



BLACKWOOD
HIGH SCHOOL
Inspiring Achievement and Respect

Online Flexible Learning

A guide for parents/caregivers



Government of South Australia
Department for Education

Version 2 - 9 April 2020

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Context

In response to the COVID-19 pandemic, Blackwood High School (BHS) will move to the online flexible delivery of all learning programs at the start of Term 2, 2020. Although this transition will be a considerable change for all members of the BHS community, we will continue to design all learning programs to support students in the development of their required knowledge, skills and dispositions, as they prepare for their future pathways.

Rationale

This document provides parents/caregivers with a clear and concise outline for protocols and procedures that will enable the continued delivery of the learning programs at Blackwood High School. This document will take effect from the beginning of Term 2 in line with the Department for Education's requirement for schools to transition all learning online. We aim to:

- Articulate clear processes and expectations for parents/caregivers to manage the teaching, learning and wellbeing of their child in a Flexible Learning model to ensure continuity of the learning experience for their child
- Clarify protocols and processes relating to levels of expected communication with parents/caregivers and their child
- Provide an equitable and consistent learning experience for all students regardless of their physical location when learning.

BHS will provide all teaching and learning experiences online from the start of Term 2. All teachers at BHS will continue to utilise Daymap as our Learning Management System, recording attendance, posting class information, tracking student behaviour, setting and receiving assignments and providing results and feedback to students on their demonstration of learning. Staff will use the Microsoft Teams (MS Teams) platform and Webex to provide an online space for synchronous (real-time) learning to continue to take place. Teachers and students will work within the MS Teams platform to connect, collaborate and learn in virtual spaces using appropriate technologies. Staff will continue to contact parents/caregivers via phone and email.





Technology

Digital Platforms

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

- Daymap - for learner management, resources and assessment
- Microsoft Teams - for collaboration and resource sharing
- Webex or Microsoft Teams - for live face to face teaching & learning

Technology and Infrastructure

The following infrastructure is required for engagement in our Flexible Learning model:

- Direct access to a laptop or desktop device with speakers
 - A microphone is desirable, not essential
 - A webcam is optional, not essential
- Internet access

ICT support for students and parents/caregivers:

- Help sheets are available via the school website under the Flexible Learning tab. This should be the first action students implement for support.
<https://www.bhs.sa.edu.au/flexible-learning/>
- The ICT team is available by calling 82780920 or email: helpdesk@bhs.sa.edu.au
- Remote Support can be provided via Teams .

Other Technologies

Staff at Blackwood High School are already working with a range of other technologies, applications and digital resources such as Education Perfect, Google Apps for Education, OneNote, Kahoot and many more. All teachers are encouraged to use these learning tools as part of their Flexible Learning delivery. Students will need to verify their ongoing access and engagement with these tools immediately notifying their teacher if an issue arises

Flexible Learning at Blackwood High School

Students will participate in the following learning experiences through the Flexible Learning model:

Synchronous learning

Teachers and students engage in real-time interactions with each other using technologies such as:

- MS Teams – Meetings
- Webex

Asynchronous learning

Teachers and students do not engage in real-time interactions with each other. Instead, students continue with their learning which includes accessing resources posted online and formative and summative assessment tasks. Students can access teachers for support, questions, clarification etc through:

- MS Teams – Channels
- Daymap discussion threads
- Email

At the start of Term 2, all students are required to check in to all scheduled sessions, on time and ready to engage in all learning activities.

It is expected that all students will have at least two synchronous, sessions each week with their subject teacher along with the opportunity to interact asynchronously during their other scheduled sessions. Teachers will use Daymap to communicate with students which sessions will be synchronous. Students will need to actively monitor their emails and MS Teams and engage as appropriate for any given session.

Although our new learning model allows for student learning to occur 24/7, staff are not expected to make themselves available online, outside of the regularly scheduled school hours. Even within the normal school day, parents/caregivers should not expect immediate online contact with staff.

We expect teachers will experience a significant increase in the number of email communications and requests for support during the transition to online flexible learning. We ask for parents/caregiver understanding as it may not be possible for teachers to respond to email queries within the expected 24-hour period.

If there is a significant concern regarding your child/(ren)'s learning and/or wellbeing please contact the school. All parents/caregivers are encouraged to support their child to effectively engage with the expectations of our new online flexible learning model. The Flexible Learning program has three clear expectations for all classes, in relation to the pedagogical practices that will be used:

1. Explicit teaching – teachers will clearly show students what they need to do and how they could do it. The teacher develops learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. The teacher checks for understanding and, at the end of each lesson, revisits what was covered and ties it all together. This may be through live video conferencing techniques or in the form of pre-recorded video tutorials, created by the teacher or other educators.
2. Collaborative learning – students will continue contributing to and be an integral part of the learning experience using synchronous and asynchronous technologies. This will ensure students continue to have a voice in their learning and contribute to the negotiation of roles, responsibilities and outcomes in their learning.
3. Self-regulated learning and practice – students will be provided with learning materials and resources to engage in self-regulated learning. This will require students to think about the learning process and their own motivations toward learning. Students will need to effectively plan their approaches, evaluate progress and monitor their comprehension.

These three elements of best practice approaches are already familiar to students through current teaching practice at BHS and will provide a measure of continuity of student learning through familiarity.



Timetable

Every effort is being made to ensure that Daymap will accurately reflect the timetable that students will engage with at the start of Term 2. All students and their parents/caregivers will be notified if this changes.

Minor changes have been made to the current timetable to maintain school routines. However, Care Group has been moved to the beginning of the school day so that Care Group teachers can check in with the students each morning. This will support regular monitoring of student wellbeing, engagement and learning as well as ensuring students are ready for the school day ahead.

Lesson times have been adjusted slightly as a result, including a 5-minute break between teaching sessions, to ensure students can take a break from their screens, disconnect from a session and connect to their next class. Please encourage your child/(ren) to do this as part of a healthy routine at home.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 - 8:55am	Care Group	Care Group	Care Group	Care Group	Care Group
9:00 - 9:50am	1	3	4	6	7
9:55am - 10:45am	2	3	4	6	7
10:45 - 11:05am	Recess				
11:05 - 11:55am	Extended Care Group	5	1	2	5
12:00 - 12:50pm	3	5	1	2	4
12:50 - 1:30pm	Lunch				
1:30 - 2:20pm	4	6	5	7	1
2:25 - 3:10pm	Staff Meetings + PL	7	2	3	6

The timetable itself will be subject to change depending on the evolving requirements of our new online flexible learning model. It is expected that all students will check Daymap daily to ensure they are aware of any upcoming sessions and/or changes to their schedule. Parents/Caregivers should regularly check their child's(ren)'s timetable to ensure they are aware of any potential changes.

At the start of Term 2, we ask that parents/caregivers:

- support their child/(ren) to check in to all scheduled sessions, on time and ready to engage in all learning activities
- notify the school as soon as possible for any absence(s) through traditional means
- make contact with the school if they have any concerns relating to the child's/(ren)'s wellbeing.

All students' learning experiences will occur online through our Flexible Learning model. This means that students who attend BHS to participate in flexible learning on site will not have direct support/access to their Care Group or subject teachers. This will only occur through the Online Flexible Learning model made available to all students. While there will be times where teachers interact with students on site, this will be for supervision purposes and not related to their academic studies.

The Flexible Learning model is anticipated to evolve as the term progresses and will be regularly reviewed.

Lesson Materials and Instructions

All students should have already taken home all learning materials from their lockers. Any students engaging in online learning, but required to be on site during Term 2, should also take home all learning materials at the conclusion of each day. If your child still has materials stored on site, please contact the school to arrange collection so that they can continue learning from home.

The following learning materials, resources and information will be available via Daymap for all students' classes:

- Course Outline
- Learning Intentions and Success Criteria
- Essential Lesson notes and Resources
- Homework requirements
- Summative assessment tasks and due dates including all required task sheets and assessment criteria
- Feedback on all summative assessment tasks
- Published results/grades to all students

Students will be required to submit the following via Daymap:

- Formative tasks
- Summative tasks

Parents/Caregivers can continue to monitor/support their child's learning by accessing the Daymap Parent Portal. If you are having difficulties logging in, please contact kerrie.leong@bhs.sa.edu.au for assistance. You can also review the learning materials available on Daymap by sitting with your child and going through their Daymap Student view.

All students are encouraged to use some form of secure cloud storage for their school work, wherever possible. This will enable them to readily access work from any internet connected device and easily share information and materials with teachers.

Strategies for Successful Learning

The following information has been published for students and included here as a reference.

Students should ensure that they have an appropriate workspace, with all basic resources and materials within easy reach. Try and position yourself in a quiet location in your home. If this needs to be your bedroom, consider the background of any video conferencing sessions to maintain your privacy. Organising your study space to ensure appropriate ergonomics is important. Refer to Appendix 1 for guidance.

Check your emails and Daymap at the start of each day, to ensure you are up to date with recent information from your teachers and the school. Switch off any notifications from your social media platforms during school hours and ensure that your mobile phone is on silent and put out of sight, to avoid unnecessary distractions. When engaging in synchronous learning you should:

- ensure that any notifications on your computer are disabled
- switch off your microphone and camera upon entering a meeting session
- use the available tools within the session to notify the teacher if you have a question
- actively participate in the learning by contributing to discussions, via voice or text chat, as well as responding to questions posed by the teacher.

You are still expected to follow all reasonable requests of your 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, as per the BHS Assessment and Submission of Work policy. While there may be some greater flexibility allowed in the early stages of our transition to online flexible learning, you are still responsible for monitoring and maintaining your assessment submissions within the allocated time frame.

It is important to maintain a simple and productive routine for your school week. This will ensure that you are adequately prepared to engage in your online learning programs. Routine will also be an important part of your mental health and wellbeing throughout these difficult times.

Having a daily routine can support you by:

- providing stability during difficult or turbulent times
- reducing your stress by reducing the number of 'things' you need to remember throughout the day
- helping you establish healthy and constructive habits
- helping you clarify expectations for the day(s) ahead.

A sample daily routine for the school week is provided in Appendix 2.

Parents/Caregivers can provide support for your child by:

- establishing routines and expectations
- providing a space for them to work in, free from distraction
- providing a level of supervision appropriate to their stage of development
- monitoring communications from teachers
- checking in often to help them manage and pace their work
- monitoring how much time they are spending online
- supporting them to plan and self-regulate their time throughout the day

It is recommended that you check in with your child, in regards to their learning, as part of a daily routine to support their engagement with learning. The following sequence of questions have been adapted from the Victorian Education Department's learning from home page.

Before school sessions begin:

- What are the learning intentions of today's sessions?
- What are your learning goals for today?
- How will you be spending your time?
- Do you need any resources?
- Do you need any support?



In the afternoon, ask:

- What did you learn today?
- What did you find challenging?
 - Were you able to overcome this challenge?
 - What will you do next time if you get stuck?
- Consider three things that went well today.
 - Why did you think they went well?
 - How did you know?
- Are you ok?
 - With your school work?
 - Should we contact your teacher for some guidance/support?
 - Do you need me to help with something to make tomorrow more successful?
 - With everything else that is happening?
- Do you have any questions for me?

Regular check-ins throughout the day may also be appropriate. This depends on your child's needs.

Assessment

"The fundamental purpose of assessment in education is to establish and understand the points that students (either as individuals or groups) have reached in their learning at the time of assessment"

Masters, (2015)

Formative Assessment

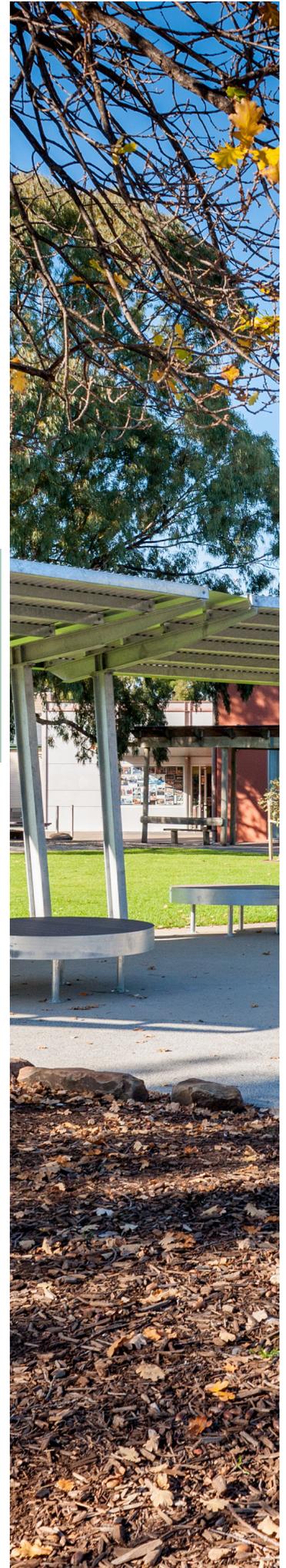
Used alongside a set of clearly defined and challenging learning intentions, formative assessment is continuous feedback for the teacher and the student. It supports the teacher to evaluate the impact of their teaching on student learning and, if necessary, to make adjustments and it informs next steps for student learning. Formative assessment provides the answers to the questions: Is learning on track? What needs to change? Where does learning go next? It can be immediate (a specific question, thumbs up-thumbs down) or planned (a quiz, student moderation). It is timely (built into every lesson of every unit), and iterative (closes the circle of planning).

Parent/Caregiver responsibilities:

- actively encourage your child to complete formative assessment activities and tasks as an integral part of the learning process
- sit and discuss feedback with your child to help them improve knowledge, understanding and approaches to learning
- support your child to use Daymap and help them monitor, organise and plan for formative assessment tasks, including homework activities, as part of the learning process

Summative Assessment

Traditionally, summative assessments are delivered at the end of a topic/unit and are used to determine what a student knows, understands and can do. However, high-quality summative assessment practices enable students to use feedback on 'summative' work to influence and improve



Parent/caregiver responsibilities:

- support your child to use Daymap to monitor, organise and plan for summative assessment task requirements and due dates. Keep a calendar of important dates somewhere visible
- monitor your child's submission of assessment tasks as per prescribed timelines via Daymap
- Encourage your child to seek further guidance and/or support well before stated due dates to ensure teachers have adequate time to respond to student requests

Supervised Assessment Tasks

A significant number of summative assessment tasks are currently expected to be completed under supervised conditions. To continue to enable this practice, a 'Student Declaration' form has been created and attached (see Appendix 3) for parents/caregivers and their child to complete and submit alongside any supervised task. The organisation and processes required for this mode of assessment will be shared by the subject teacher if necessary.

All staff are encouraged to explore alternative assessment strategies and students can expect that staff will be trialling alternative assessment approaches with them throughout Term 2. Parents/Caregivers can be supportive by encouraging their child to review the assessment criteria, understand what is required of them in the task and have a go at everything the task involves.

Monitoring and Support

Ultimately, students are responsible for monitoring their engagement with learning experiences, assessments and their peers. Parents/Caregivers can provide guidance and support in all of these matters by being involved in the learning experiences as much as possible.

The expectation of students to rapidly develop self-regulation strategies is a considerable one, especially without the direct support and guidance of teachers. Parents/Caregivers can help support their child in this by re-framing questions about learning:

Instead of asking...	Try asking...
What's the problem?	What's different about this problem from others that you've been able to do successfully? What do you think is making it hard for you to engage in this problem right now?
What are you going to do?	What strategies have you tried in the past that helped you in similar problems?
What's next?	How do you think those other strategies might work with this problem? Do you need to modify the strategy before it would work with this problem?

There are many other things that parents/caregivers can do to help their child as part of the process of learning, encourage them to:

- Set learning goals for the day that are challenging, but keep them realistic.
- Ask better questions of themselves, ones that make them stop and think about what and why they are doing something... not just how to do it.
- Prepare themselves for learning by having completed all prior work (watched the video, done a reading, practiced some problems), so that when they engage with the teacher they can ask specific and purposeful questions to enhance their understanding of key concepts.
- Actively seek out feedback from the teacher, peers and yourself, throughout the learning process, not just when something is finished.
- Monitor their progress in learning by self-marking/grading and awarding themselves an honest result, for both the evidence of learning and their productivity during their working time.

You may like to view the 10-minute video, **The power of believing you can improve**, for those moments when your child might throw their hands in the air and say 'I'll never get this!'

Along with these suggested strategies of support, parents/caregivers are asked to:

- monitor Daymap and support their child to engage with and manage tasks through appropriate scheduling of time for completion
- encourage their child to submit a draft, where possible, and engage with feedback processes to improve understanding
- notify teacher(s) as soon as possible of any unique situation that may affect the submission/ completion of tasks
- sit with their child to review work prior to submission and provide feedback, where appropriate, as part of the drafting process.

Attendance

As per normal attendance expectations, parents/caregivers are expected to notify the school as soon as possible. Explanation for all absences must be provided by phone call, 8278 0900, or email to student.absence@bhs.sa.edu.au. Parents/Caregivers are asked to monitor individual session attendance for each child using Daymap.

General Protocols and Procedures

Many of the high expectations placed on our students, regarding responsible behaviours and attitudes, will translate directly into our online Flexible Learning model. However, our online flexible learning approach will necessitate a broader range of protocols and procedures. The following information has been published to all students and we ask parents/caregivers for their support as we settle into our new Flexible Learning Model.

The 'Culture of Respect' at BHS applies for all online flexible learning experiences. For synchronous 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
- be in a designated study space for all live lessons
- 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 for all sessions which includes a school uniform or HPE uniform top for all synchronous sessions
 - Students that are required to be present at school are expected to come in full school uniform
- take a break, away from screens, between lessons and for the entirety of any scheduled break times.



For asynchronous learning experiences, students are expected to:

- respond in a timely and appropriate manner to all online discussion threads, 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 and respectful 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.

Students behaving inappropriately online will be removed from the session and/or channels. Teachers will contact parents/caregivers as part of the normal school follow up process regarding student behaviour.

Students studying on site at BHS

If your family's personal situation is such that your child/(ren) physically attends BHS to engage in the online Flexible Learning model, then it is expected that they will adhere to the usual high standard of expectations placed on all students.

Students attending on site will be required to:

- arrive on time and sign in with the appropriate supervising member of staff. Please note that regular face-to-face teaching sessions will not be operating
- wear full school uniform, including all black shoes
- engage with their online study program as per previously stated protocols and procedures
- bring any necessary learning materials to school each day and take them home each afternoon
- bring their recess and lunch each day. The canteen will not be operating, until further notice
- notify a member of staff immediately, should they begin to feel unwell
- observe and enact all specified personal hygiene and social distancing measures in and around the school, wherever possible.

If, for any reason, your child feels unsafe interacting in the online learning space then they are asked to disconnect from the session immediately, notify the supervising teacher and/or an appropriate member of the Executive Leadership team:

Principal	sharon.goldman@bhs.sa.edu.au
Deputy Principal	jason.loke@bhs.sa.edu.au
Assistant Principal	mark.flynn@bhs.sa.edu.au
Assistant Principal (Senior School)	ashley.robinson@bhs.sa.edu.au
Assistant Principal (Middle School)	sue.richards@bhs.sa.edu.au

Wellbeing

The traditional approaches used in monitoring student wellbeing will no longer be possible within our online Flexible Learning model. In acknowledgement of this, we have shifted Care Group to the start of each day, enabling students to start each day with a familiar teacher and group of peers. Care Group will continue in much the same way; providing students with support, guidance, advice, updates and other school related information. Care Group teachers will also monitor student engagement with their online learning program.

During this critical transition, students may experience a range of thoughts and emotions that may affect them in unpredictable ways.

Initial Concerns

All parents/caregivers are encouraged to contact the relevant staff member should you have any concerns regarding your child, their learning and/or their wellbeing:

- Subject teacher – for all matters relating to learning experiences, progress and achievement
- Care Group teacher – for all matters relating to student attendance and wellbeing.

Ongoing Concerns

If you have more significant or ongoing concerns relating to your child(ren)'s wellbeing for learning, please contact the relevant Student Wellbeing Leader or Year Level Leader:

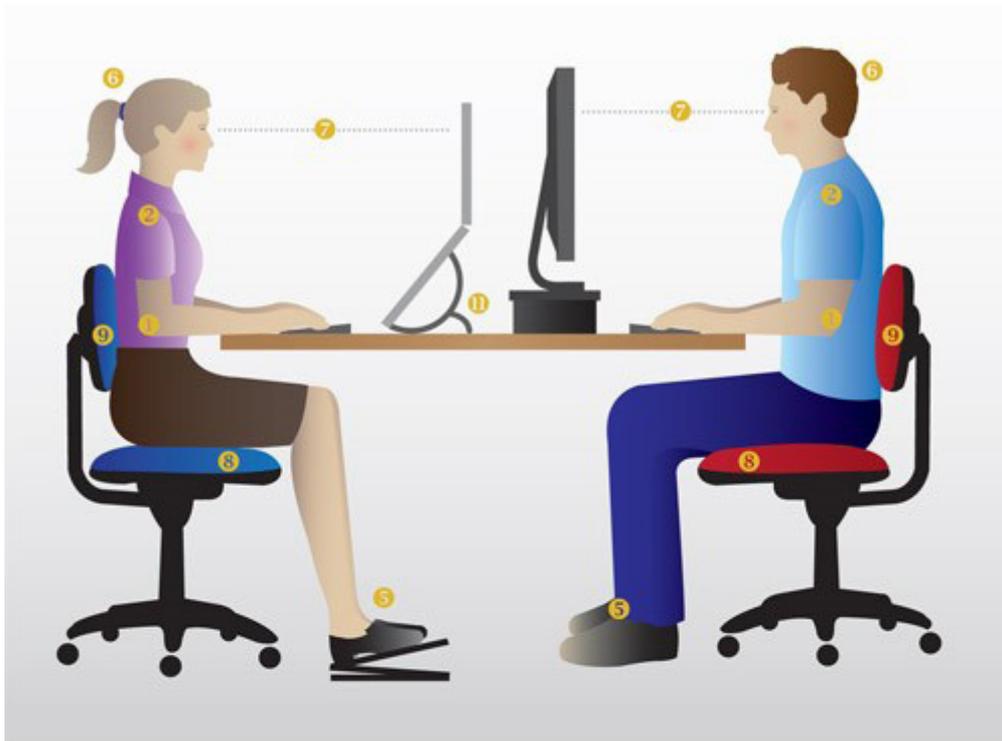
- Sue Richards, Assistant Principal, Middle School
sue.richards@bhs.sa.edu.au
- Ashley Robinson, Assistant Principal, Senior School
ashley.robinson@bhs.sa.edu.au
- Charlotte Twizell, Year 8/9 Learning Community leader
charlotte.twizell@bhs.sa.edu.au
- Renee Daish, Year 8/9 Learning Community leader
renee.daish@bhs.sa.edu.au
- Kate Young, Year 10-12 Learning Improvement and SACE Leader
kate.young@bhs.sa.edu.au
- Matt Loan, Year 10-12 Learning Improvement Leader
matthew.loan@bhs.sa.edu.au
- Michael Winter, Student Wellbeing leader
michael.winter@bhs.sa.edu.au
- Argie Buesnel, Student Wellbeing Leader
argie.buesnel@bhs.sa.edu.au
- Karyn Jones, International Student Programs Leader
karyn.jones@bhs.sa.edu.au

A set of resources to further support you or your child's wellbeing are published in Appendix 4.

A full summary of key contacts at BHS and their email address is published in Appendix 5.



Appendix 1 - 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

Appendix 2 - Sample daily routine

A suggested daily routine for students, to maintain their personal health and wellbeing, is as follows:

7:00am	Wake up	Setting and maintaining a daily routine for the school week is an important part of staying healthy both mentally and physically. Take care of personal hygiene, make your bed, eat breakfast and get dressed in appropriate schooling attire.
7:50 - 8:20am	Exercise	Get your heart rate going by going for a brisk walk, riding your bike, using home gym equipment or some other form of aerobic exercise. Exercise is an important part of both physical and mental health.
8:20 - 8:35am	Get ready to learn	Go to the toilet, fill your drink bottle with water and settle into your study area. Ensure that you have all necessary tools and materials ready to learn. Check that your computer and computer chair are set up ergonomically (see Appendix 4). Log in to Daymap and Microsoft Teams and review any information posted regarding your subjects. Turn off any social media and put your phone on silent and out of sight.
8:35 - 8:55am	Care Group	Connect with your Care Group teacher, engage in the ongoing Pastoral Care program and maintain healthy online social interactions with your CG peers.
9:00 - 9:50am 9:55 - 10:55am	Session 1 and 2	Actively engage in your learning programs, remembering to behave in an appropriate and respectful manner, as per the student expectations for online learning. Make sure to take the 5-minute break between sessions to stand up and move away from screens/technology to rest your eyes.
10:45 - 11:05am	Recess	Make sure you have something healthy for recess and drink plenty of water, consider sitting outside (weather permitting) to enjoy the fresh air and sunshine, remember to be sun smart! Go to the toilet before returning to session.
11:05 - 11:55am 12:00 - 12:50pm	Sessions 3 and 4	Actively engage in your learning programs, remembering to behave in an appropriate and respectful manner, as per the student expectations for online learning. Make sure to take the 5-minute break between sessions to stand up and move away from screens/technology to rest your eyes.
12:50 - 1:30pm	Lunch	Organise a healthy and well-balanced meal for yourself, along with another drink of water. Take a break from your screens and get some fresh air, stretch your legs, partake in a burst of physical activity to get your heart pumping again. Refill your drink bottle, go to the toilet and return to your study space in time to start session 5.
1:30 - 2:20pm 2:25 - 3:10pm	Session 5 and 6	Actively engage in your learning programs, remembering to behave in an appropriate and respectful manner, as per the student expectations for online learning. Make sure to take the 5-minute break between sessions to stand up and move away from screens/technology to rest your eyes.
3:10 - 3:30pm	Break times	Take a break, have a snack and drink plenty of water. Consider sitting outside (weather permitting) to enjoy the fresh air and sunshine, remember to be sun smart!
3:30 - 4:00pm	Learning consolidation	Review what you learned throughout the day, consolidate your notes and make sure you have accessed and downloaded any necessary resources. If you have homework, plan a time to complete this. Make sure to begin charging any devices that may need.
4:00pm onwards	Homework, Study and Personal time	Take a break and go and do something that you enjoy. Get a snack and a quick drink, then maybe get outside again for some more fresh air. Make some time to connect with your family and friends and have a healthy dinner. Complete any homework and/or assignment work that needs to be done. Put your devices on to charge and go to bed at a reasonable time to ensure you get a full night's sleep in preparation for the next day of learning.

Appendix 3 - Assessment Declaration



Supervised Assessment Declaration

Student Name:	Subject:
Teacher:	Assessment Date:

Assessment Requirements	Declaration	
Parent/Caregiver supervision available for the duration of the assessment	YES	NO
Assessment completed within allocated time limit	YES	NO

Student Declaration:

I hereby declare that I have completed this assessment under the required conditions.

Signed: _____

Date: _____

Parent/Caregiver/Supervisor Declaration:

I hereby agree that the assessment task was completed under supervision under the required conditions.

Supervisor Name: _____

Relationship to Student: _____

Supervisor Signature: _____

Date: _____

Appendix 4 - Resources

Be You: **COVID-19 supporting educators, children and young people**

World Health Organization: **Helping children cope with stress during the 2019-nCoV outbreak**

Headspace (information for young people): **how to cope with stress related to Novel Coronavirus (COVID-19)**

Australian Childhood Foundation: **Staying connected with our children**

Australian Childhood Foundation (Kids News): **It's not all bad news; there is good news too**

Beyond Blue: **looking after your mental health during the coronavirus outbreak**

Beyond Blue (online forum): **copng during the Coronavirus outbreak**

The Australian Psychological Society: **advice about maintaining positive mental health during the outbreak**

Black Dog Institute - **Anxiety, Stress and Wellbeing**

Michael Carr-Gregg has released a video on SchoolTV.me: **Corona virus - a guide for parents**



Appendix 5 - Summary of Key Contacts at Blackwood High School

Executive Team:

Sharon Goldman	Principal	sharon.goldman@bhs.sa.edu.au
Jason Loke	Deputy Principal	jason.loke@bhs.sa.edu.au
Mark Flynn	Assistant Principal	mark.flynn@bhs.sa.edu.au
Ashley Robinson	Assistant Principal Senior School	ashley.robinson@bhs.sa.edu.au
Sue Richards	Assistant Principal Middle School	sue.richards@bhs.sa.edu.au

Support Staff:

Peta Clasohm	Principal's PA	peta.clasohm@bhs.sa.edu.au
Susan Carrail	Executive Secretary/Finance Assistant	susan.carrail@bhs.sa.edu.au
Karly Baum	Executive Secretary	karly.baum@bhs.sa.edu.au
Katheryn Langmaid	Executive Secretary/Personalised Learning	katheryn.langmaid@bhs.sa.edu.au
Student Absence	Student Wellbeing Centre	student.absence@bhs.sa.edu.au

Year Level Leaders:

Renee Daish	Year 8 - 9	renee.daish@bhs.sa.edu.au
Charlotte Twizell	Year 8 - 9	charlotte.twizell@bhs.sa.edu.au
Matthew Loan	Year 10 - 12	matthew.loan@bhs.sa.edu.au
Kate Young	Year 10 - 12	kate.young@bhs.sa.edu.au

Student Wellbeing Leaders:

Argie Buesnel	argie.buesnel@bhs.sa.edu.au
Michael Winter	michael.winter@bhs.sa.edu.au

Curriculum Leaders:

Amanda Aulert	Mathematics	amanda.aulert@bhs.sa.edu.au
Tara Baron	English and Humanities	tara.baron@bhs.sa.edu.au
Andrew Cavallaro	Student Pathways and Career Development	andrew.cavallaro@bhs.sa.edu.au
Katrina Constantopoulos	Arts	katrina.constantopoulos@bhs.sa.edu.au
Jacqueline Heaney	Science	jacqueline.heaney@bhs.sa.edu.au
Karyn Jones	LOTE	karyn.jones@bhs.sa.edu.au
Erin McIntee	Health and Physical Education	erin.mcintee@bhs.sa.edu.au
Sue Richards	Technology	sue.richards@bhs.sa.edu.au
Kimberly Steele	Personalised Learning	kimberly.steele@bhs.sa.edu.au