

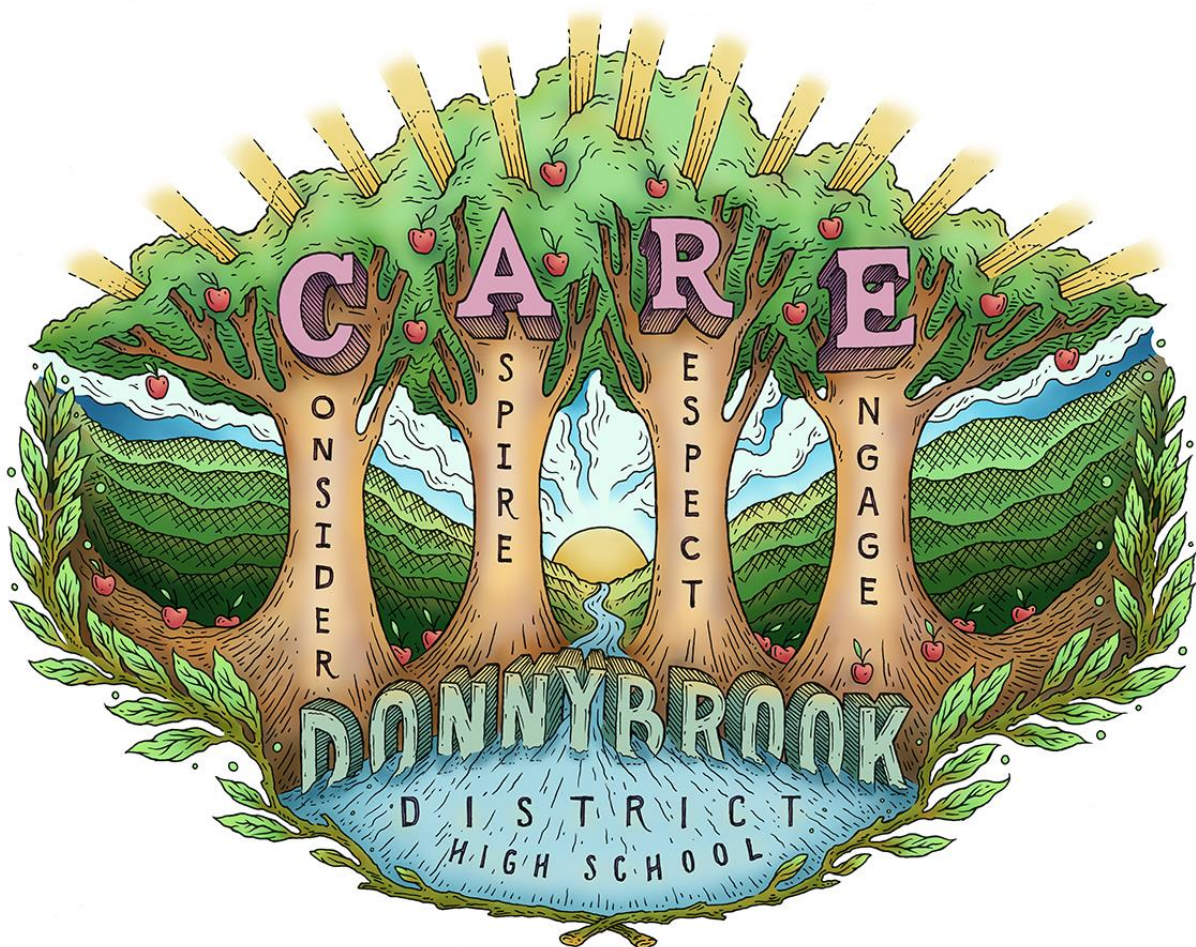


DONNYBROOK DISTRICT HIGH SCHOOL

Junior Campus

Guidelines and Protocols Around Online (Distance) Learning

Parents and Carers



Dear Parents and Carers

We know that with our support you are working to ensure your child can continue to learn. The following guidelines have been compiled to support you with your child's learning during this period of great uncertainty and disruption.

At this point in time it appears that our teaching and learning is going to look very different in our schools for the foreseeable future and this is just to give you guidance and support for the challenges ahead. If we work in partnership with one another, we have a real opportunity to make certain our students continue their learning progression and, importantly, grasp key concepts that are crucial in their current year groups.

We are confident that, together, we can overcome any obstacles for the betterment of our students.

Literacy and Numeracy will be the focal points of their learning, complemented by the other areas that make up the Western Australian Curriculum. We are taking a collaborative and united approach in order to enable teachers to continue delivering teaching and learning. As a school, we acknowledge the importance of making certain our expectations of the students and parents and carers are realistic and achievable.

Parents and carers - please be confident in your abilities, after all, you were your children's first teachers and are still the most influential people in their lives. We will be there to support you every step of the way.

This support will be via telephone calls, and emails, with designated set times, to ensure that you can make contact when it is required. We will cater for students who have the ability to learn online, as well as those students who don't have access to technology or the internet.

Your support and understanding so far has been incredible and appreciated immensely by the staff of Donnybrook District High School. We look forward to this continuing in Term 2. Remember, We CARE deeply, so we will make this work for everyone.

James Milne and Renee Reid

Roles and Responsibilities

Student

- Establish a daily routine
- Complete all tasks and conversations with teachers using appropriate English and full sentences with correct punctuation.
- When participating in a Zoom web conference or sending a video through Class Dojo, please: (Also see *Online Etiquette on page 8 and Zoom Etiquette on page 9*)
 - Wear appropriate clothing
 - Remember all of your Class Dojo videos and Zoom web conferences are monitored by the teacher
 - Your communication with your teachers on Class Dojo should be within school hours. Remember, teachers may be checking your portfolio or assign work after hours and may respond to you after school hours
- When working offline, complete all tasks and activities using the classroom expectations (eg. ruling up, title, date and handwriting standards)
- Do your best to complete work within the allocated timeframes
- Communicate with your teachers if you are having difficulty with assigned tasks
- Try to avoid sending your teacher a separate message for every question. Try your best to work it out on your own, but if you are still confused write the question down and move on to another question or task. When you have a few questions to ask, message your teacher or ask them during your Zoom web conference.

Parents and Carers

- Establishing and maintaining routines is important. The *timetable provided on page 5* is designed to support you in achieving this. It is also highly recommended that Literacy and Numeracy is covered in the morning, as this is in line with what happens at school due to the students usually being at their 'best' before lunch.
- Students need a setting that supports their learning. It doesn't necessarily matter where this is as long as it supports their learning and allows you to be within easy reach if support is required.
- Remember the lessons won't take as long as they would at school. Teachers break lessons right down to explicitly teach students concepts, but we understand this this level won't necessarily take place. Please familiarise yourself with the I Do, We Do, You Do model.
- Break times are important for students and parents and carers. Please use these to your advantage.
- Assessments/tests will be set by the teachers. When these are set, it is critical that parents and carers pull back from supporting the students. Teachers need to know what the students have understood to assist them in moving the students along their learning journey.
- Use the resources you have available around you for other learning opportunities – cooking, art, design and technology.
- Utilise our Positive Behaviour Support (PBS) expectations to support you in your teaching role. *Please see the PBS Matrix on page 9 for more information.* Acknowledge when they meet expectations and even consider setting up an acknowledgement system. Teachers will be using Class Dojo to acknowledge the work that students are submitting or their engagement in Online (Distance) Learning. The Class Dojo points will be given out for displaying Consideration, Aspiring, Respecting and Engagement (CARE). We encourage you to use an acknowledgement system that works for you at home. *Please see some examples of acknowledgement systems on page 12 and 13*

Frequently Asked Questions

What online platforms will my child be using?

- Class Dojo
Class Dojo will be used in a variety of ways. Primarily, teachers will assign activities for students to complete, place videos of learning concepts and generally check in with the students on their wellbeing and learning progress. Class Dojo will also contain links for other online platforms, for example online interactive activities and Zoom. Class Dojo will be used to communicate with parents and for teachers to acknowledge the work that students are completing at home.
- Mathletics (Year 1 to Year 6)
Teachers will be assigning various tasks for their class as well as groups of students and individuals with their class. This program assists in differentiating Maths concepts to target the needs of students. There are also numerous games and tasks that can be completed at any point in time.
- Mathseeds (Pre Primary and Kindy)
Mathseeds is a Mathematics program that runs on the same platform as Reading Eggs. It provides a fun and interactive platform for the students to gain an understanding across a range of mathematical concepts. Games and engaging activities are provided for students to complete.
- Reading Eggs (Pre Primary to Year 6) or Reading Eggs Junior (Kindy)
Reading Eggs provides the right level of challenge for learners across areas of reading and spelling. Games and engaging activities are provided for students to complete. Student lessons will continue on their accounts from when they were accessing this at school previously.
- Zoom Web Conferencing
Zoom web conferencing will provide a platform for teachers to check in with their students in a face to face format. Times are allocated for each class and a weekly Zoom conference will be held during that time. Teachers may also choose to conduct additional Zoom conferences with students or smaller groups to consolidate their understanding or clarify any questions regarding assigned tasks. The website link for all Zoom conferences will be placed onto Class Dojo, making it easier for the students to access.

Please phone the front office for any passwords, log in details or if you are having difficulties with any of the above platforms.

Are there any other resources that may help my child?

Other supporting resources are available. Please contact the school to access these.

- Information on accessing software e.g. Microsoft Office
- Scanner access
- Zoom
- Mathletics, Reading Eggs and Class Dojo User Guides

Please see the screenshots attached for information regarding Microsoft Office, Scanner access and Zoom.

We do not have internet access or our access is limited, what work will be available for my child?

Physical (printed) work packages are available for parents and carers who have limited capacity to support Online (Distance) Learning. These work packages are to be requested through the classroom teachers and can be collected (and returned) on Monday's from the front office. They will contain a schedule of activities and the assigned work for the week, similar to what is provided Online.

What activities will be assigned to my child over the week?

Teachers will be assigning work (whether online or printed work packages) that continues the students learning and is aligned to the Western Australian Curriculum. Although focusing on Literacy and Numeracy, other learning areas (HASS, Science, Physical Ed, Health, Performing Arts, Indonesian and Technologies) will be incorporated into the weekly planners provided by classroom teachers.

When will staff be available?

Education is open, it just looks and feels very different. As indicated, staff are here to support students and parents and carers. Staff will be available to take calls between 9.00am and 10.00am and can be contacted via email during the school day. Please allow between 24-48hrs for them to get back to your requests as we anticipate there may be a high volume in the initial weeks.

Will my child still be supported by the services of the school chaplain and psychologist?

These services will still be available in a different form. Some details will be provided via Facebook shortly or please contact the front office for further details.

Will teachers be checking in with my child?

For online students, teachers will be checking in with students daily to maintain relationships and ensure your child still feels connected to school. For those students working in an offline format, teachers will be checking in with parents and students via the phone over the course of the week. Staff will be keeping records of the number of times your child has been checking in and your child's level of engagement with the assigned work.

If my child experiences difficulty completing assigned tasks or navigating the online platforms, what do I do?

If your child is finding an assigned task too difficult, they can ask their teacher for assistance by message, email, calling or asking the questions during their Zoom web conference. If you find the online platforms difficult to navigate, please call the teacher and they may be able to talk your child through using the platform or suggest a different way of engaging with the topic.

Weekly Lesson Flow Chart

The following is for a subject that has 5 allocated lessons per week, for example Literacy and Numeracy. If a subject has less allocated time, adjust this as appropriate

I Do

Teacher

1 Per Week

Warm Up

Teacher directed video lesson

- Explicitly teaches concept and gives guidance around expectations
- Can be pre-recorded
- Can be in collaboration with another teacher
- May use pre-existing videos from other sources or powerpoints

We Do

Teacher/Student

Student/Student

2 Per Week

Warm Up

Opportunity for class discussion

- Directed work for students
- Clear outlines and expectations provided by the teacher
- Teacher is available to answer questions around this work
- May include Connect and Scootle resources
- May include written discussions on Connect/Class Dojo
- May include interactive web conferences on Zoom

You Do

Student

2 Per Week

Warm Up

Independent assigned task

- Students continue on with independent learning
- Assigned independent work
- Research assignments
- Tests
- Mathletics, Reading Eggs, Education Perfect

Example Timetable

These times are to be used as a guide only.

Please be aware that it may take your child less time to complete assigned work at home than it usually would in a classroom.

It is recommended by the Department of Education that Literacy and Numeracy are completed in morning sessions.

Please Note: As a school we are endeavouring to set a realistic and achievable timetable for students and families. Parents and Carers are encouraged to provide teachers with regular updates regarding how their children are managing the volume of assigned work. This can be adjusted to suit your needs. Most importantly, please remember that we are in this together and are here to support you all.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1 hour	Literacy	Literacy	Literacy	Literacy	Literacy
	Break	Break	Break	Break	Break
1 hour	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
	Break	Break	Break	Break	Break
1 hour	HASS Art	Performing Arts Physical Education	Languages Health	Science Library	Technologies Physical Education

Zoom Web Conferencing Timetable

Teachers may choose to conduct additional Zoom Web Conferencing with selected groups of students or individuals. These times are negotiated with those involved and may be scheduled at a point of need. They are additional to the whole class Zoom Web Conferencing time in the timetable below. Links to the Zoom Web Conferences will be available on Class Dojo.

Please Note: If you are working in an offline environment, teachers will be calling students by phone to check in and support students in their learning.

	Monday (Secondary)	Tuesday (Primary)	Wednesday (Secondary)	Thursday (Primary)	Friday
9:00-10:00		2 IH 2 MF/MH		Year 6 (Tamara) (Leonie)	
10:00-11:00		Pre Primary		1 JA/CJ 1 JP	
11:00-12:00		4/5 OS 4/5 WM		5 MH	
12:00-1:00		3 SD 3 MT/MA (Mandy)		3 MT/MA (Mike)	

Online Etiquette

At Donnybrook District High School

We CARE about Online Etiquette!

We think about what we are posting and who can view it.



We respond and interact positively with everyone online.



We actively participate in our online lessons and follow the instructions.



We post information that is necessary and truthful.



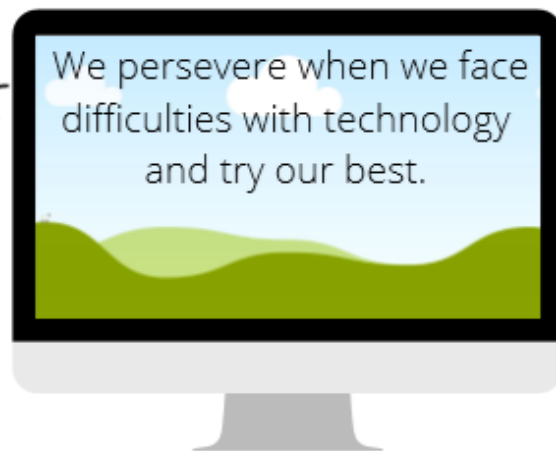
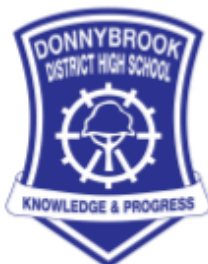
We check what we have written make sense and makes us proud.

YES

We contribute in a positive manner and use appropriate language at all times.



We persevere when we face difficulties with technology and try our best.



Zoom Rules

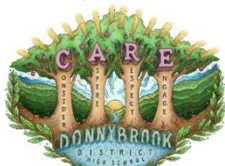
Zoom Rules



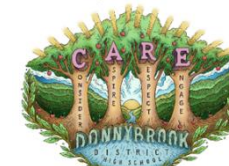
Welcome to our Digital Classroom

1. Keep your device muted by clicking the microphone button.
2. Try and use the bathroom and eat before we get started.
3. Find a comfortable spot to learn in. It is best to keep your device on a steady surface, like a table.
4. Make sure your device is plugged in or charged.
5. Gather your supplies and printed work/workbooks so you are ready to go.
6. Even though we are not in our classroom, all of our classroom rules still apply.
7. Listen carefully to your teacher and if you have a question raise your hand.
8. If the teacher calls on you, unmute your microphone so we can all hear you.
9. Get ready to learn and be patient with your teacher because this is a learning experience for everyone!
10. Try your best!





DONNYBROOK DISTRICT HIGH SCHOOL - BEHAVIOUR MATRIX



WE CARE BY:

VALUES	TO CONSIDER WE...	SEEKING TO ASPIRE WE...	DEMONSTRATING RESPECT WE...	DOING OUR BEST TO ENGAGE WE...
ALL SETTINGS	<ul style="list-style-type: none"> • Are kind and considerate of others • Use appropriate language • Make wise choices • Think about others when using social media • Encourage others • Help others • Let others learn • Let others speak 	<ul style="list-style-type: none"> • Strive to do our best • Aim to improve in all areas • Build on our strengths • Work on areas of need • Set goals and work towards them 	<ul style="list-style-type: none"> • Use technology appropriately • Care for our buildings, grounds and property • Use good manners • Are honest and truthful • Talk respectfully to others • Accept differences • Treat others how we would like to be treated • Allow people to express and to be themselves • Leave others' possessions alone • Show pride in our school 	<ul style="list-style-type: none"> • Are responsible for our own behaviour • Are active listeners • Are punctual • Are prepared for lessons • Follow class procedures • Follow the school dress code • Take a stand against bullying • Show patience • Know that it is safe to ask for help
CLASSROOM	<ul style="list-style-type: none"> • Keep ourselves and others safe • Work as part of a team 	<ul style="list-style-type: none"> • Work to the best of our ability • Aim to improve our Grades 	<ul style="list-style-type: none"> • Respond and interact positively with everyone in the school community • Are polite and courteous 	<ul style="list-style-type: none"> • Listen to and follow instructions • Demonstrate a positive attitude • Persevere • Work cooperatively in groups, pairs and alone • Actively participate
SCHOOL GROUNDS	<ul style="list-style-type: none"> • Play fairly and within the rules • Include others where it is safe to do so • Demonstrate sportsmanship • Move quietly between lessons 	<ul style="list-style-type: none"> • <i>Are good role models for other students.</i> • <i>Remove ourselves from conflict and seek help</i> 	<ul style="list-style-type: none"> • Share play areas and equipment • Use equipment safely and return it to its correct place. • <i>Put litter in the bin.</i> • <i>Report unsafe behaviour</i> 	<ul style="list-style-type: none"> • <i>Use break times to prepare for next class</i> • <i>Participate in break time activities</i>
USE OF TECHNOLOGY	<ul style="list-style-type: none"> • <i>Respect the privacy of others and ourselves</i> • <i>Use technology and mobile phones as the teacher instructs</i> • <i>Assist others</i> 	<ul style="list-style-type: none"> • <i>Understand the impact of technology on others</i> • <i>Use technology for its intended purpose</i> • <i>Use social media appropriately</i> 	<ul style="list-style-type: none"> • <i>Seek online resources as instructed</i> • <i>Are a good digital citizen</i> • <i>Acknowledge the work of others</i> • <i>Use websites matching the relevant learning activity</i> 	<ul style="list-style-type: none"> • <i>Use our time effectively</i> • <i>Produce our own work</i>
REPRESENTING THE SCHOOL	<ul style="list-style-type: none"> • <i>Celebrate success with the community</i> • <i>Support each other and our teams</i> • <i>Care for others in the community</i> 	<ul style="list-style-type: none"> • <i>Demonstrate positive citizenship</i> • <i>Value community members</i> 	<ul style="list-style-type: none"> • <i>Act responsibly</i> • <i>Thank community members</i> • <i>Promote a good school image</i> • <i>Display good sportsmanship</i> 	<ul style="list-style-type: none"> • <i>Make the most of learning experiences</i> • <i>Actively listen to presenters</i> • <i>Represent the school with pride</i>

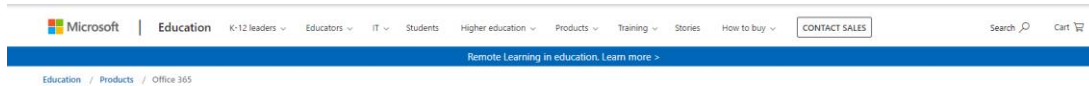
Screenshots

Microsoft Office 365

<https://www.microsoft.com/en-au/education/products/office>

Students within the education department have free access to Microsoft 365 (Word, Powerpoint, Excel) using their school log in details. Students email addresses are: computer log in details (usually firstname.lastname)@student.education.wa.edu.au.

For example: Joe.Smith@student.education.wa.edu.au



Office 365 Education

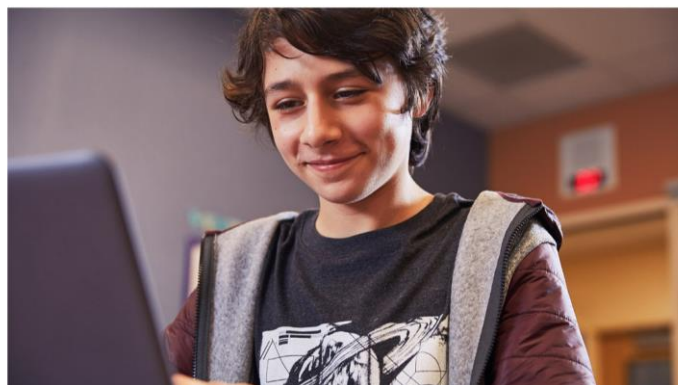
Get started with Office 365 for free

Students and educators at eligible institutions can sign up for Office 365 Education for free, including Word, Excel, PowerPoint, OneNote, and now Microsoft Teams, plus additional classroom tools. Use your valid school email address to get started today.

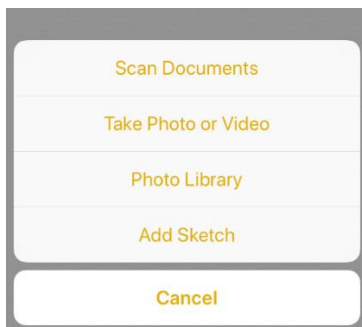
Enter your school email address:

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Using your iPhone “Notes” as a scanner



Video Conferencing with Teachers on Zoom

A website link will be made available for each web conference your child is invited to participate in. This will be available on their Class Dojo account and will take them directly into the web conference.



Join a Meeting

Acknowledgement Systems

It is a good idea to discuss with your child what reward they would like before starting an acknowledgment system. These need to be agreed upon and set prior so the children know what they are working towards.

Marbles in a Jar

Place a marble in the jar when children display appropriate behaviour or are engaging with their learning. When the marbles get to a line, the children get the rewards.



Reward chart with stickers, stamps or smiley faces

Give the child a sticker, stamp or smiley face when they demonstrate appropriate behaviour or engage in their learning. Reward when the child receives a certain number or stickers, stamps or smiley faces.

 **Smiley Face Chart** 
How many smiles can you get? Put them on the chart below!
My name is _____

Day	My Smiles				
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Peg Chart

Child's peg starts at ready to learn and get moved up or down depending on the child's behaviour and engagement. Reward when the child's peg reaches outstanding.



Race to rewards

Children can either physically move their car or token through a track when displaying appropriate behaviour or engagement. When they get to the finish line, children get a reward.



Mystery Reward

Sticky notes have appropriate behaviour written on them, when children demonstrate those behaviours they get to take a sticky note off. When sticky notes are removed, it reveals a reward. (For less children, use less sticky notes so they achieve the reward quicker)

