DISTANCE EDUCATION 2020 TERM 2

STUDENT / FAMILY HANDBOOK

TRUTH WITHOUT FEAR SEEK

GLOSSOP HIGH SCHOOL

VALUES
Determination
Safety
Respect
Learning

CONTENTS

RATIONALE

Purpose

The purpose of this document is to outline the procedures for continued delivery of education programs at Glossop High School, in the event of prolonged school closure, and/or need for online delivery.

The aim is to:

- Articulate clear processes and expectations for managing teaching, learning and wellbeing

- Ensure continuity of learning for all students

- Ensure integrity and fairness in assessment

Definition

In the event of prolonged closure or the need for online delivery of teaching and learning, Glossop High School teachers will utilise online platforms (Daymap, Microsoft Teams etc) to allow real-time, authentic and rich learning for all students. Students and teachers will connect, collaborate and learn in online classes. All students will have the same opportunities to excel.

TECHNOLOGY

Digital Platforms

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

- Daymap – First point of call for all learning materials and content, Daymap functions include:
    - o   Access to all learning material
    - o   Access to easy communication with staff
    - o   Assessment delivery and collection
    - o   Assessment resulting
    - o   Reporting

- Microsoft Teams - a learning platform, functions include:
    - o   Live face to face teaching & learning
    - o   Chat communication with groups of students

- Other digital platforms that may be utilised as directed by the teacher
    - o   Webex – video conferencing
    - o   Onenote – curriculum delivery/virtual notebook
    - o   Adobe Creative Cloud – Available in May
    - o   Education Perfect (Language Perfect)
    - o   Grok/Minecraft Education Edition
    - o   Office 365 – Word, Excel, PowerPoint, Forms, etc.

Technology and Infrastructure

The following infrastructure is required for delivery of distance learning:

- All staff and students have access to a laptop device

- Students who don't have access to online programs will be supported through borrowing of laptops, handing out work on a USB drive for students to work on offline or offered hard copies of tasks.
    - o   In the event that this cannot be achieved a solution will be negotiated with individuals through the ICT Help Team

Technology and ICT support will be provided to Staff and Students

Technology and ICT Support will be provided to staff and students.

- ICT help form available on Glossop High School Students Portal in Microsoft Teams

- Email - ICT.Helpdesk525@schools.sa.edu.au

- ICT phone support through contacting the school

Protective Practices

To ensure online safety of staff and students:

- All digital contact must only relate to teaching and learning or wellbeing

- No sharing of personal internet locations, correspondence of a personal nature via social media, internet postings, or use of private online chat rooms

- No uploading or publishing still/moving images or audio recordings of students to any location other than Teams or Daymap

TEACHING AND LEARNING SENIOR SCHOOL

Lesson Delivery

- Lessons will be delivered through Microsoft Teams, unless otherwise negotiated by the teacher:
  A minimum of one session per week as a whole class 'face to face' teaching via Microsoft Teams, onsite learning or another negotiated platform

- Teachers will be available to contact outside of the scheduled 'face to face' lesson through Daymap and Microsoft Teams

- Some formative activities may be delivered using features of Microsoft Teams

Lesson Materials & Instructions

All learning materials and instructions for subjects are available through the Students Daymap portal. For a complete support guide on Daymap, please see appendix 1.

Vocational Education Training

The Regional VET Program is currently working with the RTO's (Registered Training Organisations) to develop and implement online delivery models that continue to support students in their VET Learning. It is extremely important that students continue to engage in their VET learning, as this has direct implications to SACE accreditation. Students are to:

- Maintain communication with their lecturers through Learnlink emails or personal emails if provided to the lecturer

- Allocate Thursday study to VET learning - some courses have online delivery scheduled for Thursday's

- Engage in the online learning platform provided through the RTO
  - o Business will be using Microsoft teams
  - o Information Technology and Micro Business will be using Blackboard Collaborate
  - o Land Conservation Management, Horticulture, Individual Support and Early Childhood Education and Care will be using Zoom
  - o TAFE SA and other RTO's will be working on various new delivery methods and models for Term 2 for teaching and learning to continue.

- Complete all assigned work by the set due date

Flexible Learning Centre

The Flexible Learning Team will continue to provide understanding, support and empowerment to students enrolled into Flexible Learning through Youth Worker and Teacher Support.

The Flexible Learning Centre will plan its operation to support student learning in a full time capacity both onsite and online based upon individual student attendance plans and contingent upon Department for Education and Glossop High School directives.

Youth Workers will continue to be the first point of contact for Parents/Carers and Students through face to face, telephone, SMS, email and Microsoft Teams. In provision of a Case Management service, Youth Workers will check on wellbeing and link students to external agencies or initiate referrals as needed. They will monitor engagement (School and VET), track home study and face to face attendance plans and implement interventions associated with disengagement. Students ongoing engagement in programs including Duke of Edinburgh Award and Wellbeing Enhancement will be encouraged and facilitated via an online format through Microsoft Teams. Youth Workers may be called upon to deliver and collect hard copy learning materials to students and learning agencies

The Lead Teacher will maintain attendance rolls and plan for face to face and online learning in the following subject areas:

- SACE - Essential Maths, English, PLP 'Thrive' online & Research Project
- Literacy and Numeracy Foundation Skills
- Engagement & Enjoyment Learning Community Challenges and Communication

Learning programs and resources will be provided to students via hard copy delivered and electronic mediums, USB, email and online via Microsoft Teams. Students will be able to submit their assignments for feedback and assessment via these methods.

TEACHING AND LEARNING MIDDLE SCHOOL

Curriculum Delivery

All Term 1 subjects that students were timetabled into is currently postponed, instead all middle school students will engage in the specialty programs developed specifically for an online learning environment.

YEAR 8

Year 8 Community Learning teachers will continue to work in teams to provide students with integrated based learning with strong Australian Curriculum links to English, Maths, Science, Humanities and Social Sciences and Health & Physical Education. Learning programs will also incorporate aspects of the Languages, Technologies and Arts curriculum areas.

YEAR 9

Year 9 students will be engaged in the core Australian Curriculum Subjects of English, Maths, Science, Humanities and Social Sciences and Health & Physical Education. Year 9 students will also be required to choose a minimum of 1 elective to engage with from the following selections

- **The Year 9/10 Arts Program** – In this 5 week unit students will be exploring the following media: coffee painting, watercolour, acrylic, soft pastels and mixed media. Students will be supported online with each media leading towards a free choice final product with the option of having it displayed in our virtual gallery. Materials will be supplied.

- **The Year 9/10 Technologies Program** - In the 5 week Digital Technologies project students will engage in online Coding activities such as Grok Learning, Khan Academy and Minecraft. Students will develop their coding skills to be applied in creating and designing solutions to a range of problems and challenges.

- **The Year 9/10 Paddock to Plate Program** – This five week project requires students to plan, prepare meals for their families and create a short vlog/blog, we ask that those participating will have parental supervision during practical tasks. Our mission is simple; to cook for your family! You will also have the opportunity to learn about Bush Tucker and where to find these interesting ingredients. Lets get cooking!!!

Students are asked to select a minimum of one elective and communicate this through completing the Daymap form assigned to them.

YEAR 10

Year 10 students will be engaged in the core Australian Curriculum Subjects of English/ Humanities and Social Sciences, Maths, and Personal Learning Plan. Year 10 students will also be required to choose a minimum of 2 electives to engage with from the following selections. Students are encouraged to select electives that will support their subject selection for SACE Stage 1 in 2021.

- **The Year 9/10 Arts Program** – In this 5 week unit students will be exploring the following media coffee painting, watercolour, acrylic, soft pastels and mixed media. Students will be supported online with each media leading towards a free choice final product with the option of having it displayed in our virtual gallery. Materials will be supplied.

- **The Year 9/10 Technologies Program** - In the 5 week Digital Technologies project students will engage in online coding activities such as Grok Learning, Khan Academy and Minecraft. Students will develop their coding skills to be applied in creating and designing solutions to a range of problems and challenges.

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- **The Year 10 HPE Program** - The Year 10 Health and Physical Education curriculum supports students to refine and apply strategies for maintaining positive health and well-being through physical activity. As well as analysing health physical activity information to devise and implement personalised plans for maintaining healthy and active habit.

- **Year 10 Science Program** – This Science unit allows students to learn about inheritance and the processes that explain why they might or might not look like their family members.
  Students also learn about evolution and the processes that can explain how humans have evolved from early life forms (including Apes). By the end of this unit:
    - Students can state how heritable characteristics (including DNA and genes) are passed from one generation to the next.
    - Students can explain the theory of evolution by natural selection and how it explains the diversity of living things.

  It is recommended that those students considering a Science pathway or wishing to do Biology at a SACE Stage 1 level (year 11), complete the term 2 Science unit.

Students are asked to select a minimum of two electives and communicate this through completing the daymap form assigned to them.

Middle School Lesson Delivery

Lessons will be delivered through Microsoft Teams, unless otherwise negotiated by the teacher:

- Teachers will be available to contact outside of the scheduled 'face to face' lesson through Daymap and Microsoft Teams.

- Some formative activities may be delivered using features of Microsoft Teams

Lesson Materials & Instructions

All learning materials and instructions for subjects are available through the students Daymap portal. For support on how to access this information please see appendix 1.

STUDENTS LEARNING ONSITE

Students Learning Onsite

Students will be divided and assigned to teachers in accordance to Department guidelines for onsite supervision. This will be overseen by Assistant Principals based on attendance trends. Please note this is subject to change throughout term 2. Learning will be online but teacher assigned will be available for supervision and will assist with students learning online.

Middle School Onsite Learning

Students who attend school will engage with their online learning under the supervision of teaching staff. When practical, teachers will provide students with learning support, brain breaks and practical elective lessons. The timetable for the Middle School Onsite Learning on the next page.

Morning Routine
Year 8 students will meet in Till Wing
Year 9 students will meet in Symmonds Wing
Year 10 students will meet in the Library

Senior School Onsite Learning

Students who attend school will engage with their online learning under the supervision of teaching staff. When practical, teachers will provide students with learning support and brain breaks throughout the day. The draft timetable for the Senior School Onsite Learning follows.

Morning Routine
All students will meet in the assembly area to then be distributed into learning groups for the day.

MIDDLE SCHOOL STUDENTS
ONSITE LEARNING

Students who attend school will engage with their online learning under the supervision of teaching staff. Where possible, teachers will provide students with learning support, brain breaks and practical elective lessons.

Students who are engaging with learning at home are encouraged to develop a routine together with their Parent/Carer to best support their learning.

Students will be divided and assigned to teachers in accordance to Department guidelines for onsite supervision. This will be overseen by the Assistant Principal based on attendance trends. Please note this is subject to change throughout Term 2. Learning will be online but teachers assigned to supervision will assist students in their learning needs.

Electives
Year 9/10 Electives will run in the afternoon and will be dependent upon attendance and staffing.

TIME	LESSON	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50am - 9:00am		Home Group Year 8s - Till Wing		Year 9s - Symmonds Wing		Year 10s - Library
9:00am - 9:45am	1	Year 8 Online Learning Year 9/10 Online Learning	Year 8 Online Learning Year 9/10 Online Learning	Year 8 Online Learning Year 9/10 Online Learning	Year 8 Online Learning Year 9/10 Online Learning	Year 8 Online Learning Year 9/10 Online Learning
9:45am - 10:30am	2	Year 9/10 Online Learning	Year 9/10 Online Learning	Year 9/10 Online Learning	Year 9/10 Online Learning	Year 9/10 Online Learning
10:30am - 11:00am		Recess				
11:00am - 11:45am	3	Year 8 Online Learning Year 9/10 Online Learning	Year 8 Online Learning Year 9/10 Online Learning	Year 8 Online Learning Year 9/10 Online Learning	Year 8 Online Learning Year 9/10 Online Learning	Year 8 Online Learning Year 9/10 Online Learning
11:45am - 12:30pm	4	Year 9/10 Online Learning	Year 9/10 Online Learning	Year 9/10 Online Learning	Year 9/10 Online Learning	Year 9/10 Online Learning
12:30pm - 1:15pm	5					
1:15pm - 1:50pm		Lunch				
1:50pm - 2:35pm	6	Year 8 Online Learning	Year 8/9 Online Learning	Year 8 Online Learning	Year 8/9 Online Learning	Year 8 Online Learning
2:35pm - 3:20pm	7	Year 9/10 Elective	Year 10 PLP	Year 9/10 Elective	Year 10 PLP	Year 9/10 Elective
3:20pm		Dismissal				

SENIOR SCHOOL STUDENTS ONSITE AND ONLINE LEARNING

This timetable represents one 90 minute session per week that we will be offering face to face content delivery (this could be accessed by students onsite and/or from home). This will be made available to all Senior School students but onsite attendance won't be compulsory. All face to face learning opportunities will be available via Microsoft Teams Video Conference. Other Lessons may still occur live on Teams throughout other points of the week as communicated by individual teachers.

TIME	LESSON	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50am - 9:00am		Home Group				
9:00am - 9:45am	1	11 English (Pre-Lit) 12 English Lit 12 English 12 Essential English 12 Furniture	11 Child Studies 11 Design 11 Drama 11 Spec Maths 1 11 Outdoor Ed 11 PE	11 Biology 11 Business 11 Cabinet Making 11 Visual Arts 12 Physics 12 Food and Hospitality 12 Essential Maths 12 General Maths 12 Sport and Rec	12 PE 12 Child Studies 12 Visual Arts	11 English 11 Essential Maths 11 Essential English 11 General Maths 11 Maths Methods 12 Health 12 Furniture
9:45am - 10:30am	2		12 Child Studies 12 Spec Maths 12 Research Project 12 Design			VET LEARNING
		Supervised Independent Study	Supervised Independent Study			
10:30am - 11:00am		Recess				
11:00am - 11:45am	3	12 Nutrition 12 Modern History 12 Outdoor Ed 12 Workplace Practice	11 English 11 Essential English 11 Essential Maths 11 General Maths 12 English	11 Chemistry 11 Media Arts 11 Food and Hospitality 11 Health 11 PE 11 Workplace Practices 12 Biology 12 Business 12 Maths Methods 12 Research 12 Media Arts	Supervised Independent Study	11 Food and Hospitality 11 Cabinet Making 11 Music 11 Nutrition 11 Physics 12 Chemistry
11:45am - 12:30pm	4					VET LEARNING
12:30pm - 1:15pm	5					
		Supervised Independent Study	Supervised Independent Study			
1:15pm - 1:50pm		Lunch				
1:50pm - 2:35pm	6	Supervised Independent Study	Supervised Independent Study	Supervised Independent Study	Supervised Independent Study	Supervised Independent Study
2:35pm - 3:20pm	7					VET LEARNING
3:20pm		Dismissal				

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ASSESSMENT

As a result of changing our teaching and learning approach for much of semester 1 we are also changing our approach to assessment. The shift to remote learning gives us the opportunity to introduce innovative assessment tasks where students are given a range of options to demonstrate their learning.

Deadlines and Submission of Work

Glossop High School still upholds its rigour and expectations surrounding deadlines. By not providing evidence of student learning accurate assessment cannot be made and teachers will assume learning has not taken place. This may consequently put in jeopardy the student's ability to achieve a passing grade in this subject.

For SACE students - this may have implications for their ability to achieve the SACE or an ATAR score.

FORMATIVE ASSESSMENT

Students will have a range of opportunities for formative assessment in their remote learning courses. This includes

- A wide variety of methods that teachers use to conduct ongoing evaluations of student understandings, readiness, learning needs, and progress during all parts of the online learning course. These methods should be used frequently and allow opportunities for students to receive feedback about their learning progress and next steps.

- A range of ways that teachers can identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards that have not yet been met so that adjustments to teaching and learning support can be made.

Teacher responsibilities
- Set frequent activities and checkpoints to assess student progress with learning and assessment tasks.

- Utilise technologies to collect live feedback from students as required

- Provide regular feedback to each student to inform student progress e.g. verbal, drafting, quizzes

Student responsibilities
- Complete all formative assessment tasks as required

- Act on feedback provided by the teacher and seek clarification if unsure

- Seek additional feedback if required

SUMMATIVE ASSESSMENT

Summative assessment can be used to evaluate performance at the end of a module of learning and allows teachers to measure a student's learning against appropriate success criteria.

Teacher responsibilities
- Allocate summative learning tasks to students and communicate clear expected timelines and due dates

- Mark and publish feedback and assessment result

Student responsibilities
- Students are to upload all assessment tasks through DAYMAP

- Submit assessment tasks by the due date or negotiate extension with teacher

MENTORING

Each student is assigned a mentor teacher to support them throughout this difficult time. The purpose of the mentor is to ensure no student slips through the gaps and every student has weekly contact with an important adult from Glossop High School. The focus of this connection with the mentor is:

- To provide year level information and communication

- To provide weekly notices/updates

- To check on online learning transition

- To check on student wellbeing

- To provide individual student consultation and learning advice

- To monitor student engagement & wellbeing

ATTENDANCE

Based on the current advice by the Minister for Education and following public health advice, Glossop High School will continue to remain open. The Department for Education (DfE) has clearly communicated three directives for term 2:

1. Schools are to report to DfE on a daily basis the students who are engaging in learning, both onsite and from home

2. Parent choice for their child/children to learn at home will require a shared commitment by both school and home

3. Parents are to complete and return permission letter to the school indicating intentions for their child's learning in term 2 through the daymap form provided to each parent. Details for this are included in the initial correspondence letter included with this booklet.

From term 2 we will be resume daily Home Group sessions, **please note Home Group teachers have changed temporarily during this time. This will be communicated before the commencement of Term 2.**

In term 2, all students (whether working from home or attending school) are expected to sign into their appropriate Home Group on Microsoft Teams where the roll will be taken and any important communication will be provided. The scheduled Home Group meeting will occur between 9am -11am every morning. Students will be notified of their set time for Home Group via Daymap by their teacher.

As we continue in an Online Learning Environment for Term 2, it is important to outline the expectation of Parents/Carers and students regarding their attendance and engagement at Glossop High School. If parents opt to have their child at home, it is their responsibility to support the school in ensure that their child is engaged in the learning. Schools have been directed to record students as 'Unexplained' if they are at home and not engaged in learning.

Note: Students who are not present at these scheduled Home Group meetings will be marked as 'Unexplained' until a reason is given for their absence (as per normal DfE process). In the case that your child will not be engaging in learning for the day, please follow the usual process for notifying the school of their absence (phone calls/communication must occur on the day).

WELLBEING

Supporting student wellbeing in an Online Learning Environment

We understand that young people, staff and our entire Glossop High School community are feeling vulnerable and exposed and that we are all in a very unfamiliar position.

With that in mind our Wellbeing team has been working hard to support our community at this time.

Below is a summary of processes that we will uphold throughout our Online Learning journey.

Curriculum:

- Staff must develop programs which create predictability in learning so that students can follow familiar routines
- Staff have been trained in, and encouraged to implement visible learning strategies and trauma informed pedagogy to identify when students are 'ready to learn'
- Staff will be asking students for feedback about their learning and will be encouraging students, whether in the classroom or at home to take brain breaks and practice de-escalation strategies such as mindfulness, physical movement and breathing techniques to alleviate stress
- Students will be encouraged to reflect on their progress in learning and will be asked to play a role in co-constructing the delivery of the online learning environment to ensure that students are engaged and keen
- Staff are supported in developing units of work which promote positive wellbeing and assist students to identify negative emotions and strategies to overcome these

Relationships:

As a school community, we are working to promote predictable relationships in a remote learning environment.

Students still have access to all of their teachers and usual learning and wellbeing supports in a range of forums including Daymap, Microsoft Teams and email.

Staff have been assigned a mentor group with the intention of checking in with all students every week.

- Staff will assess student learning and wellbeing and report any concerns to Wellbeing and/or Leadership immediately to ensure the safety of all concerned.

Wellbeing Leaders have identified students who require additional wellbeing support and have made time to meet with, and support these students in an ongoing capacity.

Parents/Carers and students are encouraged to connect to Wellbeing Leaders if they feel that they need extra support in their learning or wellbeing.

Connection:

Our biggest challenge is to ensure that all students continue to feel connected to Glossop High School and so we have developed processes to stay visible to students and the wider Glossop High School Community.

- Our school will continue to promote wellbeing through our online forums such as the Glossop High School Official Facebook page and our Glossop High School Website
- Examples of initiatives include live stream yoga and physical activity sessions and videos by students and Wellbeing Leaders offering information and support around topics such as healthy eating, de-escalation, sleep and stress.
- Initiatives will continue to evolve as our online journey continues into term 2

Bullying and Harassment:

Our current Bullying and Harassment policy is still in effect and we have put extra processes in place to support cyber safety.

- Bullying and Harassment forms are accessed online and our usual processes will continue to be followed

Curriculum SSO support:

Processes have been developed to support students requiring additional learning support in an online capacity.

- Curriculum SSO's will work with students at risk in consultation with their classroom teachers and will report concerns to Wellbeing Leaders immediately

Third Party Organisations:

Glossop High School will stay connected to external support networks such as Headspace Berri, CAMHS, Disability Employment Organisations and other external providers. Students who are already accessing external support will be contacted with information about how future meetings will be run.

- If a family or student would like information about external support, then we encourage them to contact our Student Wellbeing Leaders

Staff Wellbeing:

Information and resources have been made available to staff to support wellbeing in an online context and staff are encourage to stay safe by engaging in staff 'wellbeing activities and challenges' to promote connection and a healthy working environment.

- Staff wellbeing is monitored by leaders and strategies put in place to support staff as required

Our Community:

Information has been offered to our Glossop High School community around supporting one another through this uncertain time. An additional link has been created on our Glossop High School Website which directs students, families and staff to useful resources.

BEHAVIOUR

Student Expectations for online lessons:

Students are expected to:
- Join lessons on time

- Respectfully engage with teacher and peers

- Actively participate in group discussions/collaboration

- Students must be located in designated study spaces for all live lessons

- Students must be in school uniform or HPE uniform top for all live lessons (to prepare for learning & appropriate attire for school group interactions)

- All school behaviour expectations apply for online learning

- Ensure that the only participants in video conferences, beyond staff, are students enrolled in the class

- Come prepared for sessions – including having read, watched or listened to relevant resources

- Not record nor photograph any part of the conference

- Protect their privacy by being mindful of the background

- Take a 5-minute break away from screens between lessons and for the entirety of scheduled break times

Student Behaviour Management Procedures

The Glossop High School Student Behaviour Management Policy provides information as to how we manage inappropriate behaviour of students. This policy will still be actively used to support the behaviour management of all students, whether learning onsite or at home.

PARENT/CARER CONTACTS

Should an issue arise Parents/Carers are advised to contact the following people:

Initial Concerns

- Subject teacher(s) – academic/engagement concerns

- Mentor teacher(s) – attendance & wellbeing concerns

Ongoing Concerns

For ongoing curriculum concerns please contact the following faculty leaders through Daymap communications.

English	Hannah Lindner
Mathematics	Nicole Mentha
Science	Fiona Gray
HASS & Cross Disciplinary	Jess Milburn
Health & Physical Education	Josh Vater
Technologies	Dylan Milton
Languages	Vicki Constas
The Arts	Carina Nicholson
PLP & VET	Lyn Sweeney
ASBA	Sam Harrington

For ongoing Wellbeing concerns please contact the following Key Leaders through Daymap communications.

Year 8 - 10 Students	Vicki Constas
Year 11 & 12 Students	Donna Safralidis
Aboriginal 8-12 Students	David Binney
Flexible Learning Centre	Grant Lawrence

Unresolved Concerns

In the event that concerns cannot be resolved please contact through Daymap communications, email or phone

- Assistant Principal of Middle Campus (8-10) – Jenna English
  Email: jenna.english772@schools.sa.edu.au
  Phone: 8583 2004

- Assistant Principal of Senior Campus (11-12) – Sam Harrington
  Email: sam.harrington237@schools.sa.edu.au
  Phone: 8595 2677

APPENDIX I
DAYMAP BASICS

Daymap is Glossop High Schools Learner Management System. This means it is you first point of call for all your learning needs as a student. Daymap gives you as a student access to:

- Your timetable;

- Online access to your Lesson materials and resources;

- Online access to all your assessment tasks;

- A place to upload your work;

- A place to check your grades and feedback on work from teachers;

- A way to communicate directly with your teacher;

- Way to access student bulletin;

- Nominate for school events and student leader positions;

- Report bullying and harassment;

- And so much more.

To access Daymap either:

1. Click on the Daymap icon at the bottom of the page on our schools website - https://glossophs.sa.edu.au/
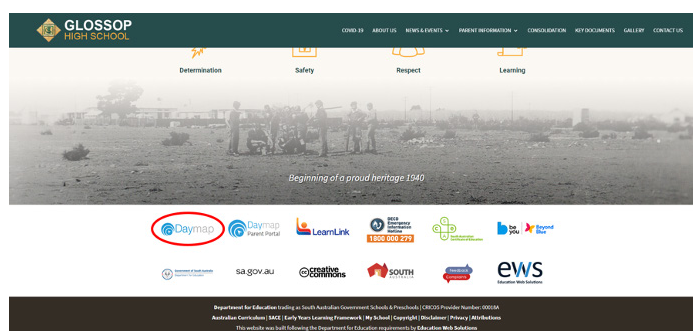
2. Click on the Daymap tab on the Glossop High School – Student Portal on Microsoft Teams
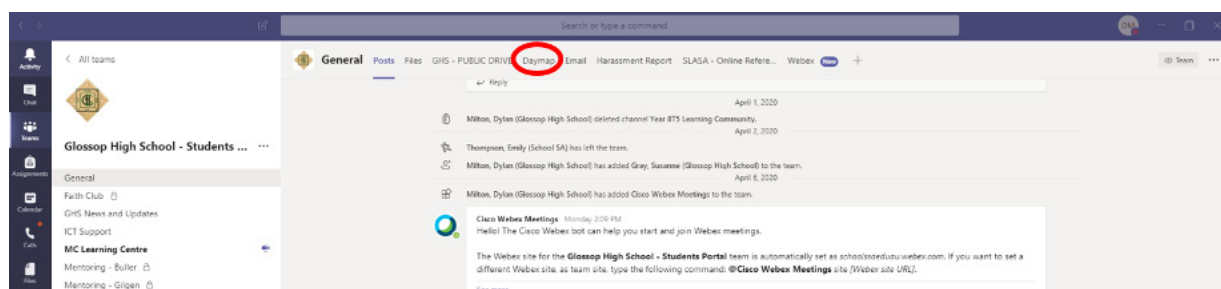
3. Click on the Daymap icon available on the desktop of all school Laptops and computers

4. Directly through the following website - https://daymap.glossophs.sa.edu.au/daymap

5. Or through the Daymap app available from the Apple App and Google Play stores on your phone.

6. To login to Daymap you will need to enter your school computer login details. **These are the same login details you use to log onto a computer at school.**

Username: firstname.lastname
Password: the password you have set

When you login you will see the following screen (locations of key areas are included):

Access all Learning Materials and resources for you Online Learning Program Subjects

Access your Daymap Messages to contact your teacher or to send them completed work

Access your Assessment Tasks, Upload work and check grades and results for set tasks

You can select between 3 different views Timetable, Feedview and Diary:

Dayplan

This is where you view your timetable, Select Dayplan from the Navigator or top menu.

Choosing your view

Select **Timetable** from the top menu and then click the **Settings** icon
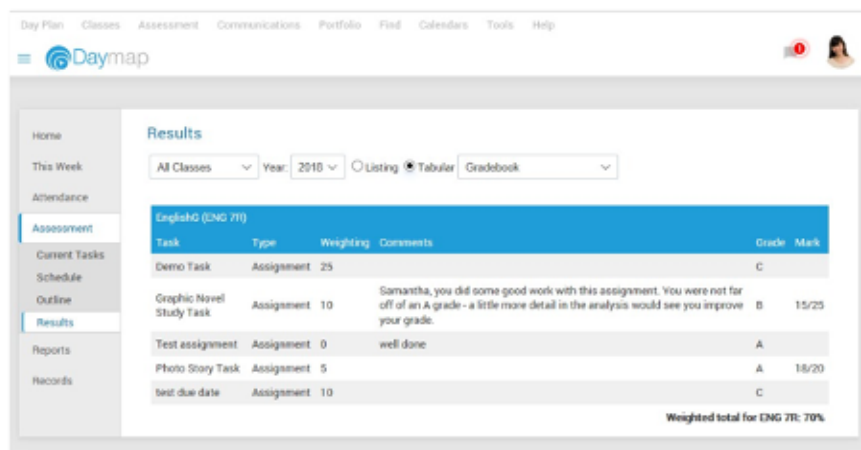
If using the Timetable view, select the colours and what you would like to see on the right of the screen, at the bottom select your preferred Dayplan and click **Save**.

Portfolio

Access the Portfolio from your chosen Dayplan to see your attendance, homework, upcoming tasks and results.
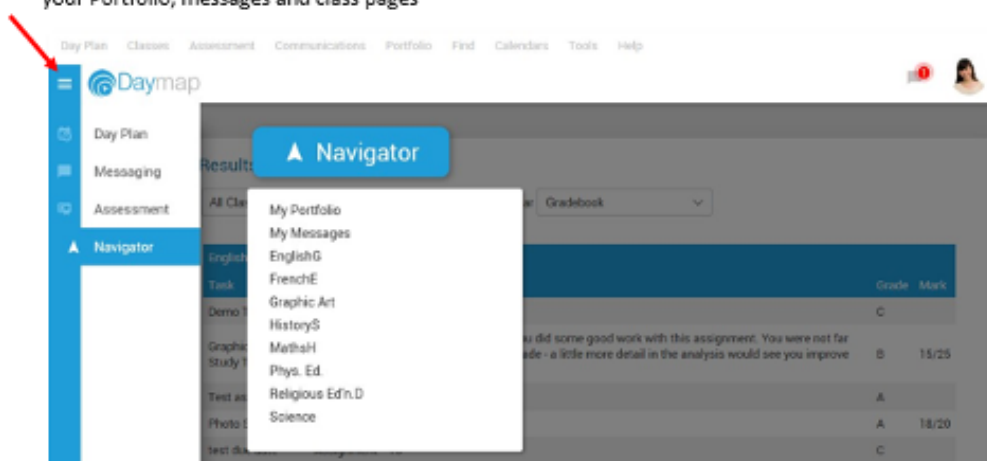
Navigator

No matter where you are in Daymap, click the Hamburger Menu to access the Navigator for quick access to your Portfolio, messages and class pages
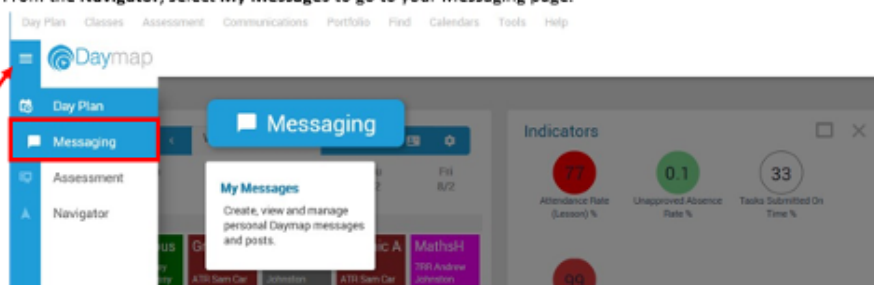
Messaging and Communication in Daymap

Daymap allows you to see personal messages, Bulletin Notices and group messages. Ensure you check your messaging page regularly to avoid missing important information.

From the **Navigator**, select **My Messages** to go to your Messaging page.
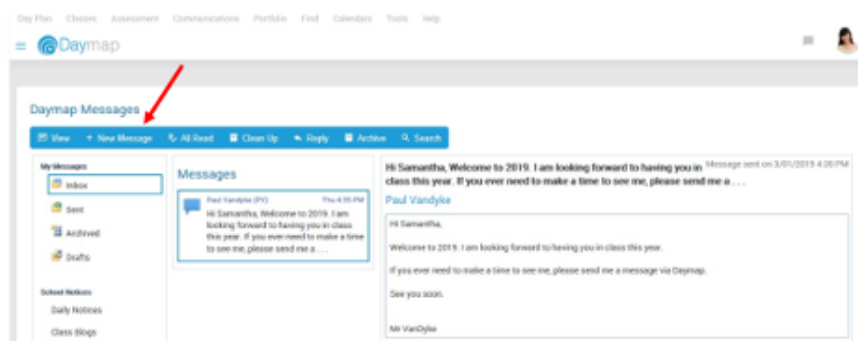
My Messages

My Messages holds personal messages to you from teachers. Any replies to these messages will only go to the teacher.

You can also select **New** to send a message to a teacher.

School Notices and Bulletins

The School Notices section is where you will find bulletin notices.

Some schools arrange these in different folders, click on each folder to see any new messages.

My Groups

In the **My Groups** section, you will see Group Posts for any classes or other Groups (Sports team, instrumental groups etc) you belong to.

Messages in this section are group discussions and your replies will be seen by everyone in the group.

Accessing your assessments

Task information can be found in multiples places.

1. From your Timetable:

2. The assessment tab from your portfolio

3. Tasks on the class page
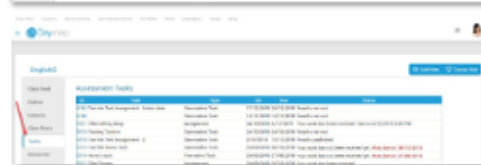
4. The task list (accessed via the Attendance menu)
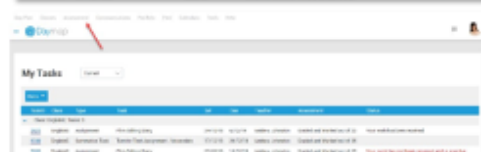
Assessment Information

To see the details of your task, click directly on the task from the Timetable or Portfolio or the Task ID from the class page or assessment list.

You can click the Message button to send the teacher a question about the assignment and how you can submit it.
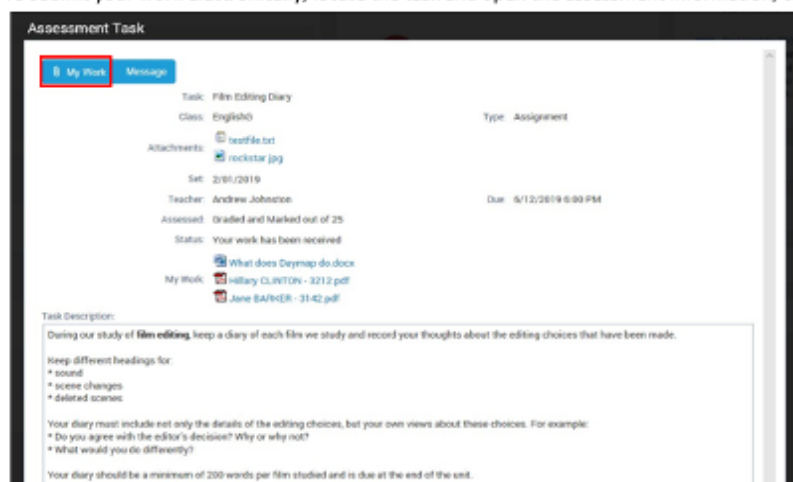
On this screen you will be able to see detailed information about the task and access and attachments, you can also check the due date or if the results have been returned to you.
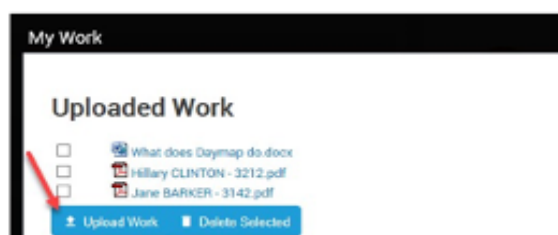
Submitting your work

To submit your work electronically, locate the task and open the assessment information, click **My Work**.
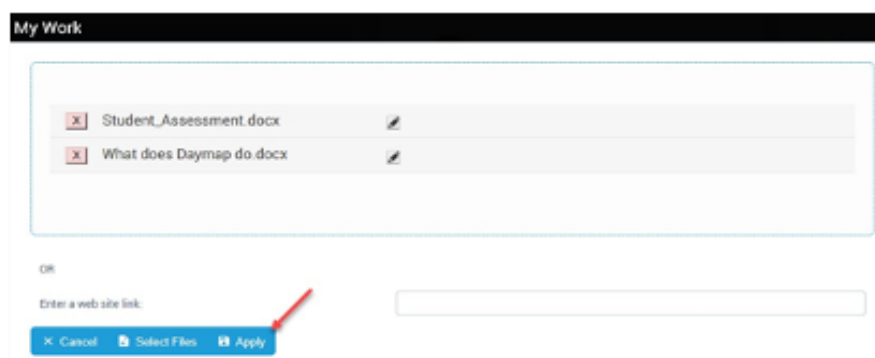
If the My Work button is not visible, you will need to speak to your teacher as your work might be overdue or they may wish to receive the work a different way.

After clicking **My Work,** you will see any work you have already uploaded for the task. To add files. Select **Upload Work**

Drag and drop to add 1 or more documents, or browse to select a single file and then choose **Apply.**

Checking your results

To view your results and feedback for an assignment, go to your Portfolio and select Assessment, then Results. Use the drop-down list to select a specific subject.
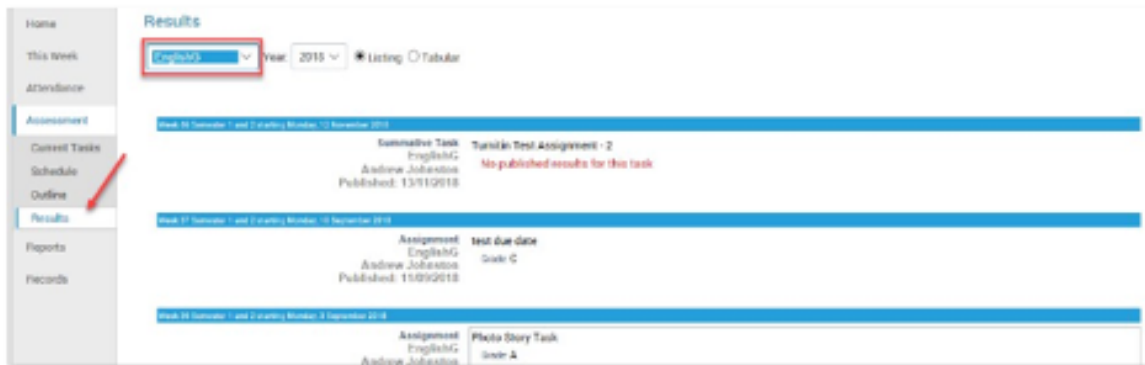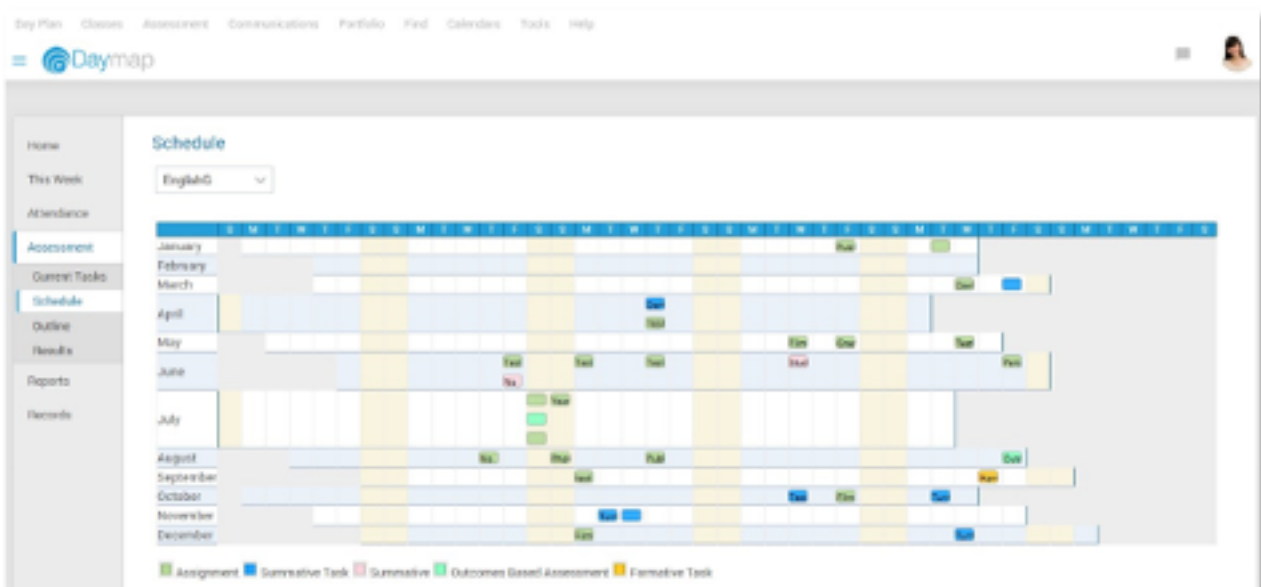
If the teacher has returned your uploaded mark electronically, you can access it by clicking on the task. The returned work will appear under your work:

Planning your time

To help you plan what to do next, use the Assessment Schedule in your Portfolio. Here you can see a calendar showing due dates for your assignments. Click on a task to see the task information.
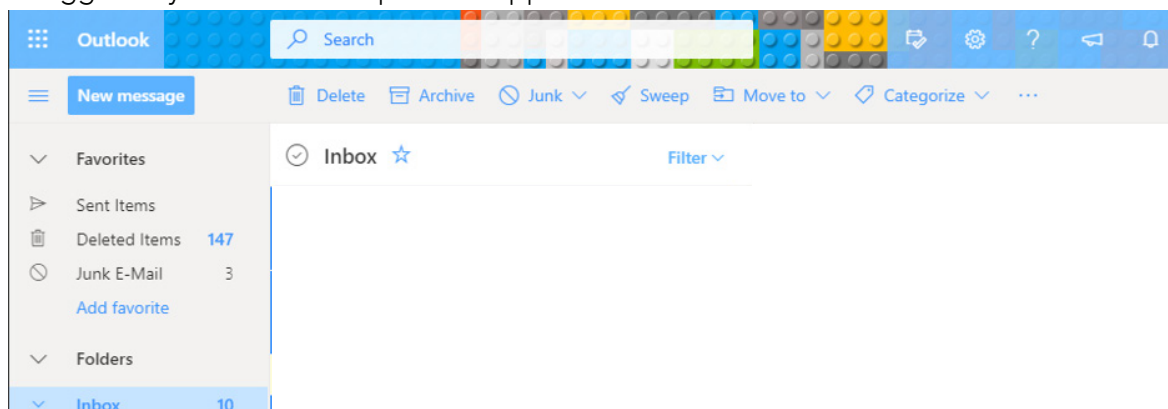
APPENDIX II
'HOW TO' – EMAIL, MICROSOFT TEAMS, STUDENT PORTAL, ICT SUPPORT

STUDENT EMAIL

1. Open a web browser such as Google Chrome, Firefox, Safari or Microsoft Edge

2. Once application is open, head to http://mail.schools.sa.edu.au/

3. Login using your LearnLink Login details

4. Once logged in your email will open and appear like shown below:

You can now access your email and communicate with your teachers.

MICROSOFT TEAMS

5. To access Teams and other Office 365 apps click the 9 squares icon in top left hand corner of screen. An options screen like shown below will appear:
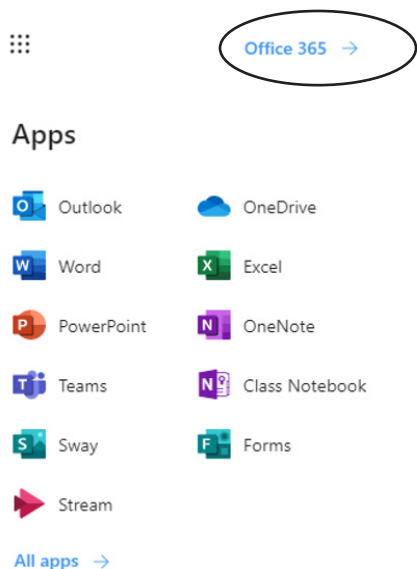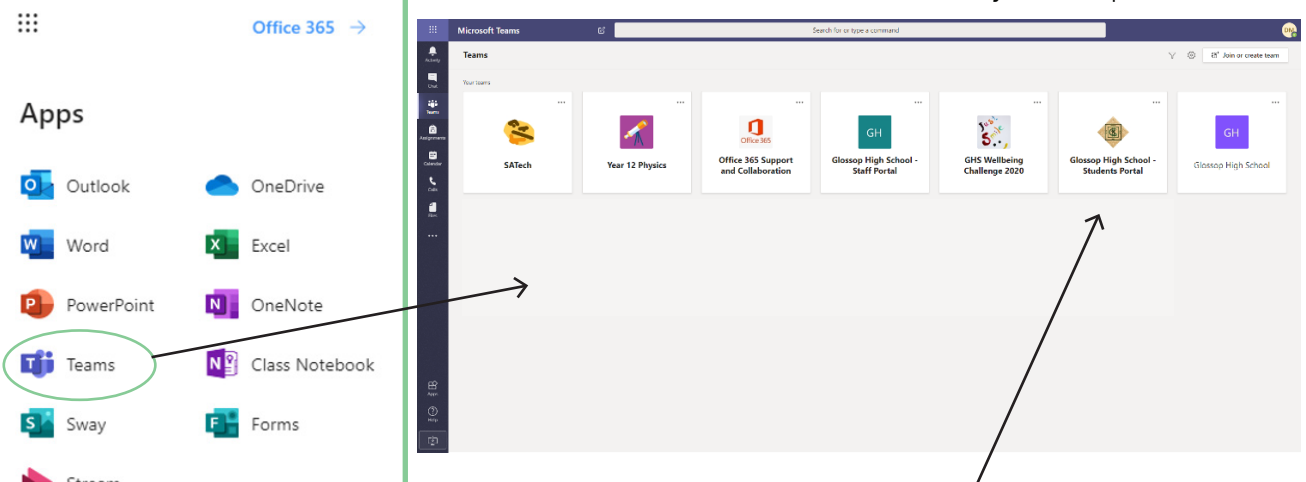
NOTE:
Click on OFFICE 365 and INSTALL OFFICE to download Microsoft Office (Outlook, OneDrive, Word, Excel, PowerPoint, OneNote and Teams) at home

MICROSOFT TEAMS

6.   Click on the Office 365 app you wish to use or click on Teams to access the Glossop High School – Student Portal.   If you click on teams a screen like below will appear:
This will show all of the teams you are apart of.
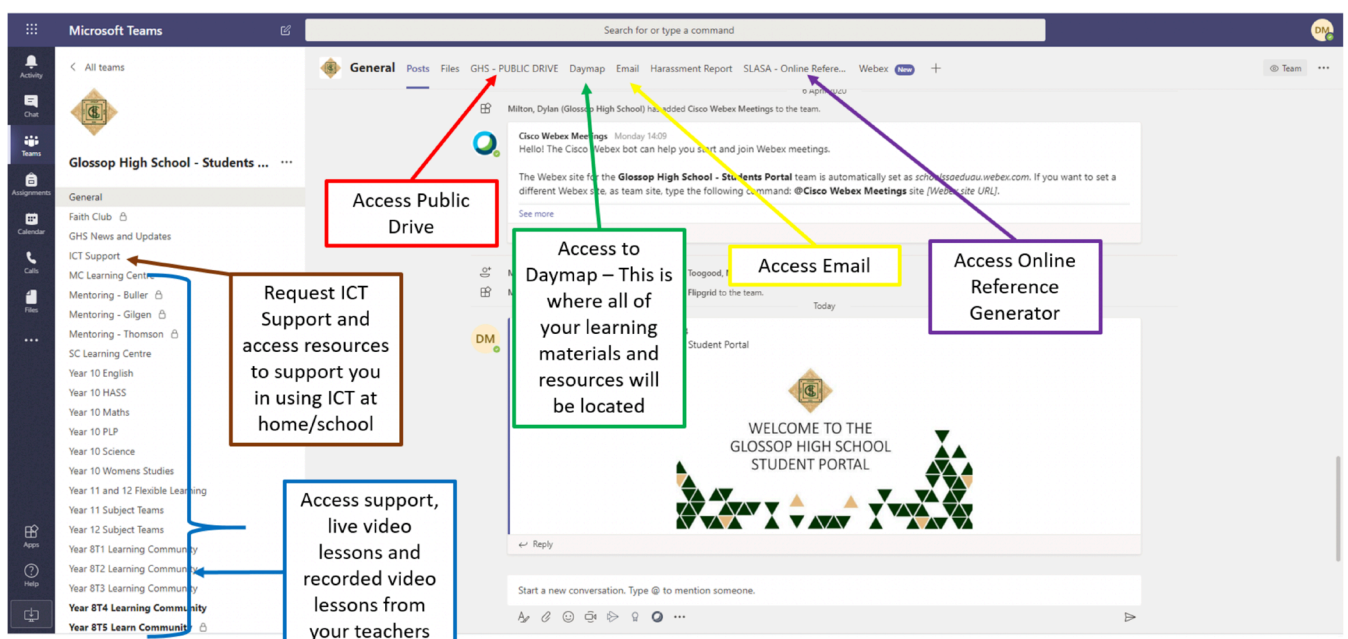
7.   To access the Student Portal, click on the icon that looks like:

This will Open our school Student Portal.

Glossop High School - Students Portal
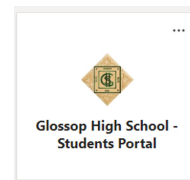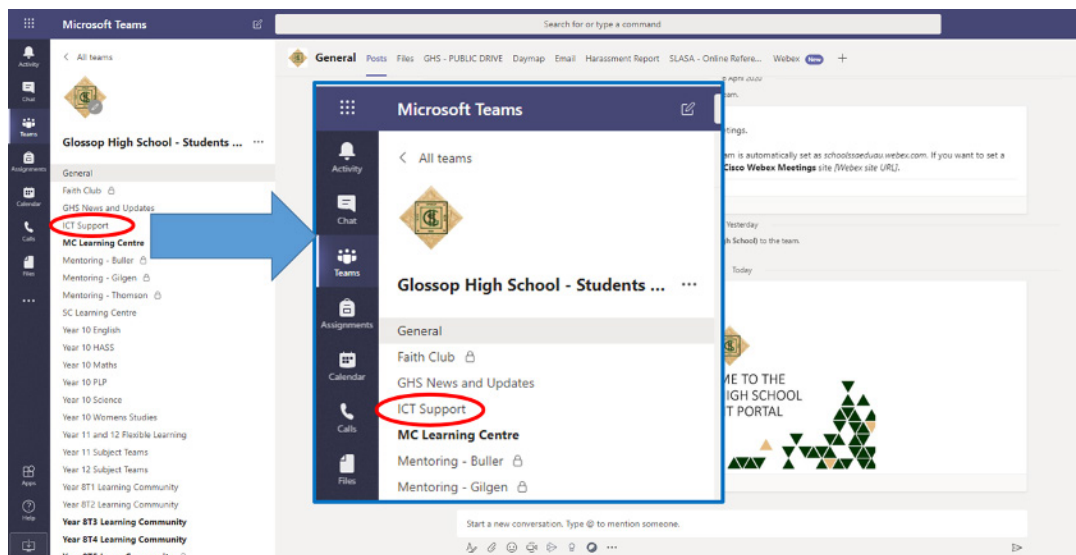
8.   The Glossop High School – Student Portal is your one stop shop to accessing all of tools you need to participate and engage in Glossop High Schools Online Learning Program. When you first arrive in the portal a screen like this will appear (the locations of the most common areas you will access have been included):

Access Public Drive

Request ICT Support and access resources to support you in using ICT at home/school

Access support, live video lessons and recorded video lessons from your teachers

Access to Daymap – This is where all of your learning materials and resources will be located

Access Email

Access Online Reference Generator
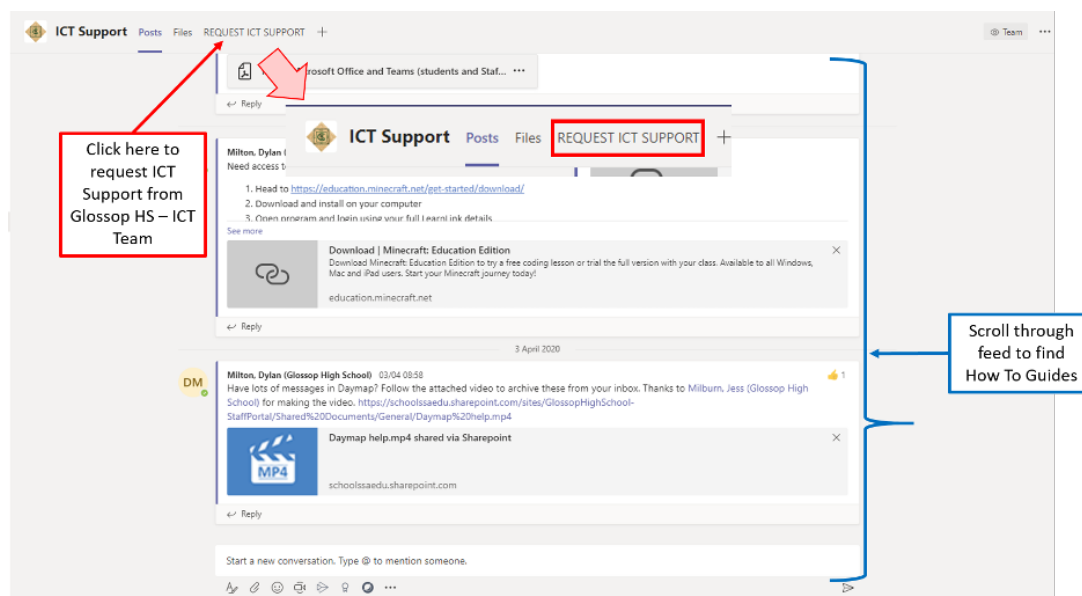
REQUEST ICT SUPPORT

1. From the GLOSSOP HIGH SCHOOL – STUDENT PORTAL, click on the ICT Support located in the channel menu like shown below:

2. This will open up the ICT Support Section. To request ICT Support, click on the ICT support tab up top or to access how to guides scroll through the feed like shown below:

3. When you click on REQUEST ICT SUPPORT, the below form will appear:

When completing this form please be as specific as possible and give as much detail as possible. You can also upload screen shots of your issue.

4. To receive ICT Support, Complete the form and click **SUBMIT**. Once completed one of our ICT team will be in contact via email, or phone to assist or resolve your ICT Support request.

ICT Support can also be requested by sending an email to ICT.Helpdesk525@schools.sa.edu.au or, ringing our Middle Campus on 8583 2004.