



Toormina High School

Learning From Home @THS Information Package for Students, Parents and Carers

[Abstract](#)

A document designed to assist Parents and Students understand the role and importance of learning at home due to an extended absence or school closure.

April 2020

Learning From Home @THS

A daily schedule for students of Toormina High School



1. TIMETABLE

Follow the modified 'Learning from Home' Timetable.

2. LOG IN TO EACH SUBJECT AT LEAST ONCE PER DAY

Touchbase with your teacher regularly via Google Classroom.

3. CHECK ASSIGNED WORK

Log into your Google Classroom subjects and see what work has been allocated. Leave messages and ask questions.

4. INTERACT AS NEEDED

Respond to discussion and questions as posted by teachers. Be ready to join discussions and streamed content.

5. LOG TECHNICAL ISSUES

Email your teacher or call the school office and let them know. We will then contact you to assist you with the issue asap.

6. KEEP IN CONTACT

Keep in regular contact with your friends and classmates by connecting with them during class, or other means.

7. AFTERNOON WORK

Complete assignments, check student emails and participate in the Wellbeing and Fitness suggestions.

Introduction

Learning from Home @THS refers to the way Toormina High School will maintain teaching and learning in the event of a prolonged school closure or student absence. This document outlines support and resources for students and parents to ensure continuity of learning. It also provides advice and resources for parents and carers to support student success when learning remotely and outlines ways for students to access their learning environment when not at school.

This is an edited version of the NSW Department of Education information:

- <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home>

Key considerations

Parent responsibilities during remote learning

Provide support for your children by:

- establishing routines and expectations
- defining a space for your child to work in
- monitoring communications from teachers
- beginning and ending each day with a check-in
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online
- keeping your children social, but set rules around their social media interactions.

Student responsibilities during remote learning

These responsibilities should be adjusted according to the age of your child:

- Establishing and/or following a daily routine for learning.
- Identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully.
- Regularly monitoring digital platforms and communication (Google Classroom, email, etc.) to check for announcements and feedback from teachers.
- Completing tasks with integrity and academic honesty, doing your best work.
- Doing their best to meet timelines, commitments, and due dates.
- Communicating proactively with their teachers if they cannot meet deadlines or require additional support.
- Collaborating and supporting their classmates in their learning.
- Complying with the departments' student use of digital devices and online services policy.
- Seeking out and communicating with school staff as different needs arise.

Establishing routines and expectations

From the first day you will need to establish routines and expectations. You should use your child's timetable to set regular hours for school work. A sample timetable for student online activity is attached, however, in most cases, Toormina High School teachers will be online and available from 9.00am to 3.10pm. Please allow teachers an opportunity to respond to student questions as they may be working with another group of students. Questions outside of normal core hours will be answered during the next lesson or earlier at the discretion of the teacher.

It is important that you set these expectations as soon as possible to establish a good learning routine.

Learning From Home @THS

Setting up a learning environment

Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time.

A space/location for extended learning should be a public/family space, not in a bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where you or another adult is present and monitoring your children's learning.

Wellbeing

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).

Looking after yourself when you are feeling stressed

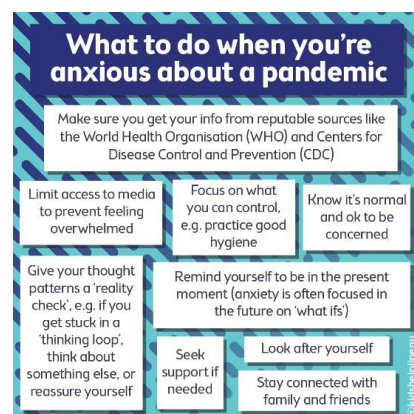
Browse through the following sources. Discuss issues such as:

- How to recognise when you are feeling overwhelmed.
- What you can do to maintain a healthy headspace.
- Previous experience with stressful events and how you were able to manage them.
- Things to avoid that could make you more stressed.

Seeking Support If You Are Finding Things Overwhelming

Browse through the following sources. Discuss where people can seek support in a crisis.

- **Kids Helpline** – What to do when you're feeling anxious about a pandemic
- **Headspace** – How to cope with stress related to Novel Coronavirus
 - <https://headspace.org.au/young-people/how-to-cope-with-stress-related-to-covid-19/?stage=Live>
- **Reach Out** – 10 ways to take care of yourself during coronavirus
 - <https://au.reachout.com/articles/10-ways-to-take-care-of-yourself-during-coronavirus>



Learning From Home @THS

Communicating - Communicating with your child

We encourage you to start and finish each day with a simple check-in. These check-ins need to be a regular part of each day and start straight away. Not all students thrive in a remote learning environment; some struggle with too much independence or lack of structure and the check-ins help keep them on track.

In the morning, ask:

- What are you learning today?
- What are your learning targets or goals?
- How will you be spending your time?
- What resources do you require?
- What support do you need? In the afternoon, ask:
- What did you learn today?
- Acknowledge one thing that was difficult. Either let it go or come up with a strategy to deal with the same problem if it comes up again
- Consider three things that went well today. Why were they good?
- Are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

These specific questions matter because they allow your child to process the instructions they have received from their teachers and help them organise themselves and set priorities. Older students may not want to have these check-ins with parents (this is normal!), but they should anyway.

Staff members who can help you

2020 Year Advisers

Year	Year Adviser	Assistant Year Adviser
7	Tanya Crough Tanya.Cheers1@det.nsw.edu.au Google Classrooms Year 7 Wellbeing Group: hk2r655	Melanie Sharkey Melanie.Arnold6@det.nsw.edu.au
8	Cherie O'Brien Cherie.Obrien@det.nsw.edu.au Google Classrooms Year 8 Wellbeing Group: fegskuo	Katie Griffiths Katie.Griffiths4@det.nsw.edu.au
9	Adam Berrada Adam.Berrada@det.nsw.edu.au Google Classrooms Year 9 Wellbeing Group: dhj2kwn	Matthew Ryan Matthew.Ryan120@det.nsw.edu.au
10	Bree-Ann Taylor Breeann.Taylor3@det.nsw.edu.au Google Classrooms Year 10 Wellbeing Group: dpdun64	Brock Janssen Brock.Janssen2@det.nsw.edu.au
11	Leanne Firkins Leanne.Firkins@det.nsw.edu.au Google Classrooms Year 11 Wellbeing Group: boqdk6	Sally Atkins Sally.Atkins3@det.nsw.edu.au
12	Sheridan Johnston Sheridan.Watkins3@det.nsw.edu.au Google Classrooms Year 12 Wellbeing Group: 6r6gps2	Kate Williams Kate.Williams15@det.nsw.edu.au

Please consider the current workloads of staff when emailing teachers.

Learning From Home @THS

Additional Staff Members That Can Help You

Position	Name	Email Address
Head Teacher Wellbeing	Scott Gale	Toormina-h.principal@det.nsw.edu.au
Supervisor of Girls (SOG)	Gaye Devoy	
Deputy Principal (7, 9 and 11)	Michelle Elliott	
Deputy Principal (8, 10 and 12)	Melanie Murray	
Deputy Principal (Special Ed/OOHC)	Susan Jordan	
Principal	Paul Humphrey	
School Counsellor	Julie Storok	
School Counsellor	Ryan Squires	

Any emails received at the Toormina-h.principal@det.nsw.edu.au address will be directed to the appropriate staff member.

Stay Connected to Toormina High School

SkoolBag App

Toormina High School uses the SkoolBag App which is available for download from Google Play or the Apple App Store. It is a free app on both platforms. Simply download the Skoolbag App, create an account and add Toormina High School as your selected school. This will keep you better informed.

- <https://www.mogproducts.com.au/skoolbag/installation-instructions/>

Sentral Messaging








Toormina High School will also use SMS messages to inform parents. Please contact the office to update any address or contact changes.

Facebook

Toormina High School will use Facebook to provide information to our broader school community.

- (https://www.facebook.com/search/top/?q=toormina%20high&epa=SEARCH_BOX)

Online supports

Agency	Details of Service	Email or Online Service
<p>Kids Helpline</p> 	<p>1800 55 1800</p>	<p>Email:</p> <ul style="list-style-type: none"> • counsellor@kidshelpline.com.au <p>Webchat:</p> <ul style="list-style-type: none"> • https://kidshelpline.com.au/get-help/webchat-counselling
<p>Beyond Blue</p> 	<p>1300 22 4636 Webchat 3pm to midnight</p>	<p>Email:</p> <ul style="list-style-type: none"> • https://online.beyondblue.org.au/email/#/send <p>Web Address:</p> <ul style="list-style-type: none"> • https://online.beyondblue.org.au/Webmodules/chat/InitialInformation.aspx
<p>Reachout</p> 		<p>Web Address:</p> <ul style="list-style-type: none"> • https://forums.au.reachout.com/
<p>eHeadspace</p> 		<p>Group Webchat:</p> <ul style="list-style-type: none"> • https://headspace.org.au/eheadspace/group-chat/ <p>1 on 1 webchat:</p> <ul style="list-style-type: none"> • https://headspace.org.au/eheadspace/connect-with-a-clinician/
<p>Lifeline</p> 	<p>13 11 14 0477 13 11 14 Text option available 6pm to midnight Crisis Chat 7pm to midnight</p>	<p>Online Chat:</p> <ul style="list-style-type: none"> • https://www.lifeline.org.au/get-help/online-services/crisis-chat
<p>Bite Back</p> 	<p>Mental Fitness Website</p>	<p>Web Address:</p> <ul style="list-style-type: none"> • https://www.biteback.org.au/
<p>Black Dog Institute</p> 	<p>Mental Health Assistance</p>	<p>Web Address:</p> <ul style="list-style-type: none"> • https://www.blackdoginstitute.org.au/

Using technology

Accessing digital learning platforms

To support your child in using online and digital resources as part of their remote learning consider the following questions.

- Does your child know how to access the student portal?
- Does your child know how to log in to devices and websites?
- Does your child know their username and password or know how to reset their passwords if necessary? Note that teachers can reset student passwords if your child forgets their password.
- If you and your child are unsure about the answer to these questions contact the school.

Accessing digital devices and the internet

You need to be aware of the department's policy regarding technology, devices and the internet. Student use of digital devices and online services policy:

- <https://policies.education.nsw.gov.au/policy-library/policies/pd-2020-0471>

Borrowing School Equipment

Parents and carers may not have access to laptops or other devices at home for all students attending Toormina High School. As such we will make available to parents and carers devices that can be borrowed for student use at home. Parents and carers are asked to contact the School Office during business hours (02 6653 3077) to arrange an appointment to borrow a laptop or chromebook. Toormina High School can not at this time provide internet access for individual student homes.

Managing screen time

Screen time refers to the amount of time a user spends on a device to access on-screen activities. There are limits as to the amount of time everyone should spend online, but the amounts and the rules for screen time vary by age. Video conferencing and social interactions using video do not count towards screen time. The following recommended screen times (excluding video conferencing) are based on the recommendations from the American Academy of Paediatrics:

Age 12 and above: no specific screen time limits, but screen time should not affect physical activity and face-to-face interactions at home and school. Consistent limits on screen time are also very important.

Some screen time activities such as online socializing and gaming can be very immersive. Make sure that non-school activities are limited in length.

Managing behaviour

Even though your child is at home they still need to comply with their schools' behaviour management policy. You can refer to the following:

- Student Discipline in Government Schools Policy
 - <https://policies.education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy?refid=285835>
- Behaviour code for students
 - <https://policies.education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>
- Student use of digital devices and online services
 - <https://policies.education.nsw.gov.au/policy-library/policies/pd-2020-0471>

Learning From Home @THS

Collaboration, group work and peer feedback during remote learning will require students to communicate online and work together in digital spaces.

The expectations of your child and their required behaviour will be the same as a face to face lesson.

Digital citizenship

We recommend that you take the time to explore issues of digital citizenship and online safety and then discuss these with your child.

- <https://www.digitalcitizenship.nsw.edu.au/>

It is important that during this period of remote learning that we maintain safe and responsible use of information and communication technologies.

This includes appropriate use of digital platforms, privacy and information protection, respectful communication and how to deal with online issues.

Questioning what you find online

Look at some of the following sources and discuss the topics below:

- What is fake news?
- How can we spot fake news?
- Where can we find reliable information?
- How can we stop the spread of fake news?
- What is the impact of fake news?

Online Learning Support

Office of eSafety Commissioner

- Video outlining the importance of questioning things you find online
 - <https://www.esafety.gov.au/educators/classroom-resources/young-and-eseafe/critical-thinking>

NPR

- 4 minute interview about the spread of misinformation about Coronavirus
 - <https://www.npr.org/2020/03/14/815916424/misinformation-around-the-coronavirus>

The Australian Government Department of Health

- Covid-19 health alert
 - https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov-health-alert?utm_source=health.gov.au&utm_medium=redirect&utm_campaign=digital_transformation&utm_content=health-topics/novel-coronavirus-2019-ncov

The World Health Organisation

- Covid-19 updates
 - <https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

Learning From Home @THS

Timetable and Workload for Home Learning

Suggested Modified Timetable for Home Learning

The table below maps out a suggested timetable for learning for students throughout the day. Teachers will be available to answer questions about learning materials presented. Please allow time for teachers to respond to questions asked. This will also allow for greater flexibility within the household with increased need to access internet services.

Period	Time
Period 1	9.00am – 9.30am
Period 2	9.30am – 10.00am
30 minute break	
Period 3	10.30am – 11.00am
Period 4	11.00am – 11.30am
30 minute break	
Period 5	12.00pm – 12.30pm
Period 6	12.30pm – 1.00pm
40 minute break	
Individual/Small Group Support/Extended Lesson	1.40pm – 3.10pm (Actual time to be determined by the teacher)
Other Afternoon Activities: Year 7 - 10	Other Afternoon Activities: Year 11 - 12
<i>Suggested afternoon activities include:</i> <ul style="list-style-type: none"> • Reading: minimum of 30 minutes • Assignments/Assessment Tasks • Maths-on-line • Longer term assignments • Class Activities not completed from the morning • Exercise • Projects or challenges • Submission of work to teachers 	<i>Suggested afternoon activities include:</i> <ul style="list-style-type: none"> • Assignments/Assessment Tasks • Edrolo • Class Activities not completed from the morning • Additional work set by the teacher • Self-directed learning – subject reading, note taking, summaries, revision, past HSC papers, memorizing • Exercise • Submission of work to teachers

Suggested Student Weekly Workload

It is suggested that students should not exceed the following amount of online work on each individual subject during a school week. Completion of assessments may increase the indicated times. Teachers will not be maintaining ongoing lessons throughout school holiday periods.

Key Learning Area/Subject	Year 7 – 10	Year 11 and 12
English	2 Hours Per Week	3 Hours Per Week
Mathematics	2 Hours Per Week	3 Hours Per Week
Science	2 Hours Per Week	3 Hours (per subject) Per Week
PDHPE	1 - 2 Hours Per Week	3 Hours (per subject) Per Week
HSIE (History and Geography)	1 - 2 Hours Per Week	3 Hours (per subject) Per Week
Languages Other Than English (LOTE)	1 Hour Per Week	
TAS (Mandatory – Year 7 and 8)	1 Hour Per Week	
TAS (Electives)	1 Hours Per Week	3 Hours (per subject) Per Week
CAPA (Art, Music, Drama)	1 Hours Per Week	3 Hours (per subject) Per Week
Recreational Reading	2.5 Hours Per Week	3 Hours Per Week