



WILLUNGA HIGH SCHOOL BLENDED LEARNING GUIDELINES

Information for Parents\Caregivers and Students

As we transition to a blended model of delivery it is important that we proactively respond to changes that are occurring. With this in mind, Willunga High School is committed to ensuring students have access to continuous, high quality learning experiences that support them to achieve to their highest potential.

We have created a modified timetable that will support all members of the school community to guarantee continuity of learning through an individualised learning program.

There is an expectation that senior school teachers (Stage 1 and 2) will be available during their normal timetabled lesson time for their students.

We strongly encourage families to support their children to remain engaged in their learning and education, while understanding that your daily routine may be quite different to normal. There are resources available in [SEQTA and on the Willunga High School](#) website to assist families with the required learning for their children.

It is extremely important that our students have the opportunity to be active and build time into the week to exercise, do practical activities or work on a project they are passionate about.

We have included a suggested sample day plan for students in years 8 – 10 to follow. Stage 1 and 2 students should be engaging through their normal timetabled lessons. Adolescent optimum learning time is in the mid-morning so we suggest subjects such as Maths, Science, English and HASS occur at that time. The students also need to build in break times.

There is the flexibility for students to work independently each day, however, we strongly encourage them to ensure they are covering all learning areas including those they don't necessarily enjoy.

Parents\Caregivers are strongly encouraged to support our online learning strategy by:

- ensuring structure and routines throughout each day
- setting up a space for students to engage in learning activities
- monitoring student engagement and progress in their learning
- promoting healthy habits including: sleep, hygiene, eating and physical activity
- ensuring students have opportunities to engage in non-screen-based activities during break times
- encouraging students to maintain contact with their peers
- contacting the school if the student requires additional support.



Technology

Digital Platforms

Students at Willunga HS have access to a number of digital platforms that make it possible for them to access their learning, communicate with their teachers and peers and to seek other support.

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

- SEQTA (or One Note Classroom) - for learner management and assessment
- SEQTA or Microsoft Teams - for collaboration and resource sharing
- Webex or Microsoft Teams - for live verbal or visual teaching and learning.

Students will require the following equipment to participate in their blended learning program at home or at school.

- Direct access to a laptop or desktop device with speakers.
- A microphone is desirable, not essential.
- A webcam is optional, not essential.
- Internet access (for those that do not have internet access, materials will be provided in hard copy or on a USB). Department for Education are working toward providing internet access for families who do not have current access.
- If you are learning at school, headphones are essential.

As a BYOD school, students are expected to have access to a tablet, laptop, desktop or mobile device that enables them to access the digital platforms for their learning. Students who do not have access to this technology at home should negotiate a long-term loan of a school device.

Other Technologies

All teachers are encouraged to continue to use learning tools, such as Google apps for Education, Kahoot etc. as part of the blended learning environment. However, it remains vital that all students are able to access resources and materials that support their required learning. Teachers will be monitoring student access and engagement with this technology and their learning.

ICT Support

If you need ICT support to access your learning through SEQTA or the other platforms being used, students and families can:

- use the help sheets which are available on the [SEQTA Home Page](#), on the Willunga High School website. This should be the first action students and parents\caregivers take, before seeking other support
- contact the ICT Support team by calling at school 8557 0100
- email: ICT.helpdesk@whs.sa.edu.au
- seek assistance from their class or home group teacher.



Student Expectations

The values of Responsibility and Respect at Willunga High School applies in all online learning experiences.

For 'face to face' learning experiences students are expected to:

- join lessons on time using the appropriate technologies
- engage with teacher and peers in a respectful and productive manner
- follow any protocols for engagement outlined by the teacher during the session
- actively participate in collaborative aspects, such as group discussions
- ensure that the background of any video conferencing session is of an appropriate nature and does not disclose any personal materials that should not be shared with others
- wear appropriate clothing, neat casual attire or school uniform, for all conferencing that may occur
- students present at school are expected to come in full school uniform
- take time away from screens between sessions and for the entirety of any scheduled break times
- any video conferencing sessions will be recorded by teachers and links posted in SEQTA.

For remote learning experiences, students are expected to:

- respond in a timely and appropriate manner to all online discussion forums, questions and tasks, as requested by the teacher
- maintain peer collaboration and support by responding productively and supportively to posts made by other students
- always use appropriate language when posting online
- avoid engaging in any inappropriate behaviours such as spamming discussion threads or posting inappropriate content/images and report any such abuse to the teacher.

Student Attendance and Engagement will be monitored to ensure that all students continue to engage with their learning and complete all required learning tasks. For students working at home their participation in class forums, responses to email or direct message communication and through submission of the required tasks will be closely monitored. Teachers will follow up with parents/caregivers should concerns arise over a student's engagement.

The Department for Education's requirements for the monitoring of Student Attendance include:

- Attendance for students learning from home must be accounted for each day.
- Student absences whether learning from home or learning at school, must be followed up daily and marked as per normal attendance coding processes.
- Where students who are learning at home are unwell, families must notify the school.
- Parents must notify the school if arrangements for learning at home need to change i.e parent now expects students to be attending school.

To meet these requirements students are expected to:

- login to SEQTA daily to access their learning materials and check messages
- **access SEQTA before midday** on each school day.

The access log report from SEQTA will be used to record student attendance and to follow up on student unexplained absence.

Student Online Behaviour is expected to be respectful and about learning. Students behaving inappropriately will be removed from the session and/or forums. Parents/caregivers will be contacted as part of any follow up regarding student behaviour. Further to these behavioural expectations, any video conferencing involving a single student and their teacher will be recorded by the teacher and another staff member will be present. If, for any



reason, anyone feels unsafe due to interactions in the online learning space then they are asked to disconnect from the session immediately and notify a parent/caregiver and appropriate member of the Executive Leadership team.

Student Wellbeing

Home Group

All Home Group teachers will:

- regularly contact the students in their Home Group to check in on their wellbeing
- check on student's transition to blended learning and their access to learning resources
- monitor student academic progress through regular 'learning progress checks' with the students' class teachers
- provide support and referrals if required.

The student wellbeing team will continue to provide wellbeing support for any students that need it, they will do this by phone. Some student wellbeing resources are available through the WHS website.

A Student Wellbeing program is being developed by the student wellbeing leaders with materials to support students. These will be made available to students through the [Willunga High School website](#) along with other online learning resources.

Strategies for Successful Learning

To ensure the best conditions for learning, students should:

- ensure that they have an appropriate workspace, with all basic resources and materials within easy reach
- position themselves in a quiet location in the home, free from distractions
- consider the background visible for any video conferencing sessions to maintain privacy
- ensure appropriate ergonomics principles are followed in the workspace
- switch off any notifications from social media platforms during school hours
- ensure that any mobile phone is on silent and out of sight, to avoid unnecessary distractions
- disable notification on any device being used for doing school work.

Students should maintain a routine in their day that supports their mental health, general wellbeing and their learning.

This can include:

- Scheduling the day as if it is a 'normal' school day with breaks from the screen and breaks for physical activity/relaxation (see sample school days above).
- Eating and drinking healthy options, regularly.
- Check emails and SEQTA direct messages and student notices at the start of each day, staying up to date with recent information from the school or class teachers.
- Maintaining lists of tasks to complete, to manage time and workload and not become overwhelmed.
- Setting achievable but challenging goals each day and over the week to support a feeling of achievement.



Students are still expected to follow all reasonable requests of the teacher, including:

- adhering to specified due dates for any tasks set
 - If you require an extension for a task, you are expected to contact your teacher to discuss your request at least 24 hours prior to the deadline
- being responsible for monitoring and keeping up to date with work requirements and submissions within the allocated time frame.

Supervised Assessment Tasks

A significant proportion of summative assessment tasks are currently expected to be completed under supervised conditions. Students' teachers will ask them to complete an 'Assessment Declaration' form and submit it alongside any task expected to be completed under supervision. While some alternative assessment tasks will be provided supervised tasks may still be necessary.



Teacher and Student Expectations for Blended Learning Environment

Teacher Expectations	Student Expectations
<ul style="list-style-type: none"> • Lesson plans and instructions: Provide instructions via SEQTA planner for each lesson. • Subject Support: Respond to any student messages received during allocated time or as soon as possible. Detailed Lesson instructions: Detailed lesson instructions will be provided for each subject, for each lesson. These should be designed to allow students to complete their work for each subject during their scheduled lessons. • Modification of Tasks, Programs and Due dates: Modify tasks and programs to ensure that lessons and tasks for your subject can be completed at home in an online environment. <i>For example, consider how practical lessons could be delivered in a different way.</i> Any changes to due dates or task requirements must be communicated via SEQTA. SACE teachers should record any changes on the Addendum in their SACE LAPs. All teachers must accommodate for students with learning needs and special provisions. • Live chats using SEQTA forum, direct messaging during allocated times. Teachers may use Webex or Microsoft Teams to video conference with students when needed. • Assessment Tasks and Marking: Publish formative and summative assessment tasks via SEQTA. Ensure grades and comments for these tasks are published within two weeks. 	<ul style="list-style-type: none"> • Timetable: Stage 1 and 2 students undertake learning as per the standard lesson times on your timetable. This includes recess and lunch breaks. • Students in year 8, 9 and 10 have a self-directed learning program with an expectation that they are completing work from each learning area as published on SEQTA. • Unscheduled lessons and homework Senior campus students who have unscheduled lessons should continue to use this time effectively at home. • Lesson instructions: Access and follow lesson instructions posted on SEQTA. • Changes to existing programs, tasks and due dates: Carefully read lesson notes and messages to make sure that you are aware of any changes to due dates and task requirements. • Live chats: Teachers will be available for live chats via forum or direct message during scheduled times to support students. • Work completion: Adhere to deadlines and submit work through e-submissions on SEQTA as per teacher instructions. <p>To support student wellbeing it is encouraged that students take regular scheduled breaks (recess and lunch) that involve non-screen activities. For example: house chores, exercise, spending time with family, having a snack, etc.</p>

Please utilise our online learning resources on the Willunga High School website ([SEQTA Home Page](#)), which has additional resources and support for parents\caregivers.

WILLUNGA HIGH SCHOOL



Sample School Day

For Year 8 – 10 Students working at home.

	Sample Day 1	Sample Day 2
Morning	Language Rich (English / HASS / History / PLP etc.)	Maths / Science
BREAK		
Midday	Maths / Science	Language Rich (English / HASS / History / PLP etc.)
BREAK		
Afternoon	Practical Activities (Physical Education / Home Ec. / Design Tech / Arts etc.)	Wellbeing Activity (Outdoors activity / Passion Project)

Stage 1 and 2 classes will run as per the 'normal' school timetable.

Ergonomics



- 1 Elbows**
Above the desk, at 90-110 degrees
- 2 Shoulders**
Relaxed as opposed to hunched
- 3 Wrists**
In line with forearms
- 4 Hips, Knees, Ankles**
At 90 degrees whilst seated
- 5 Feet**
Flat on the ground or footrest
For prolonged standing, consider a mat
- 6 Head**
Upright with ears aligned with shoulders

- 7 Eyes**
Looking at the top third of the screen.
Consider the use of a laptop raiser with your laptop
- 8 Seat length**
Should be long enough to provide support beneath thighs
- 9 Backrest**
Angled at 90-110 degrees with adequate lumbar support in line with lower back
- 10 Keyboard and Mouse**
G and H of keyboard aligned with your nose. Mouse gripped loosely
- 11 Laptop**
Used with a riser, external keyboard and external mouse



Mental Health and Wellbeing Support

There are a range of online resources specifically aimed at supporting children and young people during this time of uncertainty and change. They include:

- [Be You](#)
- [World Health Organization](#)
- [Headspace \(information for young people\)](#)
- [Beyond Blue](#)
- [Beyond Blue \(online forum\)](#)
- [The Australian Psychological Society](#)
- [Black Dog Institute](#)
- [SchoolTV.me](#)

Please follow the links above to access these resources.