



CHARLES CAMPBELL COLLEGE

ONLINE LEARNING



A GUIDE FOR

PARENTS, CARERS AND STUDENTS

WEDNESDAY 8 APRIL 2020

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RATIONALE

Purpose

The purpose of this document is to outline the procedures for continued delivery of teaching and learning programs at Charles Campbell College, in the event of prolonged school closure, and/or need for online delivery. Our 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

Online Learning

In the event of prolonged closure or the need for online delivery of teaching and learning, Charles Campbell College teachers will utilise online platforms (DayMap and Zoom / Microsoft Teams) to provide for real-time, authentic and rich learning for all students. Students and teachers will connect, collaborate and learn in online video conferences using Zoom or Microsoft Teams. We recognise that students in Reception to Year 2 have particular learning needs and their teachers will communicate specific approaches to learning with their families.

This document provides an outline of the ways in which we can support high levels of wellbeing and learning in an online environment.

From Term 2, students will complete their learning online, by either:

1. **Remaining at home** - completing work, attending video conferences and accessing their teacher's support remotely
2. **Attending the school**
 - a. **Reception to Year 6 students** will experience a mix of online learning and school-based programs such as reading and physical activity.
 - b. **Years 7 to 12 students** will use a device and be supervised and supported whilst completing online work, attending video conferences and accessing their teacher's support remotely, *as if they were at home*.

At school, teachers will supervise students for their lesson, immediately before and after school and scheduled recess and lunch breaks.

TECHNOLOGY

Digital Platforms

The following digital platforms will underpin the teaching and learning process at Charles Campbell College:

- DayMap - for learning management, roll marking, communications
- Zoom or Microsoft Teams - for teaching and learning via video conferencing
- Various sources of online content including *ClickView*

Technology and Infrastructure

The following infrastructure is required for delivery of online learning:

- All staff and students have access to a device (PC, tablet, mobile phone or desktop computer)
- Access to their own headphones or headset
- Students who borrow laptops daily from the College have the opportunity take these devices home
- Staff and students require internet access at home
- If a device and / or internet access is not available at home, a solution will be negotiated with individual students / families (see below)

Technology Support

ICT support is available:

- students and parents can seek ICT support via our website at: <http://www.ccc.sa.edu.au/online.html> or by emailing: dl.1028.ictadmin@schools.sa.edu.au
- responses to requests for support will be addressed by our ICT staff


DELIVERY OF TEACHING AND LEARNING

The College will be open for student attendance on the first day of Term 2 and will remain open unless the Department for Education advises differently. Throughout Term 2, the Executive Team will monitor rates of student attendance and teacher absences, and adjust the R-12 program and notify families accordingly.

Reception to Year 2

Our R-2 teachers will write to the parents of their students to describe how the teacher will be providing an education for students from the beginning of Term 2; this information will be included in a package that we will mail home to families, along with hard copy of this Guide. Beginning early in Term 2, our teachers will call home to check in with families and to speak with students, to help them to remain connected with school.

Reception to Year 2 Timetable

 Charles Campbell College 2020 – Reception to Year 2 for Home Learning					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:30	Morning Fitness / Outside time <ul style="list-style-type: none"> Bikes Walk the dog Play outside Throw & catch the ball Skipping 	Morning Fitness / Outside time	Morning Fitness / Outside time	Morning Fitness / Outside time	Morning Fitness / Outside time
9:30 – 10:30	Literacy <ul style="list-style-type: none"> Read 20 mins a day Writing Procedural writing from cooking Information Report on a researched topic (animal, planet, country etc) 	Literacy	Literacy	Literacy	Literacy
RECESS: 10:30 – 11:00					
11:00 – 12:00	Numeracy <ul style="list-style-type: none"> Cooking Setting the table Counting Card games Dice addition 	Numeracy	Numeracy	Numeracy	Numeracy
LUNCH: 12:00 – 1:00					
1:00 – 3:00	Creative Time <ul style="list-style-type: none"> Collect and sort very small things Collect objects from outside and document LEGO Sketching / painting Electronics Cooking 	Creative Time	Creative Time	Creative Time	Creative Time

Years 3 to 6

Our Years 3 to 6 teachers will be using DayMap and Microsoft Teams to stay connected with their students and to provide engaging materials online. Years 3 to 6 teachers will provide parents and students with a letter outlining how they will provide teaching and learning to their students in the online environment.

Years 3 to 6 Timetable

 Charles Campbell College 2020 – Year 3 to 6 STUDENT LESSON TIMES / LINE STRUCTURE	
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Lesson	Times	Monday	Tuesday	Wednesday	Thursday	Friday
1	9.00 – 9.45	Follow DayMap schedule	Follow DayMap schedule	Follow DayMap schedule	Follow DayMap schedule	Follow DayMap schedule
2	9.45 – 10.40	Follow DayMap schedule	Follow DayMap schedule	Follow DayMap schedule	Follow DayMap schedule	Follow DayMap schedule
Recess	10.40 – 11.00					
3	11.00 – 11.50	Follow DayMap schedule	Follow DayMap schedule	Follow DayMap schedule	Follow DayMap schedule	Follow DayMap schedule
4	11.50 – 12.45	Follow DayMap schedule	Follow DayMap schedule	Follow DayMap schedule	Follow DayMap schedule	Follow DayMap schedule
Lunch	12.45 – 1.30					
5	1.30 – 2.15	Home Group Video Conference	Home Group Video Conference	Home Group Video Conference	Home Group Video Conference	PGL Video Conference
6	2.15 – 3.10		Follow DayMap schedule	Follow DayMap schedule	Follow DayMap schedule	Follow DayMap schedule

Years 7-12 Timetable

Lessons will run online, according to a modified student and staff timetable as below:



Charles Campbell College 2020 – 7-12 STUDENT LESSON TIMES / LINE STRUCTURE

Lesson	Times	Monday	Tuesday	Wednesday	Thursday	Friday
1	9.00 – 9.45	Line 3	Line 7 Video Conference (with 5 min break)	Line 1 Video Conference (with 5 min break)	Line 2 Video Conference (with 5 min break)	Line 6 Video Conference (with 5 min break)
2	9.45 – 10.40	Line 4				
Recess	10.40 – 11.00					
3	11.00 – 11.50	Line 2	Line 5 Video Conference (with 5 min break)	Line 4 Video Conference (with 5 min break)	Line 3 Video Conference (with 5 min break)	Line 5
4	11.50 – 12.45	Line 6				PGL Video Conference
HG	12.45 – 1:00	Home Group Video Conference	Home Group Video Conference	Home Group Video Conference	Home Group Video Conference	
Lunch	1:00 – 1.30					
5	1.30 – 2.15	Line 1	Line 3	Line 2	Line 5	Line 7
6	2.15 – 3.10		Line 1	Line 7	Line 6	Line 4

Years 7 to 12 Video Conferencing Schedule

Subjects - each Line in the timetable corresponds to a particular subject and there are four lessons per line each week:

- **one double lesson** – this will begin with a video conference; all students in that class are expected to join the video conference on time, and use any remaining time following the conference to complete work, and
- **two single lessons** – this is when students will continue work for that subject; the teacher is available via DayMap messaging to assist students.

Teachers will be checking communications from students regularly, particularly during the single lessons; teachers will endeavour to provide responses to emails and DayMap messages as soon as possible.

Teachers will generally be on duty each day for students, between 9:00am and 3:10pm; part-time teachers are available only on the days they work.

HG – Home Group: 12:45pm every Monday, Tuesday, Wednesday and Thursday

- Home Group teachers will hold a video conference on Mondays to Thursdays and we expect that all students in the Home Group will join the conference.

PGL – Personal and Global Learning 11:50am every Friday

- All students in the Home Group are expected to join the video conference for PGL and complete tasks following the conference.

Years 7 to 12 teachers will provide their students with access to their video conference via a link in DayMap.

Support for Students with Disabilities

We are currently developing a timetable where our SSOs can provide support for students with disabilities as they work from home; this support may include video conferences. Single lessons provide opportunities for our classroom support SSOs to work with groups of students; we will communicate the specific arrangements with each family as soon as we finalise them.

DayMap

Day Map is the learning platform that we will use for all students at the College, and our teachers will record student attendance in DayMap, for each video conference.

The following learning materials are available via DayMap:

- Course Outlines / Learning and Assessment Plans
- Lesson notes
- Resources and learning materials
- Summative assessments tasks, assessment criteria, timelines and due dates
- Formative assessments
- Verbal or written feedback
- Results and grades

Students are required to submit the following via DayMap:

- Formative tasks
- Summative tasks

Video Conference Software

In Years 7 to 12 we hope to enhance students' wellbeing and learning through regular visual and audio contact with each other, and with staff, through video conferencing.

When they run a video conference, teachers will use either Zoom or Microsoft Teams. Your child's video conferencing opportunities are limited and teachers will be mindful to minimise families' data usage. For similar reasons, we have established rules to ensure that video conferences are as productive and useful as possible. (**see Pages 9-10**)

Most teachers will be using Zoom for the video conferences. Zoom is easy to use and does not require students or parents to download any software. When students click a link to join a video conference, the conference will automatically open in their internet browser.

Our teachers have received training in how to use Zoom and how to customise the software to support effective teaching and learning and enhance students' online safety.

Zoom video conferences:

- Your child's teacher will run a video conference at the start of each double lesson on the timetable, so the whole class can engage in 'face to face' teaching and learning
- For the remaining lessons, the teacher will be available to interact with students via DayMap messages or email
- Your teacher will put an invitation to attend a video conference on DayMap, and students in their class simply click the link in the DayMap lesson and add other codes required to join the video conference

Microsoft Teams video conferences:

- Your child's teacher will run a video conference at the start of each double lesson on the timetable, so the whole class can engage in 'face to face' teaching and learning
- For the remaining lessons, the teacher will be available to interact with students via DayMap messages or email
- Your teacher will put an invitation to attend a video conference on DayMap, and students in their class simply click the link in the DayMap lesson to join the video conference

ASSESSMENT

All work that teachers set is fundamental for supporting students with their learning and contributes to their level of proficiency against achievement standards. Teachers often use the language of formative or summative to describe the tasks they set. Completion of both formative and summative work is expected and essential. Assessment tasks uploaded to DayMap will indicate in their title whether they are formative or summative.

Formative Assessment

- refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course
- helps teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support
- tasks are not necessarily outlined within the Learning and Assessment Plan (LAP) as they are set specific to the changing needs of students

Teacher responsibilities:

- set activities and key milestones to assess student progress with learning and assessment tasks
- provide feedback during the learning process to inform student progress e.g. verbal, drafting, quizzes

Student responsibilities:

- complete all formative assessment tasks
- act on feedback provided
- seek further feedback or support as required

Summative Assessment

- is any method of formal evaluation performed within a unit that allows a teacher to measure a student's understanding, typically against standardised criteria
- is used to gauge students' comprehension of the material presented within a unit of work, and is often measured using a rubric to arrive at a grade
- Summative tasks are included within the Learning and Assessment Plan (LAP) for the subject

Teacher responsibilities:

- allocating summative tasks including timelines and due dates via DayMap
- mark and publish feedback and assessment results via DayMap

Student responsibilities:

- submit assessment tasks as per prescribed timelines via DayMap or email

Supervised Assessment Tasks

For tests or supervised assessment tasks undertaken at home, an 'ASSESSMENT DECLARATION' form must accompany the test when submitted; forms are available to download from: <http://www.ccc.sa.edu.au/online.html>

A copy of the Form appears as Appendix #1.

ATTENDANCE

Expectations for students who remain at home (Home Study) or attend the College

Student attendance will be marked for each video conference:

- four Home Group lessons (Monday, Tuesday, Wednesday and Thursday)
- PGL lesson (Friday) and,
- for Years 7 to 12, from the start of each double lesson in each Line (Tuesday, Wednesday, Thursday and Friday)

At the end of each video conference, the teacher will record student attendance in DayMap using the following codes:

- All students working from home are marked in advance: **H – Home Study**
- If a *Home Study student* is ABSENT during a video conference, the teacher will change the Home Study code to:
U – Unexplained
- If a *student working at school* is ABSENT the teacher will mark the roll, based on the video conference, with code:
U – Unexplained

Attendance Follow Up and Concerns (Students who are Home Study)

Reasons for absence:

We would like parents to monitor their child's DayMap attendance and provide an explanation for all absences; parents should email the relevant subject teacher or Home Group teacher to explain an absence from a video conference.

For extended absences, parents should email: dl.1028.absences@schools.sa.edu.au

Staff will enter the reason for each absence into DayMap changing the **U – Unexplained** to either:

- **I – Illness (without a medical certificate),**
- **C – Certificate (with a medical certificate) or**
- **F – Family**

HINT: For medical certificates, parents should email a photograph of the certificate.

A list of staff email addresses is located in **Appendix #2**

ONLINE BEHAVIOUR - VIDEO CONFERENCES

Please note that teachers will record all video conferences that they host (*protective practices*). Teachers will store these recordings in a secure location (offline) and not distribute them. Teachers will delete all recordings once normal classes have resumed or earlier, at the Principal's discretion.

If students turn their cameras on during a video conference, we expect that students are wearing the College uniform top. We encourage students to turn cameras ON during video conferences, so we can monitor their wellbeing, but we will allow students to leave their cameras disabled.

If teachers have concerns about the identity of a student during a video conference, they may remove that student from a conference but will contact the students' parent after the conference has concluded.

Expectations of Staff

For video conferences, we expect teachers to:

1. Communicate with students:
 - run a video conference at the beginning of each double lesson (Years 7 to 12)
 - provide students with a link in the DayMap lesson so they can access the video conference
 - communicate their unavailability ASAP to students via DayMap class message, if they are unable to run a video conference due to illness or a pressing necessity
 - ensure that students have all necessary resources prior to the conference
2. Plan the video conference carefully and use it to:
 - maximise the use of student time online to avoid the unnecessary depletion of the family data allowance
 - provide learning support for students and record students' attendance
 - ensure students understand the content, do some collaborative discussion and make sure before the session ends that the students know what the next steps are
 - identify any students whose wellbeing may need further follow-up
3. Be mindful of protective practices by:
 - recording each video conference and storing the video in a secure location, such as an external hard drive; these recordings will not be distributed and will be permanently deleted
 - asking students to verify the student's identity by briefly turning their camera on
 - never sharing your personal contact details, email and other social platforms with students
 - protecting their privacy by being mindful of their background at all times
 - being professionally dressed; dress as you would for a normal working day
 - delivering a video conference with three or more participants (i.e. the teacher and at least three students)
 - ensuring that only students who are on the class roll attend the video conference
 - expecting any school leaders to attend any video conference
4. Design learning tasks to suit the needs of each SWD student and liaise with the classroom support SSOs to ensure that SWD students have the support they need to continue their learning online.

Expectations of Students

For video conferences, we expect students to:

- enter video conferences with audio muted and camera turned off
- wear the College uniform top if their camera is subsequently turned on
- recognise that normal school expectations apply
- engage respectfully in discussions
- ensure that the only participants in the video conference are students enrolled in the class
- come prepared for video conferences, including having read, watched or listened to relevant resources
- join the video conference from a common, shared space (preferably not a bedroom)

- protect their privacy by being mindful of their background at all times
- not record or photograph any part of the conference

If a student is behaving inappropriately, the teacher:

- may remove a student during a video conference; if so, the teacher will email parents outlining the situation and CC the relevant Year Level Leader after the video conference
- may exclude the student from a number of subsequent video conferences, if the behaviour is extreme or repeated, but only after reaching agreement with the Year Level Leader

Expectations of Parents

For video conferences, we expect parents to:

- encourage and support their child's learning and appropriate behaviours, including by providing a suitable environment at home for video conferencing (including providing appropriate stationery)
- avoid participating in video conferences. If your child requires additional support, the student will contact the teacher via DayMap or email outside of video conferences

In the case of students with disabilities, it may be appropriate for parents to take part in a video conference, but only with the prior agreement of the teacher or SSO.

ONLINE BEHAVIOUR - GENERALLY

To support the online safety of staff, parents and students:

- all online contact between a teacher and parents and students must relate only to teaching and learning or wellbeing
- no participant will share their personal internet locations or personal matters via social media or internet postings, or use any private online chat rooms
- participants will not create, upload or publish still images, moving images or audio recordings of other participants to any location
- do not put your personal details or those of others online
- staff working from home must not make phone calls to parents or students, unless No CALLER ID is activated

ROUTINES AND HABITS FOR LEARNING ONLINE

Students can maintain their wellbeing and sense of purpose by establishing routines:

- Log in to DAYMAP in the morning as per your timetable.
- Check DAYMAP for subject lesson outline for that day. The goals, links, resources will be available here. If you are required to log into Microsoft Teams or Zoom conference, there will be a reminder in DAYMAP.
- Make sure your video is off and your microphone muted when you join a conference.
- Ensure you are in a location ready to learn with minimal interruptions. Have some paper, a pen and any resources you might need.
- Refrain from eating and drinking if you are in a video conference.
- Ask your parents / carers to email your teacher if you are unwell or not able to attend a video conference.
- Use respectful online interactions, just as we would if we were in a physical classroom at the College.
- Let your teacher know if you are experiencing technical issues so that we can assist; contact ICT Support if necessary.
- Submit your assessment tasks on DAYMAP. All upcoming assessments will be visible under the assessments tab and feedback will be available here.
- We will all learn many new concepts during this time and there may be setbacks. Please keep in touch as we are committed to working through these.
- Stay safe and look after yourself. We look forward to sharing many new learning experiences and seeing you all when the College returns to normality.

WELLBEING

We recognise that the current arrangements around COVID-19 may negatively affect your child's wellbeing. In addition to providing learning support and direction for students, the video conferences provide students with opportunities to interact with each other and their teacher, at least once per day.

It is important that after entering their video conference, your child turns-on their video camera; this helps their friends to connect with them and for the teacher to verify the student's identity. In addition:

Home Group and Personal and Global Learning (PGL)

All Home Group teachers will:

1. run a video conference for their Home Group and for PGL according to the timetables on **Pages 4 and 5**.
2. use Home Group time to maintain contact with students and provide:
 - Year Level information and communication and weekly notices
 - Check on how the students are managing the transition to online learning
 - Wellbeing information
 - Academic program monitoring
 - Support and refer issues as required
3. be available online to respond to students' DayMap messages
4. monitor their students' engagement and wellbeing via DayMap and, if concerned, contact parents; in cases of significant concern, Home Group teachers will email a member of the Student Services team

Monitoring Wellbeing

All staff will monitor students' wellbeing and record concerns in DayMap. Home Group teachers, Student Services and Year Level Leaders will:

- be available for consultation and referral of students at risk via email
- monitor DayMap and follow up wellbeing / behaviour concerns as required
- identify *students at risk* and follow up with parent / carers as required

Personal and Global Learning

Personal and Global Program:

- materials and activities will be provided to students in DayMap by their Home Group teachers
- activities will vary for different age groups but will include themes such as study skills, resilience and positive education

CONTACTS

If staff, parents or students have any concerns please contact the following:

Charles Campbell College

Phone:8165 4700

Absences email:dl.1028.absences@schools.sa.edu.au

Website:<http://www.ccc.sa.edu.au>

Contact Us:<http://www.ccc.sa.edu.au/contact-us.html>

DayMap:<http://www.ccc.sa.edu.au/daymap.html>

Feedback:<http://www.ccc.sa.edu.au/feedback.html>

ICT Support:<http://www.ccc.sa.edu.au/online.html>

Latest News:<http://www.ccc.sa.edu.au/latest-news.html>

OSHC:<http://www.ccc.sa.edu.au/oshc.html>

Wellbeing:<http://www.ccc.sa.edu.au/request-support.html>

Staff Email Addresses**see this Guide on pages 15-16**

For Initial Concerns

- **Academic Monitoring and Support:** your child's subject teacher
- **Wellbeing and Attendance:** your child's Home Group teacher

For Ongoing Concerns

Academic Monitoring and Support: Curriculum Leaders

- | | |
|---|------------------------------|
| • Arts: Dale Evans | • Mathematics: Daman Kour |
| • English and Languages : Robyn Fairlie | • Science: Angela Saxby |
| • Health and Physical Education: Luke Smoker | • Technologies: Terry Atkins |
| • Humanities and Social Sciences (HASS): Kelly Spalding | |

Wellbeing and Attendance: Student Services and Year Level Leaders

- | | |
|---|---------------------------------|
| • Student Services / ATSI students: Rob Yeend | • Years R-6: Christine Falco |
| • Student Services / Students with Disabilities: Kate Munro | • Years 7-9: Caleb Butler-Brown |
| • Student Services / Years R-6: Christine Falco | • Years 7-9: Kristen Burden |
| • Pathways and VET: Rachael Savage | • Years 10-12: Samuel Horsell |
| | • International: Sam Mosley |

For Unresolved Concerns

If your concerns have not been resolved, then please contact:

- Assistant Principal Teaching and Learning: Laura Coonan
- Assistant Principal Student Services and International: Sam Mosley
- Assistant Principal R-6: Darine Michael
- Assistant Principal 7-9: Mary-Lou Michael
- Assistant Principal 10-12: Andrew Glasson

APPENDIX #1 - ASSESSMENT DECLARATION (sample)



CHARLES CAMPBELL COLLEGE

ATTENTION [redacted]

Dear Test/Exam Supervisor,

To ensure the fairness and integrity of subject assessments and to meet the requirements of South Australian Certificate of Education (SACE) Board, students of Charles Campbell College must nominate a Supervisor for tests and examinations. For reasons of impartiality, this supervisor should be a responsible adult, and, during the current situation with COVID-19, may be a family member.

This person must be prepared to:

- Receive the assessment tasks from the school leader
- Store these tasks until they are due to be done
- Supervise the test/examination to ensure that the work is completed independently by the student under the conditions prescribed by the subject teacher (e.g. time allowance, closed book/open book)
- Verify that the student's work is his/her own and has been completed according to the prescribed guidelines
- Email/post online/post the completed tasks by the due date and keep a record of sent

dates. Thank you for your cooperation.

Kevin O'Neil
Principal

Enclosed is the [redacted] Test for the Topic: [redacted]

This test MUST be returned by

Could supervisor please ensure that the following conditions are observed during the test:

- The test is supervised at all times
- The time limit of [redacted] minutes is observed
- SACE approved calculators are permitted.
- Students may use the attached Formula Sheet. No other notes or support material allowed

Students are **NOT** responsible for returning their own completed tests. This must be done by the supervisor and this attachment form should be signed and attached to the test.

The tests form a major component of the student's final assessment in this course. It is important therefore that all students complete them under similar conditions. We appreciate your assistance in ensuring these conditions are observed. Please sign the form below and return it via email or DayMap message with the completed test.

Please contact me if you have any questions about the process.

Declaration by Student:

- ☐ I hereby certify that no part of this assignment or product has been copied from any other student's work or from any other source except where due acknowledgement is made in the assignment.
- ☐ No part of the assignment/product has been written/produced for me by any other person except where collaboration has been authorised by the Teacher concerned.
- ☐ I am aware that this work will be reproduced and submitted to plagiarism detection software programs for the purpose of detecting possible plagiarism.

Name: [redacted]

Date: [redacted]

Declaration by Supervisor

The test was completed under the conditions listed above:

Supervisor: [redacted]

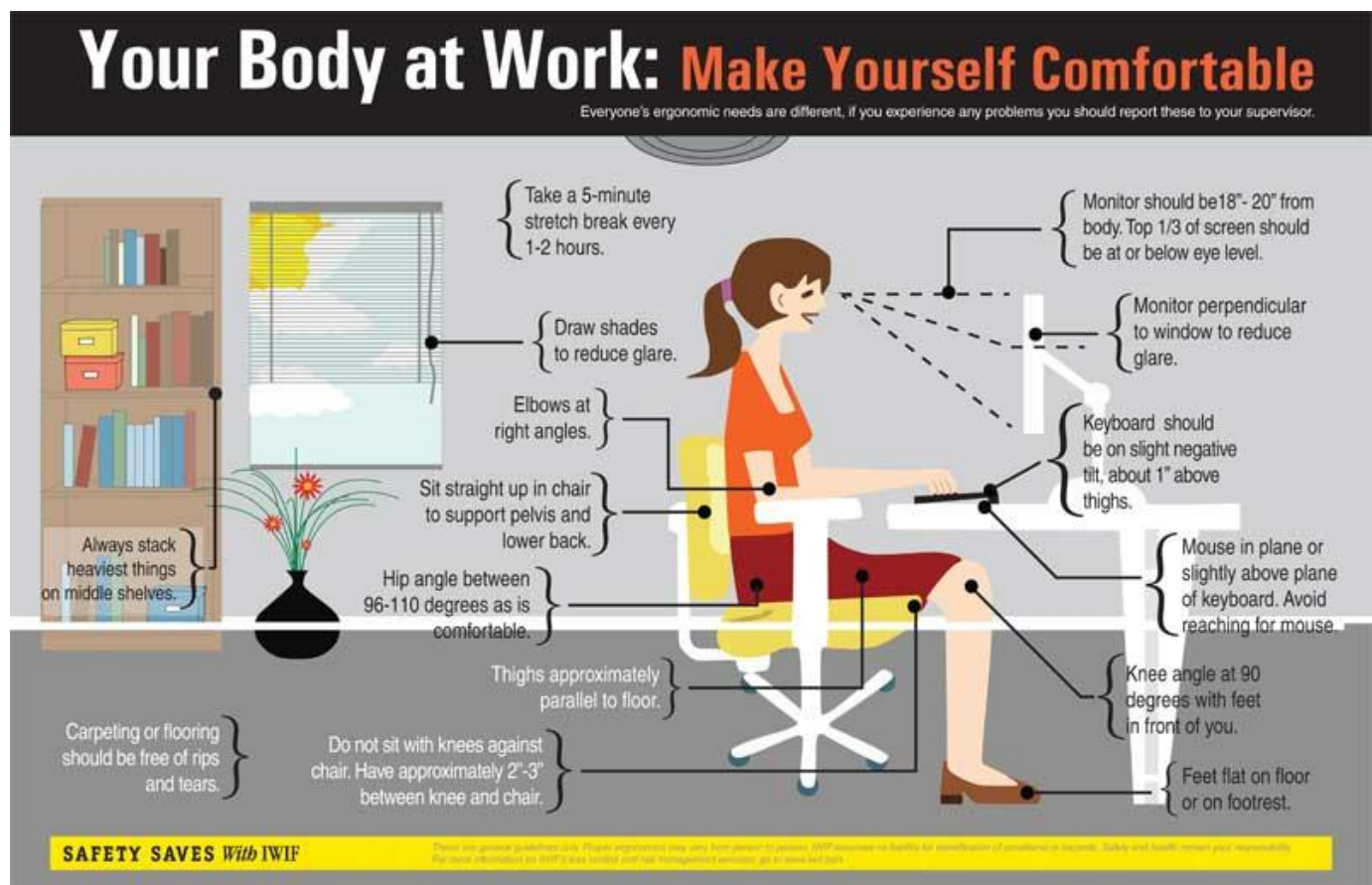
Signature: [redacted]

Date: [redacted]

APPENDIX #2 - WORKING FROM HOME CHECKLIST

When working from home it is important to be aware of the working environment to set the arrangement up for success. Choose a dedicated workspace, and, if possible, keep it separate from your spaces that are associated with leisure or sleep. Typically, portable devices are not comfortable to use for extended periods, ensure your set up at home is ergonomically appropriate and free from hazards.

- Ensure that the workstation is set-up as [ergonomically](#) sound as possible. Take into consideration nonadjustable chairs and desks, you may need to improvise (e.g. phone books under foot can help to keep upper legs at a 45-degree angle and to raise the top of the monitor to eye level).
- Ensure electrical leads are in good condition (not frayed).
- Ensure you take frequent breaks, move away from the workstation and apply stretch activities (every 20 minutes).
- Make time to socialise with friends and family.
- Use your school timetable to set clear and reasonable work hours. Be mindful of interruptions.
- Apply good hygiene practices.



APPENDIX #3 - STAFF EMAIL LIST: TEACHERS

TEACHER EMAIL LIST			
NAME	EMAIL	NAME	EMAIL
ATKINS Terry	Terry.Atkins995@schools.sa.edu.au	KRETSCHMANN Lesley	Lesley.Kretschmann809@schools.sa.edu.au
BANELIS Marie	Marie.Banelis350@schools.sa.edu.au	KTORIS Pan	Panagiota.Ktoris480@schools.sa.edu.au
BIRD Lyn	Lyn.Bird116@schools.sa.edu.au	KULIKOVSKY Heidi	Heidi.Kulikovsky567@schools.sa.edu.au
BLAKEMORE Kelly	Kelly.Blakemore886@schools.sa.edu.au	LEAHY Janice	Janice.Leahy438@schools.sa.edu.au
BORG Mikalea	Mikalea.Borg932@schools.sa.edu.au	LENKIEWICZ Lucyna	Lucyna.Lenkiewicz501@schools.sa.edu.au
BROWN Ana	Ana.Brown312@schools.sa.edu.au	LIN Hong	Hong.Lin567@schools.sa.edu.au
BURDEN Kristen	Kristen.Burden849@schools.sa.edu.au	MACRI Antonetta	Antonetta.Macri523@schools.sa.edu.au
BUTLER-BOWDEN Caleb	Caleb.ButlerBowdon733@schools.sa.edu.au	MAROTTI Daniel	Daniel.Marotti688@schools.sa.edu.au
CAMPOREALE Anita	Anita.Camporeale928@schools.sa.edu.au	MCCARTHUR Kim	Kim.McCarthur808@schools.sa.edu.au
CARUSO Dominique	Dominique.Caruso566@schools.sa.edu.au	MICHAEL Darine	Darine.Michael864@schools.sa.edu.au
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APPENDIX #4 - STAFF EMAIL LIST: CLASSROOM SUPPORT

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