ONLINE LEARNING HANDBOOK TERM 2, 2020

RESPECT
EXCELLENCE
INTEGRITY

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Introduction

This Student Handbook has been developed to provide families with a clear and concise outline of protocols and procedures that will enable students to participate successfully in an online program in Term 2, 2020.

Our aim is to ensure that our learning program continues to support students to develop their skills and knowledge. To achieve this, Online Learning will be delivered through three media:

- Microsoft Teams – for interactive learning,
- DayMap – for learning management,
- Workbooks – for students without access to technology.

We will continue to have high expectations of students. Hence regular tracking and monitoring processes and procedures will continue. These include:

- Monitoring and recording student attendance,
- Expecting that students will meet assessment deadlines,
- Expecting that students' standard of work will remain high.

The Lesson Structure

Timetable Schedule – Year 8-12

- Lessons will continue to run according to the students' regular timetable.

- Students and parents can access the timetable from DayMap.

- Each subject is allocated four lessons. One double lesson and two single lessons.

- The various colours on the timetable on the following page, highlight the days and times when the double lessons occur. For example Year 12 English, Year 9 Maths, Year 8 Science etc. are all scheduled on Tuesday lesson 1 and 2 as highlighted by the orange colour.

Video Conferencing Schedule

The **double lesson** will begin with a video conference. Students are expected to join their class via the video conference from the beginning of the lesson. The video conference may take a full lesson or it make take 30 minutes. The remaining time may be used to complete work.

DayMap Schedule

The two **single lessons** – will allow students to continue with work for that subject. Lesson materials can be found on DayMap The teacher is available via Microsoft Teams and DayMap messaging to assist students. The attendance roll will also be taken during these lessons via a short video conference at the start of the lesson.

Morning Care Group

Between 8:40am – 8:50am, Care Group teachers will hold a short video conference to start the day. Students are expected to join the conference.

Pastoral Care Group on Wednesdays at 1:30pm, will not be part of the scheduled timetable. Teachers will use this time to contact Parents/Caregivers of students who do not have ICT capacity at home.

For international Students, Pastoral Care Group on Wednesdays at 1:30pm will be used for speaking to students about any problems with schoolwork, homestay issues or IES requirements.

Teachers will be checking communications from students regularly and will aim to respond to emails and/or DayMap messages as soon as possible.

The Virtual Timetable

Weekly Structure of Lessons

Lesson	Times	Monday	Tuesday	Wednesday	Thursday	Friday
CG						
1	8:55 9:50		(orange)	(blue)	(yellow)	(pink)
2	9:50 10:45		(orange)	(blue)	(yellow)	(pink)
RECESS	10:45 11:05					
3	11:05 12:00		(gold)	(magenta)	(green)	
4	12:00 12:55		(gold)	(magenta)	(green)	
LUNCH	12:55 1:35					
5	1:35 2:25					
6	2:25 3:15					
After School	3:15					

Days and Times of Double Lessons

Date	Monday	Tuesday		Wednesday		Thursday		Friday
Double Lesson	Care Group	1 & 2	3 & 4	1 & 2	3 & 4	1 & 2	3 & 4	1 & 2
Subjects		12 English	10 History	11 English	10 English	12 Research Project	10 Home Economics	12 Food Hospitality
		11 Health Education	12 Research Project	12 Sports Studies Stage 2	9 Design & Technology	10 STEM	Stage 2 Essential Mathematical	11 Mathematical Methods
		9 Math	10 Science	9 Design & Technology	10 EALD	8 Math	Stage 2 Mathematical Methods	10 Math
		10 Math	10 Math	8 Math	10 English	12 Mathematics Specialist Stage 2	11 Sport Studies	AFL
		12 EALD	9 English	11 EALD	12 Health Education	9 English	11 Physics Stage 2	9 History
		11/12 Metal	8 Japanese	12 Physics Stage 2	11 Woodwork	10 Design and Tec	10 Health & Physical Education	ICE
		12 English Essentials	8 Design & Technology	8 Humanities & Social Sciences	11/12 Music	9 Science	9 Music	8 Musical
		11 Food & Hospitality	11 Health & Physical Education	Sport	8 Health & Physical Education	8 Humanities & Social Sciences	ISEC EALD	8 Drama
		8 Science	ISEC Drama	12 Woodwork	8 STEM	Space	9 Drama	ISEC Home Economics
		10 History	9 Science	10 Music	11 Biology	ISEC Maths	10 STEM	11 Essential Mathamatical
		ISEC Australian Studies	12 Pyschology	11 English Essentials	11/12 Multimedia		11 Psychology	12 Society & Culture
		8 English	11/12 Photography	10 Drama	9 Home Economics		9 Art	10 History
		10 Science	8 Home Economics	9 Home Economics	9 Health & Physical Education		8 English	8 Art
		9 Math	11 Chemistry	12 Biology	ISEC Science		8 Science	9 STEM
				ISEC PLP	12 Chemistry			10 Science
				10 ART				

Attendance

Attendance Follow Up

1. Parents/Caregivers are required to monitor their child's attendance and provide an explanation for all absences. If a student is unable to participate in a scheduled interactive lesson online:

   a) Parents/Caregivers must follow the normal absence process and contact the school to provide a reason for the absence.
   b) The absence code will be recorded in DayMap by the school: **I** - Illness, **C** - Certificate or **F** – Family.

2. In the event a student is not present online for a scheduled interactive lesson (including care group) and no absence reason has previously been provided by the Parent/Caregiver:

   a) Individual teachers will call home to speak with a Parent/Caregiver to ascertain the reason for absence. Please note, this may result in multiple calls being received by the Parent/Caregiver if the student has missed several lessons.
   b) Individual teachers will update the absence code for their lesson in DayMap: **I** - Illness, **C** - Certificate or **F** - Family

3. In the event of an ongoing attendance concern (absent for two consecutive scheduled interactive lessons or more for a subject):

   a) Follow up will initially be undertaken by the subject teacher via phone call or email to Parents/Caregivers and documented on DayMap.
   b) Continuing absence after initial follow up will be referred to a Year Level Manager for action.

      - The attendance referral will be documented in DayMap by the referring teacher.
      - The outcome of the attendance referral will be documented in DayMap by the Year Level Manager.

N.B. For students who do not have internet access, teachers will call home once per week to monitor progress and offer learning support.

Expectations and Responsibilities

Guidance for Parents

- Establish routines, appropriate structures and high expectations with your child as soon as Online Learning begins in Term 2.

- Allocate an appropriate physical space for your child to engage in Online Learning. Ensure that the background is neutral and images such as personal pictures on walls are removed for privacy.

- Ensure that this area is free from distractions but **not in your child's bedroom**. This will allow you to monitor who is online.

- Reinforce positive online behaviours.

- Please do not participate in your child's lesson, particularly in video conferences.

- Become familiar with your child's timetable so that you can have conversations about their learning. Have your child explain to you the online platforms that they are using and its features. This will enable you to have a clear understanding about their learning.

- Check when they are scheduled to be on-line and that your child is on task and working productively.

- Encourage your child to take breaks. Moving around and/ or exercise is important for their health and wellbeing.

- Report any concerns to School Leadership, in a calm and respectful manner.

Expectations and Responsibilities

Student Expectations

Establishing your home classroom

- Find a quiet space in your house where you can work uninterrupted, **but not in your bedroom.**
- Clear the space of clutter.
- Be mindful of what is in the background and is visible during video conferencing.
- Where possible, think about the ergonomics of your set up and use a chair, try to avoid sitting on sofas.
- Where possible, source a desk.

Online class code of conduct

- Please be at your computer and online **5 minutes before** any scheduled classes.
- Come prepared for sessions – including having read, watched or listened to any preparation materials.
- Make sure you are dressed either in your uniform top or an appropriate top (no PJs). If your teacher asks you to change your top, you will need to do so.
- When teachers request you to use the camera, make sure your teacher can see your face during video conferencing.
- During video conferences, make sure your environment is quiet and mute yourself unless asking a question
- Do not send private messages to your teacher or classmates while in class. All communication is to go through the chat window.
- After the class has finished, leave the video conference when requested by your teacher.
- Please always behave in a respectful and professional manner when online as you would in the real world.
- Use appropriate language at all times and wait to be invited to speak.
- Students behaving inappropriately online will be removed from the live forum and Parents/Caregivers contacted. Any such instances must be recorded on DayMap.
- Do not record nor photograph any part of online lessons.

Expectations and Responsibilities

Attendance

- We will still be marking rolls and monitoring attendance. We do understand these are exceptional circumstances and will not be requesting medical certificates as we do not want to add pressure to the medical system.

- As per usual, we expect students to attend unless they are unwell.

- At the start of every lesson, teachers will launch a live video chat where the attendance roll will be taken.

- Parents will need to contact the College and provide a reason if you intend to be absent.

Wellbeing

Advice for Parents

If Parents/Caregivers have initial concerns about their child's learning and/or wellbeing, we advise them to contact the College to speak to:

- Subject teacher – for matters which relate to their child's learning and achievement•
- Care Group teacher – for matters which relate to their child's attendance and wellbeing.

- Seek professional help if your child is distressed or shows changes in behaviour or moods, remembering that organisations such as Kids' Helpline and Beyond Blue can help. If you feel your child is in immediate danger or at risk of harm, call Triple Zero (000) and stay with them until they are safe.

- Maintain contact with the College so you can work together to support your child.

Advice for Students

If students are making you feel unsafe or uncomfortable online:

1. Communicate with your teacher,

2. Then speak to your Parent/Caregivers about your concerns,

3. The Kids Helpline is also available for other concerns www.kidshelpline.com.au   or call 1800 55 1800.

- For International Students, urgent issues should be directed to Mr Lobban or Mrs Botting via email or telephone using the afterhours international mobile phone 0438 377 063.

Contacts

Year Level Managers

Year 8 – Ms. Amanda Furness

Year 9 – Mr. Peter Papageorgiou

Year 10 – Ms. Desanka Arezina

Year 11 – Mr. Rod Yon

Year 12 – Mr Angus Fisher

To contact Year Level Managers phone our Front Office Staff on **(08) 8275 8300** during school hours.

Technical Support

Key Contacts and Technical Support

- For issues with I.T. Hardware or Software installation, please contact ITSupport@hamcoll.sa.edu.au.

- For issues with Microsoft Teams, please contact Caroline Johnstone on Caroline.Johnstone594@schools.sa.edu.au.

Curriculum

Design and Technology

Overview: **Yr 8**	• Safety rules. • Tool and machine identification. • Materials. • Analysing information and evaluating information. • Introduction to Design Folio. • Basic concepts of technical drawing.

Overview:
 	
Yr 9
	• Literacy task.
	    o Glossary of technical language.
	    o Evaluation.
	    o Student survey.
	• Tool and machine identification.
	• Processes and operations in woodwork.
	• Project planning and Design folio.
	• Product Record.
	• Basic concepts and standards for technical drawing.

Overview: **Yr 10**	• Reading micrometres • MIG welding safety and operation • Introduction to the metal lathe • Design folio • Product record • Construction processes • Evaluation
Microsoft Teams	Teams will used to: • Provide direction. • Facilitate discussion and questioning. • Provide a forum for developing and clarifying student understanding. During the double lesson of the week.
DayMap	Will be used for: • Uploading attachments, additional resources and exemplars for students. • Due dates will be posted on DayMap.
Workbooks	• Workbooks will be used in conjunction with their online learning.
Assessments	Will be submitted: • Through DayMap if students have access to devices. Otherwise hard copy work will be accepted once HSC has agreed on a process. **Some phone or email contact through parents may also be a method of communication employed during this period of online or work book delivery.**

Curriculum

Drama

Overview: **Yr 8**	Focus on being introduced to the basics of drama, expressive skills (through mime) and analysis skills (Review and Evaluation). All students will need to access to a video camera to perform their mime and a video to watch for their review (either on YouTube or the Cirque du Soleil website).
Overview: **Yr 9**	Focus on creative written skills through mini script writing, voice expression and characteristic through monologues and responding to the work of others through director task (Tim Burton). All students will need to access to a video camera or voice recording to perform their monologue and research materials and some footage of Tim Burton's works (YouTube for trailers or a film).
Overview: **Yr 10**	Focus on creative written skills through mini script writing, voice expression and characteristic through monologues and responding to the work of others through director task (Tim Burton). All students will need to access to a video camera or voice recording to perform their monologue and research materials and some footage of Tim Burton's works (YouTube for trailers or a film).
Overview: **ISEC**	Focus on pronunciation, expressive language and descriptive language. All students will need access to a laptop to access online learning (all have access)

Microsoft Teams	Teams will be used to deliver content, facilitate discussion and questioning during the double lesson. First half of the double used for facilitating discussion, clarifying, questioning. Second half of the double used in two ways depending on if the lesson is practical or theory based.
	
	   a) The students will then go into their small groups, "workshop groups" (using different channels) to work on practical elements or discuss how they are progressing etc. I will flick between each group to ensure they are focused.
	   b) Students work independently and check back in at end of lesson.
	
	During single lessons I will be available for Q&A for any students that need further clarification.
	
	All students will be encouraged to do their written work through Teams on SharePoint as a live document so that I can check in on their progress.

DayMap	• <u>Daymap lesson tab</u> will give details of the lesson plan and will be used for uploading specific resource relevant to the lesson. • <u>Daymap assessment tab</u> will have all task sheets, assessment resources and returned grades. Students will also submit drafts here but may use SharePoint while they are working on the document. • <u>Daymap messages</u> will be used to return drafts to students and inform them of any additional information they need to know urgently
Workbooks	Workbook will be used in conjunction with their online learning as the basis of their introduction to drama lessons.
Assessments	Will be submitted by Daymap or may be performed live via Teams. Hard copy work is ok where negotiated.

Curriculum

English

Overview: **Yr 8**	Year 8 will focus on poetic language and a close study of a series of poems that use these poetic devices. Students will also develop their writing and reading comprehension skills through a series of grammar, spelling and reading comprehension tasks.
Overview: **Yr 9**	Year 9 students will focus on a focused study of the poem 'The Rime of the Ancient Mariner' where they will analyse the language and message of the poem and write an analytical essay. Students will also develop their writing and reading comprehension skills through a series of grammar, spelling and reading comprehension tasks.
Overview: **Yr 10**	Year 10 students will focus on developing an historical narrative where they will develop their ability to use historical and social contexts to build characterisation, setting and plot in a narrative. They will study a range of examples before creating their own. Students will also develop their writing and reading comprehension skills through a series of grammar, spelling and reading comprehension tasks.
Microsoft Teams	Students are expected to be online in Microsoft Teams for every lesson. In single lessons, teachers will be available to answer questions and support students in working through the assessment tasks. In double lessons, teachers will run live video calls which students must join. These video calls will be used for direct instruction of skills and tasks.
DayMap	Will be used for: • Key point for communication if students have questions they wish to ask via DayMap messages. • Teachers will upload all resources or links to online resources (documents, videos, and links to web resources).
Workbooks	On single lessons, students will complete grammar work sheets and reading comprehensions. In double lessons, students will complete the poetry tasks using the schedule found in the workbook.
Assessments	Assessments will be submitted and feedback will continue through DayMap tasks tab.

Curriculum

English as an Additional Language or Dialect (EALD)

Overview: **Yr 10**	Year 10 EALD students will focus on developing an autobiographical recount. Student will also develop their writing and reading comprehension skills through a series of grammar, spelling and reading comprehension tasks.
Overview: **ISEC**	ISEC EALD students will focus on narrative writing where they will read through a series of narrative examples and then write their own using the conventions of the genre. Students will also develop their writing and reading comprehension skills through a series of grammar, spelling and reading comprehension tasks.
Microsoft Teams	Students are expected to be online in Microsoft Teams for every lesson. In single lessons, teachers will be available to answer questions and support students in working through the assessment tasks. In double lessons, teachers will run live video calls which students must join. These video calls will be used for direct instruction of skills and tasks.
DayMap	Will be used for: - key point for communication if students have questions they wish to ask via DayMap messages, - Teachers will upload all resources or links to online resources (documents, videos and links to web resources).
Workbooks	On single lessons, students will complete grammar work sheets and reading comprehensions In double lessons, students will complete the poetry tasks using the schedule found in the workbook. .
Assessments	Assessments will be submitted and feedback will continue through DayMap tasks tab.

Curriculum

History (HASS)

Overview: Yr 8	• Will focus on Japan under the Shoguns (c. 794-1867)
Overview: Yr 9	• Will focus on World War One (1914-1918)
Overview: Yr 10	• Will focus on Rights and Freedoms (1945-Present)
Microsoft Teams	Within Microsoft Teams, Microsoft Stream will be used to host explicit teaching videos that explain key concepts and information to students about the material being studied. Teams will also be used to host live video lessons regularly, where the first ten-fifteen minutes of a lesson will be instructional. Students will then work independently but remain logged into Teams to access immediate assistance from the teacher and from peers, where needed. Students will return to the video chat forum near the end of the lesson to discuss and review progress. Teams will also be used to host small group video chats and presentations. In addition, Teams will be used as a digital forum to facilitate group written reflection and discussion. The teacher will be online via Teams for every scheduled lesson. Lesson outlines will be posted via Teams using the class Wiki, and OneNote will be used for collaboration and further information sharing.
DayMap	DayMap will be used to mark both 'in person' and 'online' attendance. A recap of each lesson will be posted as a class note and all assessment tasks will be published. It will be possible to upload assessment tasks via DayMap, and grades and feedback will be communicated via this platform for summative assessments.
Workbooks	Each class has a workbook outlining a range of formative and summative assessment activities. Students who do not have online access can still be successful in HASS by completing the workbooks. Activities that take place on Teams will be supplemental to the workbook activities.
Assessments	A range of formative and summative activities are contained in the workbooks. Students will be able to submit their assignments either by post, in person, or, if completing the workbooks electronically, via DayMap. Regular feedback will be offered through Teams and DayMap. Should students not have online access, weekly phone calls will be made by teachers to discuss student progress and to offer feedback and support.

Curriculum

Health and Physical Education (HPE)

Overview: **Yr 8**	• Students will look at Personal profiles and Fitness plan • Basketball and volleyball assignments. • A PE research assignment. With teacher feedback • Reflection to self re Sexual health, Gender stereo typing, Healthy relationships • Sexting and the implications legally and emotionally.
Overview: **Yr 9**	• Students will look at the 3 Energy systems • Health and physical benefits through Fitness factors • Look at the muscular system with the anatomical names of major muscle group. • Body system naming the major types of bones in the body. • Alcohol and drugs, Effects on the body and the social implications
Overview: **Yr 10**	• Public and mental health, • Exercise Physiology, Looking at the systems and how they interact. • Biomechanical principles and the application in different sports • What impacts health, social, physical and behavioral • Mental health investigation.
Microsoft Teams	Students will be scheduled for the double lesson for lesson time in Microsoft teams with the single lessons being used for "chat and feedback".
DayMap	All resources and assessment tasks are on Day map and communication will be through day map and hamcoll email.
Workbooks	Workbooks will be used in conjunction with their online learning.
Assessments	Students will submit all work through day map in the Assessment area or email if needed.

Curriculum

Home Economics

Overview: **Yr 8**	Will focus on: • Hygiene and handwashing. Analysing information and evaluating their own process.
Overview: **Yr 9**	Will continue on their food descriptors by analysing and writing food reviews, analysing their diet against the guidelines. Practical tasks will include cooking for their family once a week - if possible – and writing the recipe up on a template.
Overview: **Yr 10**	Will focus on: • Nutrition, and looking at the role of macro and micro nutrients in the diet.
Overview: **ISEC**	Will continue on: • Their food descriptors by analysing and writing food reviews, analysing their diet against the guidelines. Practical tasks will include cooking for their family once a week - if possible – and writing the recipe up on a template.
Microsoft Teams	Teams will used to facilitate discussion and questioning during the double lesson of the week
DayMap	Will be used for uploading any attachments, or any additional extensions for students. Due dates will be posted on DayMap.
Workbooks	Workbooks will be used in conjunction with their online learning.
Assessments	Will be submitted through DayMap if students have access to devices. Otherwise hard copy work will be fine.

Curriculum

Japanese

Overview: **Yr 8**	As this is an introductory course, year 8 students will begin by learning to read, write and pronounce the two main Japanese alphabets. They will then examine the grammatical structure of Japanese sentences. The Numeracy unit to follow will focus on the use of Kanji characters to calculate and express complex numbers.
Microsoft Teams	Will be used during each single and double lesson for whole-class instruction and explicit teaching of skills. Microsoft Teams will also enable targeted interaction with smaller groups, yet to be assigned. All students will be expected to sign-in to Microsoft Teams at the beginning of each scheduled lesson.
DayMap	Will be used for: • A general outline of the course and interaction with parents, but the primary focus of study materials, lessons and communication between teacher and student will be the Microsoft Teams app, accessible to students via their Learnlink email address. • All resources have been uploaded to Microsoft Teams as well as DayMap, enabling students with a laptop to access all course booklets. • Microsoft Teams also enables students to type in Japanese script to create short texts, and to speak with the teacher and each other in the target language.
Workbooks	Students will be provided with a vocabulary/dictionary booklet, to be used in conjunction with 3 additional workbooks. Workbooks will focus on: · Mastery of Japanese scripts (HIRAGANA and KATAKANA) · Grammatical structure and sentence construction · Numeracy skills utilising Kanji characters to analyse complex numbers.
Assessments	Students will be issued with printed copies of the Vocabulary booklet and the 3 workbooks. As all exercises will be hand-written, students will need to take a digital photograph of their completed work and submit it to Microsoft Teams for assessment. Feedback will be provided through Microsoft Teams. Should Microsoft Teams experience a temporary failure, DayMap will serve as an alternative avenue to access course materials, clarify assignments, and to submit completed work.

Curriculum

Maths

Overview: Yr 8:	Skills and knowledge of Algebra followed by the Measurement Unit. Both Work Booklets ready for printing & distribution.
Overview: Yr 9	Will focus on completing Measurement & then Rates/Ratios/Proportional Thinking.
Overview: Yr10	Will focus on completing Pythagoras & Trigonometry and then Financial Maths. Booklet already ready. Access to Excel spreadsheets will be an advantage, but not necessary.
Overview: ISEC	Will focus on a more literacy-based approach to the Year 10 Maths topics of Trigonometry and then Financial Maths.
Microsoft Teams	Will be used during double lessons for instruction and supporting students struggling with the processes involved in completing the tasks.
DayMap	Will be used as primary means of communication, pointing out the need to maintain an output in line with teacher expectations, upload resources (documents, videos such as Khan Academy, links to web resources such as Mathspace). Mathspace tasks will be regularly updated and monitored. Some tasks may be set that require students to upload their work into DayMap by a deadline. When student work is uploaded into DayMap, it will be marked and feedback provided through DayMap. Students will need to check in to DayMap every day in which they would normally have a maths lesson.
Workbooks	Students will work predominantly from these. Online assistance will be provided through DayMap and MS Teams, but student's top priority will be in completing the booklets by the negotiated deadlines. **All year levels will be expected to borrow a text book to take home to provide reference material and further exemplars of tasks to perform. Access to a scientific calculator (or the equivalent on a Smart-phone would be beneficial.**
Assessments	1. Will be submitted and feedback will continue through DayMap for some tasks when mandated. 2. Further assessment will be achieved when the work booklets are submitted. 3. Students will also be assessed on the amount and quality of the solutions provided in the assigned Mathspace tasks (www.mathspace.co) Students are familiar with this, have a joining code for the class they are in, and passwords have been assigned. If students have forgotten their password, they should email their teacher (firstname.surname@hamcoll.sa.edu.au). This will be regularly monitored and feedback/support provided. 4. NB that embedded supports and exemplars are provided within the Mathspace platform.
Other Learning Platforms	Other materials may be made available from https://www.det-school.eq.edu.au/resources

Curriculum

Music

Overview: Yr 8:	Students will focus on; • Completing written tasks based on music songs and genres, persuasive writing, and song reviews. For the practical aspect of music, students will be learning how to use household objects to create music and create their own compositions using the theory they will be learning throughout the term
Overview: Yr 9	Students will focus on: • Continuing to develop their theoretical understanding of music covering the following topics: key signatures, major and minor scales, intervals and simple and compound time signatures. • For the practical component of music, students will demonstrate their ability to play various rhythms increasing in complexity using a variety of household objects to create music • Students will also be completing a short persuasive writing text about an area of music that interests them.
Overview: Yr10	Students will focus on: • How to budget taking into account expenses and income and plan their own music festival • Completing a persuasive writing task, arguing their opinions and reasons for one of the persuasive writing topics provided. • In theory students will be recapping their learning of the circle of fifths, key signatures, major and natural minor scales and continuing to further their learning with harmonic and melodic minor scales and Major and minor intervals.
Microsoft Teams	Students will use teams in the first lesson of a double for instructions and explicit teaching. At the beginning of single lesson, the teacher will use Microsoft Teams to answer any questions students may have, go over content or provide new content to students: and will stay online throughout the lesson for students to reach out if they need to.
DayMap	DayMap will be used as the main point of call regarding communication with students. DayMap will also be where I ask students to submit their work for assessment, where I will upload resources, exemplars for tasks, instruction videos, documents, tables, and links to web resources. DayMap will be the program I use to give students feedback and where students will find scaffolded tasks.
Workbooks	Workbooks will be used for students without internet access and as a single lesson.
Assessments	Assessment will be submitted via DayMap and feedback will also be given alongside the returned assessment task through DayMap.
Other Learning Platforms	For Year 9-10 students, use musescore to complete their composition tasks and arrangements. All students use teoria.com to work on their theory.

Curriculum

Science

Overview: **Yr 8**	Will focus on: • Skills and knowledge of Cells and Plant Biology.
Overview: **Yr 9**	Will focus on: • Chemical Reactions & Photosynthesis and then Convection & Tectonic Plates.
Overview: **Yr 10**	Will focus on: • Force, Mass & Acceleration, followed by the Periodic Table.
ISEC Science	Will focus on: • A more literacy-based approach to the Cells and Plant Biology topic
Microsoft Teams	Will be used during double lessons for instruction and supporting students struggling with the processes involved in completing the tasks.
DayMap	Will be used as primary means of communication, pointing out the need to maintain an output in line with teacher expectations, upload resources (documents, videos such as Khan Academy, links to web resources such as StileApp). StileApp tasks will be regularly updated and monitored. Some tasks may be set that require students to upload their work into DayMap by a deadline. When student work is uploaded into DayMap, it will be marked and feedback provided through DayMap. Students will need to check in to DayMap every day in which they would normally have a maths lesson.
Workbooks	Students will work predominantly from these, especially where students cannot access the internet. Online assistance will be provided through DayMap and MS Teams, but student's top priority will be in completing the booklets by the negotiated deadlines. The work booklets in some cases will be a hardcopy version of what is available through StileApp. Classes should already be familiar with this program and have access to it.
Assessments	1. Will be submitted and feedback will continue through DayMap for some tasks when mandated. 2. Further assessment will be achieved when the work booklets are submitted. 3. Students will also be assessed on the amount and quality of the solutions provided in the assigned StileApp tasks (https://stileapp.com/login). Students are familiar with this, have a joining code for the class they are in, and passwords have been assigned. If students have forgotten their password, they should email their teacher (firstname.surname@hamcoll.sa.edu.au). This will be regularly monitored and feedback/support provided.
Other Learning Platforms	Other materials may be made available from https://www.det-school.eq.edu.au/resources

Curriculum

STEM Program

Overview: **Yr 8**	Students are investigating the question 'How can we live smarter?'.
Overview: **Yr 9**	Students are investigating the question 'How might we reduce plastic in the ocean?'.
Overview: **Yr 10**	Students are investigating the connection between STEM and Design Thinking to create solutions.
Microsoft Teams	Within Microsoft Teams, Microsoft Stream will be used to host explicit teaching videos that explain key concepts and information to students about the material being studied. Teams will also be used to host live video lessons regularly, where the first ten-fifteen minutes of a lesson will be instructional. Students will then work independently but remain logged into Teams to access immediate assistance from the teacher and from peers, where needed. Students will return to the video chat forum near the end of the lesson to discuss and review progress. Teams will also be used to host small group video chats and presentations. In addition, Teams will be used as a digital forum to facilitate group written reflection and discussion. The teacher will be online via Teams for every scheduled lesson. Lesson outlines will be posted via Teams using the class Wiki, and OneNote will be used for collaboration and further information sharing.
DayMap	DayMap will be used to mark both 'in person' and 'online' attendance. A recap of each lesson will be posted as a class note and all assessment tasks will be published. It will be possible to upload assessment tasks via DayMap, and grades and feedback will be communicated via this platform for summative assessments.
Workbooks	Each class has a workbook outlining a range of formative and summative assessment activities. Students who do not have online access can still be successful in STEM by completing the workbooks. Activities that take place on Teams will be supplemental to the workbook activities.
Assessments	A range of formative and summative activities are contained in the workbooks. Students will be able to submit their assignments either by post, in person, or, if completing the workbooks electronically, via DayMap. Regular feedback will be offered through Teams and DayMap. Should students not have online access, weekly phone calls will be made by teachers to discuss student progress and to offer feedback and support.
Other Learning Platforms	It is possible Web Ex will occasionally be used in place of video conferencing within Microsoft Teams. Should Microsoft Stream not be a feasible platform for hosting explicit teaching materials, a private YouTube channel and/or PlayPosit may be used. Padlet, Nearpod, MATLAB and other Online Learningtools may also form part of the instructional program.

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INTEGRITY