



Government  
of South Australia

Department for Education

# 2022 Online Learning Guidelines

In the event of prolonged school closure and / or need for online delivery



**Seaford**  
Secondary College

A Guide for Parents, Students & Teachers

**SEAFORD SECONDARY COLLEGE**

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# RATIONALE

## Rationale

### Purpose

The purpose of this document is to outline the procedures for continued delivery of education programs at Seaford Secondary College 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

In the event of prolonged closure or the need for online delivery of teaching and learning, Seaford Secondary College teachers will utilise online platforms (DayMap) 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

## Technology

### Digital Platforms

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

- DayMap: for learning management
- Microsoft Teams: Optional Microsoft Teams for learning and for teacher to teacher PL, PLCs, LATs and staff meetings.

### Technology & Infrastructure

The following infrastructure is required for delivery of distance learning:

- all staff and students have access to a laptop device
- students who borrow laptops daily will be granted dispensation to take these devices home
- staff and students require internet access
- in the event that internet access is not available a solution will be negotiated with individuals

### Technology Support

ICT support will be provided:

- ICT help at [dl.0641.servicedesk@schools.sa.edu.au](mailto:dl.0641.servicedesk@schools.sa.edu.au) for staff and student ICT support requests
- support responses will be provided remotely by ICT support staff

### Online Learning Access: DayMap Connect

DayMap is the ICT platform Seaford Secondary College uses for student management and communication with students and parents.

You can also refer to the snapshot below of how to access DayMap via our parent portal. The parent portal can be found on the school website home page. Once you click on the DayMap link, a document is attached which goes into extensive detail about how to access and use the management system. From here you can look at your child's learning, behaviour, progress and performance.



# TEACHING & LEARNING

## Timetable

Lessons will run according to student & staff DayMap timetables.

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
8.35	Care Group	8.35	Care Group	8.35	Care Group	8.35	Care Group	8.35	Care Group
8.50	1 Line 3	8.50	1 Line 6	8.50	1 Line 5	8.50	1 Line 4	8.50	1 Line 7
9.42	2 Line 1	9.42	2	9.42	2	9.42	2	9.42	2
10.35	RECESS	10.35	RECESS	10.35	RECESS	10.35	RECESS	10.35	RECESS
10.55	3 Line 5	10.55	3 Line 2	10.55	3 Line 3	10.55	3 Line 1	10.55	3 Line 2
11.47	4 W & P	11.47	4	11.47	4	11.47	4	11.47	4 Line 6
12.40	LUNCH	12.40	LUNCH	12.40	LUNCH	12.40	LUNCH	12.40	LUNCH
1.20	5 Line 4	1.20	5 Line 1	1.20	5 Line 7	1.20	5 Line 6	1.20	5 Line 3
2.12	6 Line 2	2.12	6 Line 7	2.12		2.12	6 Line 5	2.12	6 Line 4
3.05	DISMISSAL	3.05	DISMISSAL	2.12	DISMISSAL	3.05	DISMISSAL	3.05	DISMISSAL

## Lesson Materials & Instructions

The following supplementary learning materials are available via DayMap and/or hard copy/USB for students without remote access:

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

Students will be required to submit the following via DayMap:

- formative tasks
- summative tasks
  - students who do not submit summative tasks may be assigned a failing grade
  - International students are included in these provisions and expectations

## Guidelines for Online Learning During a School Closure: for Students

In the event of the school needing to close for an extended period of time, Seaford Secondary College will continue to use DAYMAP to facilitate online learning for students/

### What will an Online Lesson look like for Seaford students?

- Each week in **DAYMAP** your teachers will enter lesson notes and create a 'Classroom Activity' task that covers both regular timetabled lessons. The purpose of the classroom activity is to allow you to show evidence of your learning. They may use YouTube or ClickView Online videos to help you.
- You are encouraged to **DAYMAP** message your teachers with any questions at any time during the day. Teachers may not respond straight away, but they will respond.
- At the end of the week you need to either upload work to the classroom activity, some evidence of what you have achieved for the week, or write a comment on where the work can be found (eg OneNote). This could be things such as:
  - work completed from an ongoing task
  - word document with answers to questions set by your teacher
  - PowerPoint, or similar, with pictures in it to show progress on a task
  - photos of what you have done, or a movie clip using iMovie
  - something else creative

### How to Login to ClickView

Go to [www.online.clickview.com.au](http://www.online.clickview.com.au) OR on the school website click 'PORTAL', then 'ONLY 2 CLICKS' then 'CLICKVIEW'

- Enter your @schools email address

For students: If you do not know your Learnlink email address, in **DAYMAP** click on [My Portfolio](#) and then to see your email address.

- Select 'SEAFORD SECONDARY COLLEGE' as the school
- If it asks for an EdPass username and password students are to enter their Daymap username and password into Edpass. For more detailed instructions with EdPass please see cheat sheet in the appendices.

### How to access Microsoft Teams

- Log in to Outlook through the Seaford Secondary College Website by clicking on 'portal' and then 'Department for Education Emails' and enter your user name and password the same way that they would to access their school emails.
- Click on the dice (9 dots in 3 x 3 formation) and select 'Microsoft Teams'.
- On the left toolbar click on 'Teams' and then double click the team for your class.
- Once in teams you can access files and Class Notebooks in the menu bar.

Please note that students WILL NOT be permitted to use video conferencing with teachers or other students.

Teachers may choose to turn the 'posts' function off but if it is active students must use this for learning purposes only and communicate in an appropriate, safe and respectful way the same as would be expected from them in a face to face classroom.

Consequences will apply for any inappropriate or offensive communications in line with consistent responses to student behaviour when at school.

**All staff resources for setting up Microsoft Teams** can be found;

- At school on the G drive – staff – online learning – Microsoft Teams, or
- Online in the Seaford Secondary College Microsoft Team – General Channel – Files – 'Microsoft Teams videos and cheat sheets'



# 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 software to collect live feedback from students at least once per topic/unit of work  
provide feedback during the learning process to inform student progress eg 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

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 a standardised criteria  
is used to gauge students' comprehension of the material presented at the end of a particular unit of work, and is often measured using a rubric to arrive at a final grade

Teacher responsibilities:

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

Student responsibilities:

- uploading of summative tasks to DayMap
- submit assessment tasks as per prescribed timelines via DayMap portal
- [Assessment Monitoring](#)

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

- [Supervised Assessment Tasks](#)

For tests or supervised assessment tasks undertaken at home a 'Student Declaration' form must accompany the test when submitted. (See Appendix #2)





# ATTENDANCE

## Attendance

### Expectations

- Year 7 - 11 students attending the site will be marked during Care Group time.
- Class roll codes:
- all students working from home are marked in advance **H** for home program
- year 12 students will continue to sign in independently

### Attendance Follow Up & Concerns

- Parents are required to monitor DayMap attendance for their:
- explanation for all absences must be provided by email to the relevant subject teachers
- depending on the reason provided, the absence will be reconciled as either **I** - Illness, **C** – Certificate or **F** – Family

### Care Group teachers will:

- make phone calls to parents after 3 days with no contact, or no check in online
- In the event of an ongoing attendance concern:
- in the event of an ongoing attendance concern follow up will be undertaken by the Year Level / House Leader via phone or email and referred to our Wellbeing Team
- a list of teaching staff emails can be located in Appendix #1



# BEHAVIOUR

## Behaviour during online lessons

In situations when online lessons are delivered the following expectations are required:

### Student Expectations

- For online lessons students are expected to:
- join lessons on time
- respectfully engage with teacher and peers
- actively participate in group discussions/collaboration
- students must be located in designated study spaces for all live lessons
- all school behaviour expectations apply for online learning
- it is recommended students take a 5-minute break away from screens between lessons and for the entirety of scheduled break times

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

### Staff Expectations

- For online lessons staff are expected to:
- be professionally attired as per work day
- it is recommended staff take a 5-minute break away from screens between lessons and for the entirety of scheduled break times

### 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 or teachers to any location other than DayMap or the online tool utilised by staff for the communication of learning activities.



# WELLBEING

## Wellbeing

### Care Group

Emotions can have a big impact on learning and wellbeing. Switching to remote learning can make expressing and understanding emotions more difficult. **Check-ins can help our school community feel heard, valued and connected during remote learning.**

All Care Group teachers will:

- establish a morning routine using Class Posts on DayMap to communicate with their Care Group
- check in daily with their Care Group by verifying which students have responded to the Class Post
- make phone calls to parents after 3 days with no contact or no check in online; inclusive of International students
- use the Class Post for:
  - year Level information and communication
  - bulletin notices
  - wellbeing information
  - support and referral as required to House, Year Level or Wellbeing Leaders
- mark the roll

### Wellbeing and Pathways

- materials and activities will be disseminated by CG teachers via DayMap

### Wellbeing Monitoring

- All staff will record wellbeing, other concerns and follow up action in DayMap Case Management notes as per usual process.
- Wellbeing, House and Year Level Leaders will:
  - be available for consultation and referral of students at risk via email, or face to face
  - monitor and follow up wellbeing/behaviour concerns as required
  - identify a list of 'students at risk' via Google doc, follow up with parent/caregivers as required and document on DayMap



# PARENT CONTACTS

## Parents

Parents should contact the following people if any concerns arise:

### Initial Concerns

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

### Ongoing Concerns

- Curriculum Leaders – ongoing academic
- Mathematics - Duncan Begg
- Science – Lisa Pennifold
- English – Jade Ayles
- Health & Physical Education – Brad Kirk
- Languages – Krystle Gertig
- The Arts – Beth Parkin
- Technologies – Ben Hardy
- HASS – Bill Tonkin
- Food Technology/PLP - Kirsty Ramsay
- Research Project/Practices - Deb Scotton
- Wellbeing and Year Level Leaders – ongoing wellbeing
- Middle School – Kellie Holliday
- Senior School – Bevan Constable

### Unresolved Concerns

- In the event that concerns cannot be resolved please contact: (see email contact list)
- Head of Middle School – Ben Hardy
- Head of Senior School – Beth Parkin
- Head of Learning Support and Special Needs – Janine Arkwright
- Boon Boona - Bill Tonkin
- Tigress - Kirsty Ramsay
- Tingara - Krystle Gertig
- Nashwauk – Brad Kirk
- Year 10 – Tanya Heys
- Year 11 - Beth Parkin
- Year 12 – Kayla Tilling
- International students- Krystle Gertig

# Appendix #1 - Assessment Declaration



## Seaford Secondary College Student Declaration Supervised Task At Home

Student's Name: ..... Subject: .....

Teacher: ..... Assessment Date: .....

Assessment Conditions	Declaration
Age (18+) appropriate supervision available for the duration of the assessment	<ul style="list-style-type: none"> <li>• YES <input type="checkbox"/> NO</li> </ul>
Assessment completed within allocated time limit	<ul style="list-style-type: none"> <li>• YES <input type="checkbox"/> NO</li> </ul>
<b>Evidence of adherence to assessment conditions:</b> <i>Provide 2 forms of evidence with your submitted task</i> <ul style="list-style-type: none"> <li>• Parent/Caregiver signature</li> <li>• Photographic</li> <li>• Audio</li> <li>• Video</li> <li>• Live Stream (Teacher Supervision)</li> <li>• Teacher feedback on draft</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>1- YES <input type="checkbox"/> NO</li> <li>2- YES <input type="checkbox"/> NO</li> <li>3- YES <input type="checkbox"/> NO</li> <li>4- YES <input type="checkbox"/> NO</li> <li>5- YES <input type="checkbox"/> NO</li> <li>6- YES <input type="checkbox"/> NO</li> <li>7- YES <input type="checkbox"/> NO</li> </ul>

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).*

**Student Signature**..... **Date**.....

Signed: ..... Date: .....

*I hereby agree that the assessment task was completed under supervision under the required conditions (as per evidence above).*

Supervisor's Name: .....

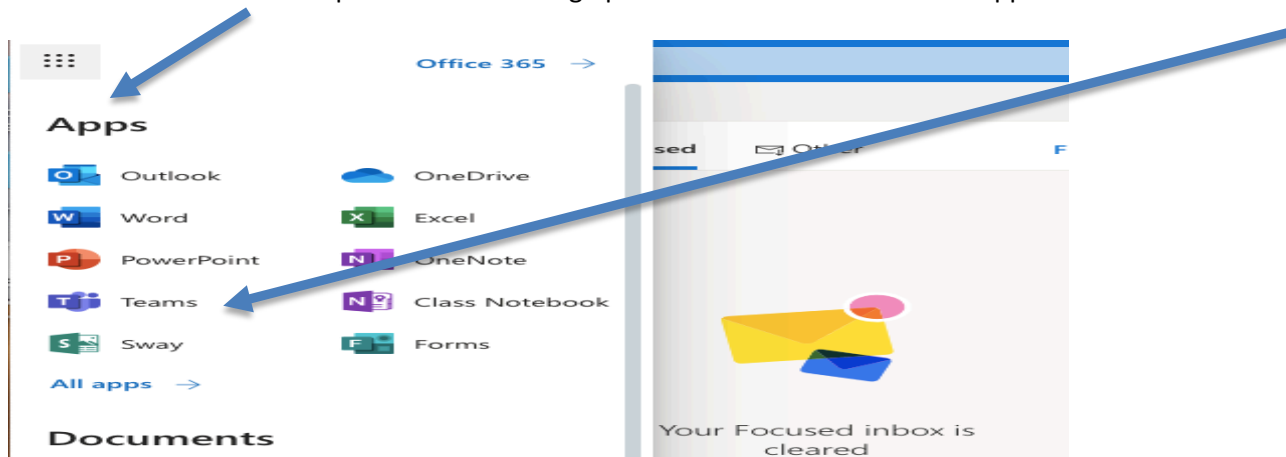
Relationship to Student: .....

Supervisor's Signature: ..... Date: .....

## Appendix 2: Accessing Microsoft Teams for live online learning (students only)

Login to your Outlook by selecting 'Department For Education Emails' on the 'portal' section of the school website

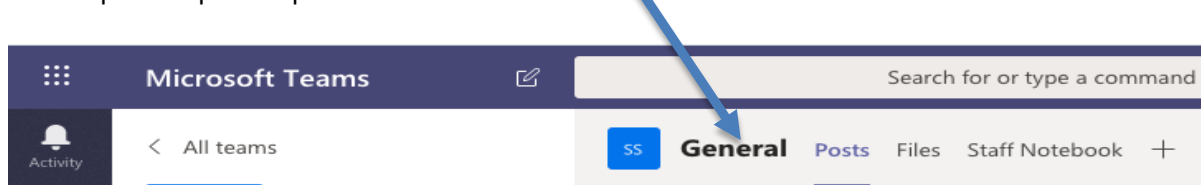
- Click on the 9 dots in the top left corner to bring up the list of all Microsoft Office apps and select 'Teams'.



- On the left menu bar, select 'Teams' and then the 'class team' that you want to join for your lesson.



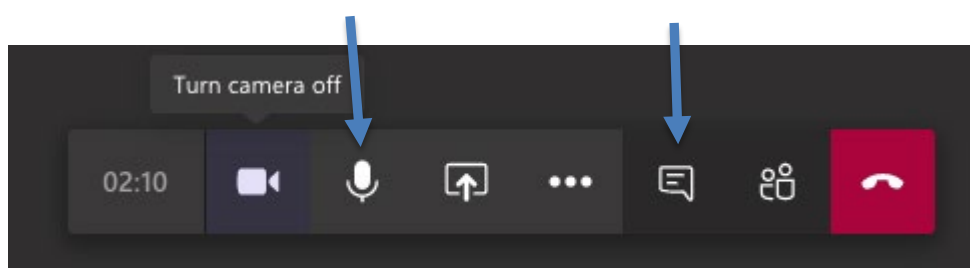
- Select "posts" up the top next to "General"



- On the right of the 'posts' page you should be able to see the image below. Select "join"



- IF YOUR LESSON REQUIRES YOU TO DO SO, you can turn your microphone on or off here and access the chat function here to communicate with teachers or students. Please ensure all communications are appropriate.



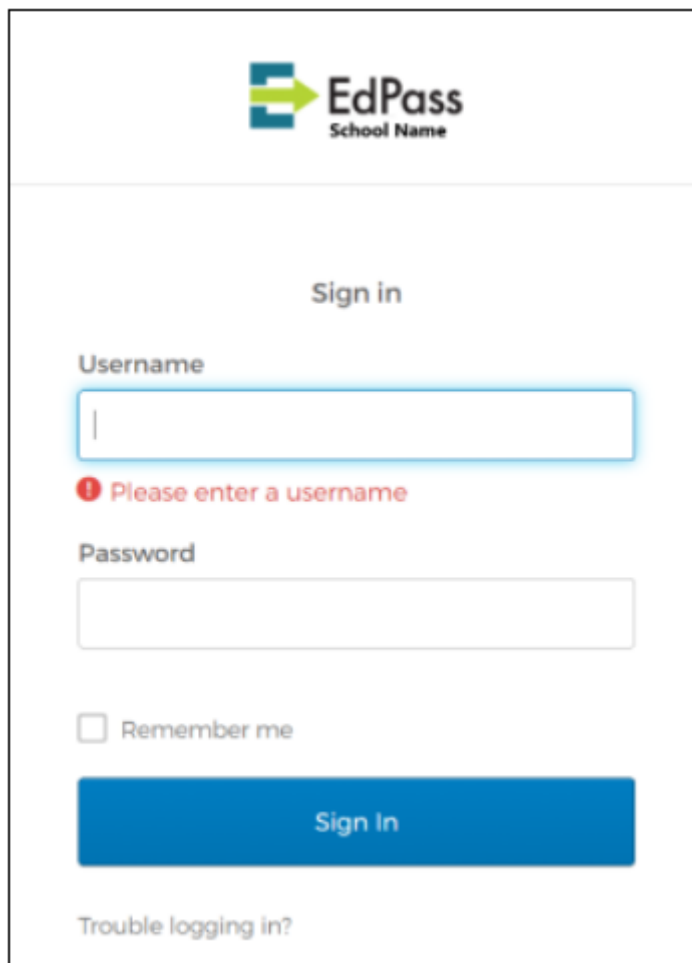
## Appendix 3: Using SWiFT Portal for Edpass access at school and at home

- you may see an occasional EdPass logo or login screen. Here's what to do if you get one.

### Accessing EdPass on-site

For Windows or Apple computers supplied by staff or students:

1. Log on to the computer with your usual username and password.
2. If the EdPass login screen appears, search for your school and use your daymap username and password.
3. You can now access the internet on your web browser. You won't need to log on again.

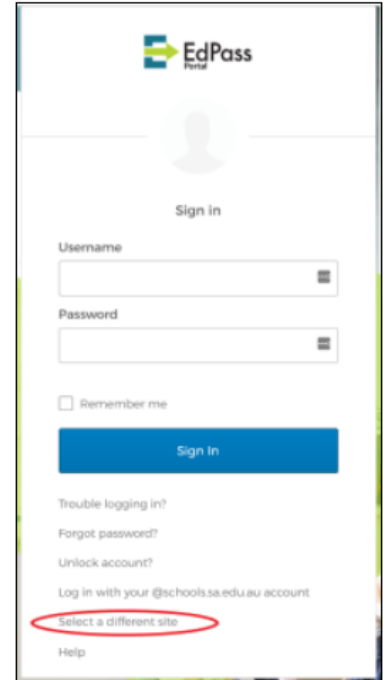
The image shows a screenshot of the EdPass login interface. At the top, there is a logo consisting of a blue square with a white 'E' and a green arrow pointing right, followed by the text 'EdPass' and 'School Name' below it. Below the logo, the text 'Sign in' is centered. There are two input fields: 'Username' and 'Password'. The 'Username' field is currently empty and has a red error message below it that says 'Please enter a username'. Below the 'Password' field is a checkbox labeled 'Remember me'. At the bottom of the form is a blue button with the text 'Sign In'. Below the button is a link that says 'Trouble logging in?'.

### Accessing EdPass from your home network

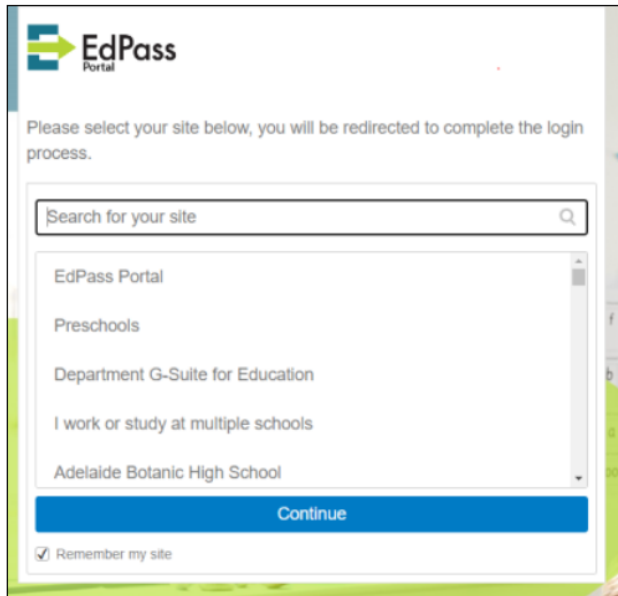
There are several applications that will prompt for EdPass when you are at home. These applications include Outlook emails and Microsoft Teams.

The EdPass page from home will say “EdPass portal” at the top, rather than “EdPass Seaford SC”. The following steps will assist you in logging into EdPass.

8- From the EdPass portal page, select “Trouble Logging In” at the bottom, followed by “Select different site” as seen here.



9- In the following screen, search for Seaford Secondary College, then select it from the list below, then click continue



10- Proceed to log in with your daymap log in information.

### If logging in with your daymap information at home does not work

When logging in to EdPass at home after using the previous steps, there may be an issue where your daymap information does not work. To get around this, you are required to know your @schools email address (can be found in daymap under your profile > my details) and the password to this email address.

All this requires is going to the “Trouble Logging In” section, then selecting the “Log in with your @schools.sa.edu.au” option. Once on this page, you use your @schools email address as your username, and your Learnlink password. This will take you to an EdPass dashboard that has links for your emails and teams that you can use.





### Sign in

Username

Password

Remember me

Sign In

[Trouble logging in?](#)

[Forgot password?](#)

[Unlock account?](#)

[Log in with your @schools.sa.edu.au account](#)

[Select a different site](#)

[Help](#)



### Sign in

Username

Password

Remember me

Sign In

[Trouble logging in?](#)

## Appendix 4: Professional Learning (staff only)

### Staff Meetings

The majority of meetings will continue to take place in small, socially distanced groups, email or Teams. However, in the event of a live stream Professional Learning an invitation will be sent via email and Teams

- teams will be established by the leader as required

All meetings will be scheduled as per term 2 Meeting Calendar

- see DayMap quick link (or as required in an emergency)

### **Staff Shared Documents**

- the main repository for all key staff documents remains G:staff/curriculum
- documents/files can however be shared via Teams for meeting purposes

### **2021 Pupil Free Days – Staff Training Schedule**

Tuesday 15 June 2021

Friday 3 September 2021 Student Free Day

Monday 6 September 2021 School Closure

## Appendix 5: Working From Home (staff only)

### Working from Home Check List

#### Working Environment

When working from home, it is important to be aware of the working environment to set the arrangement up for success. Choose a dedicated work space, and, if possible, keep it separate from your spaces that are associated with leisure (for example, your lounge room/dining room)

Typically, portable devices are not comfortable to use for extended periods, so you are responsible for ensuring your set up at home is ergonomically appropriate and free from hazards.

- Ensure that the work station is set-up as [ergonomically](#) sound as possible. Take into consideration non-adjustable chairs and desks, you may need to improvise (eg phone books under foot can help to keep upper legs at a 45 degree angle and also be used to raise the top of the monitor to eye level).
- Ensure electrical leads are in good condition (not frayed).
- Do not cradle the phone between your neck and shoulder, use speaker option on your phone, taking into consideration confidentiality.
- Ensure you take frequent breaks, move away from the work station and apply stretch activities (every 20 minutes).
- Set clear and reasonable work hours. Be mindful of social interruptions to your work day.
- Ensure you notify your line manager of any leave (sick, carers etc).
- Review the [Working in isolation procedure](#) and consider frequent check-in with line manager, known medical conditions).
- Notify your line manager of any work changes.
- Ensure batteries are charged for battery operated equipment.
- Ensure you update any contact details with your line manager (consider alternative phone numbers)
- You may need to allow access to Departmental employees for business purposes ([Line manager and/or appropriate departmental employee\(s\) access to the home environment \(notice of 24 hours for routine access and immediate access for emergency situations\)](#))
- Be aware of potential hazards in the workspace (take into consideration home renovations, contractors etc)
- Apply good hygiene practices.
- Hazard, Injury and incident reporting - immediate notification to manager and log an [IRMS](#) report, including an asset claim or security incident.
- Should you require support for your psychological wellbeing refer to the following link [Psychological support](#) for EAP.

Any WHS enquiries can be directed to the WHS hotline 8226 1440 or email [education.whs@sa.gov.au](mailto:education.whs@sa.gov.au) Enquiries for worker's compensation 8226 7555 or email [education.im@sa.gov.au](mailto:education.im@sa.gov.au)