning objects;
- subject forums;
- summative assessment including timelines/due dates;
- task sheets and assessment criteria;
- feedback on all summative assessment tasks;
- release results/grades/feedback to students.

Students will be required to submit the following via Seqta (by uploading through assessments):

- formative tasks;
- summative tasks.

Transition and Learning Centre (TLC)

TIMETABLE 2020 PLHS Transition & Learning Centre			OVERVIEW SEMESTER 1 STAGE 1 & 2 SACE		
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SESSION 1 9:30 to 10:30	Maths	Passion Project	Study support	English PLP	PLP - Thrive
MORNING BREAK 10:30 to 11am					
SESSION 2 11:00 to 12:30	English Study support	Passion Project Creative Industries	Maths	English PLP Creative Industries	Maths
LUNCH 12:30 to 1:00pm					
SESSION 3 1:00 pm to 2:00	Passion Project	English Creative Industries Research Project	Work & Transition	Mum's & Bubs Creative Industries Research Project	Study support
SESSION 4 2:00 to 3:00	Passion Project	English or Passion Project Research Project	STAFF Professional Learning	Mum's & Bubs Creative Industries Research Project	

Transition and Learning Centre students working offsite through our Edinburgh Street site will have flexibility to access staff and work via:

- Microsoft Teams;
- email and other digital formats or;
- hardcopies of learning materials (booklets).

Transition and Learning Centre students accessing certificate courses through TafeSA or other Registered Training Organisations will access work and lecturers via (*still TBC after Term break*):

- video link;
- email and/or other digital formats.

PLHS Transition and Learning Centre staff will maintain regular contact with all students to support their wellbeing, learning and success.



ASSESSMENT

Assessment

Formative Assessment

Formative assessment:

- refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course;
- helps teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

Teacher Responsibilities

- set activities and key milestones to assess student progress with learning and assessment tasks;
- utilise Seqta to collect feedback from students once per topic/unit of work;
- provide feedback during the learning process to inform student progress e.g. 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

Summative assessment:

- Is any method of evaluation that allows a teacher to measure a student's understanding against the achievement (Australian Curriculum) or performance standards (SACE).

Teacher Responsibilities

- allocating summative tasks including timelines and due dates;
- mark and publish feedback and assessment results.

Student Responsibilities

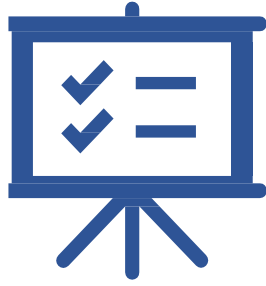
- uploading of summative tasks to Seqta;
- submit assessment tasks as per prescribed timelines via Seqta.

Assessment Monitoring

Subject teachers to monitor and follow up academic progress concerns as required.

Supervised Assessment Tasks

For supervised assessment tasks undertaken at home, a "Student Declaration" must accompany the task when submitted (see Appendix#2).



ATTENDANCE

Attendance

Learning at Home

Expectations

- All students working from home are marked in advance H – Home Study;
- Dharna Group teachers will monitor students who are studying at home;
- If a student is unable to learn at home, parents must notify the Dharna Group teacher.

Learning at School

Expectations

- parents will indicate that their child(ren) will attend learning at school;
- the school will follow up unexplained student absences through Seqta messaging.



BEHAVIOUR

Behaviour

Student Expectations

- all students are expected to engage in and attempt all work that is entered into Seqta;
- all students are expected to communicate with their teacher through Seqta Direqt messages or Teams (for students with virtual online lessons);
- respectfully engage with teachers and peers;
- actively participate in group discussions/collaboration;
- for online lessons students need to be in neat casual dress (no unacceptable logos etc);
- all school behaviour expectations apply for online learning.

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

Staff Expectations

- all teachers will enter programmed subject material into Seqta 2 weeks in advance (at any point in time);
- for online lessons, be neat and casual attired as per working day.

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 to Seqta or Teams.



WELLBEING

Wellbeing

Dharna Group

All Dharna Group teachers will:

- establish, and document, in Seqta a weekly contact with all of their students through their caregiver.

This contact will be used by the Dharna Group teacher to provide:

- information and communication;
- wellbeing information;
- remote and online learning transition;
- academic program monitoring;
- support and referral as/if required.

Wellbeing Monitoring

Dharna Group teachers will record wellbeing and other concerns in the Seqta Pastoral Care Workspace.

They will follow up/refer concerns to the Wellbeing Leaders (Peter Jolley & Sarah Kidd).



PARENT CONTACTS

Parents/Caregivers

Parent/Caregiver should contact the following staff, via Seqta messaging, if any concerns arise:

Initial Concerns:

- subject teacher – academic;
- Dharna Group – engagement and wellbeing.

Ongoing Concerns

Curriculum leaders – ongoing academic:

- Mathematics/Science – Rebecca Paterson;
- English/HaSS/Languages – Holly Dufek;
- Arts/Technologies – Craig Curtis;
- HPE/Food/Integrated Learning – Yasmin Stewart.

Wellbeing – ongoing wellbeing:

- Senior School focus – Peter Jolley;
- Middle School Focus – Sarah Kidd;
- Transition Learning Centre – Estelle Broadbent.

Unresolved Concerns

In the event that concerns cannot be resolved, please contact via Seqta:

- Assistant Principal (Senior School Year 11/12) – Lesley Warren;
- Assistant Principal (Middle School Year 8/9/10) – Amy O'Brien;
- Assistant Principal (Special Education) – Melia Daw;
- Assistant Principal (Aboriginal Education) – Kate Higgins;
- Assistant Principal (Transition Learning Centre) – Estelle Broadbent;
- Assistant Principal (School Operations) – Tash Rayson;
- Deputy Principal – Clive Palmer.



APPENDIX #1 ASSESSMENT DECLARATION

PORT LINCOLN 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 checked="" type="radio"/> YES <input type="checkbox"/> NO
Assessment completed within allocated time limit	<input checked="" type="radio"/> 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 	<input checked="" type="radio"/> YES <input type="checkbox"/> NO <input checked="" type="radio"/> YES <input type="checkbox"/> NO <input checked="" type="radio"/> YES <input type="checkbox"/> NO <input checked="" type="radio"/> YES <input type="checkbox"/> NO <input checked="" type="radio"/> YES <input type="checkbox"/> NO <input checked="" type="radio"/> YES <input type="checkbox"/> NO

If 'No' was declared in the table above, please provide an explanation:

I hereby declare that I have completed this assessment under the required conditions (as per evidence above):

SIGNED:		DATE:	
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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:	

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 _____



PROFESSIONAL LEARNING (staff only)

Staff Meetings and Professional Learning

For live streaming of Executive, Leadership, Faculty, Staff Meetings and Professional Learning an invitation will be sent via email and Teams.

These teams will be (have been) set up in Teams.

All meetings will be scheduled through the Term 2 calendar (Tash Rayson).

Staff Training for Seqta and Online Delivery Model

For the 4 student free days (April 4-7th) an online training and learning program for the use of Seqta and Teams will be provided.