



# Learning Continuity Plan

## Purpose

The purpose of this Learning Continuity Plan is to outline the processes and expectations for students, staff and parents for the ongoing delivery of education in the event of a school closure or other major disruption to the teaching and learning programme. Teachers will be required to continue delivering high quality education. Students are expected to complete all assigned work under the direction of teachers and under the supervision of parents and/or College staff.

Underpinning the Learning Continuity Plan is a commitment to enabling students to engage in a Catholic Education that is Christ-centred where students continue to be engaged, challenged and progressing. Guiding the decisions and actions articulated in this document is the dignity of each member of the school community.

## Procedures

### 1. Class Teachers: Kindergarten and Pre-primary

- 1.1 Teachers shall prepare an activity guide to share with parents via SeeSaw. The activity guide will outline appropriate play-based activities for students covering Early Years Learning Framework (EYLF) outcomes and key focus areas such as fine and gross motor skills.
- 1.2 Teachers are to regularly check SEQTA for communication from parents and respond within a timely manner.




### 2. Class Teachers: Year One to Six

*In keeping with College Policy all students from Year One to Year Six will have an iPad. This will be used to communicate with teachers and access lesson instructions, however, learning activities will encompass a variety of multi-modal activities.*

- 2.1 Teachers are to ensure that all Religious Education, English and Mathematics lessons for the day are uploaded to the agreed communication platform prior to 8:30 am each day. All other Learning Areas should be uploaded as weekly activities prior to 8:30 am each Monday.
- 2.2 Teachers must clearly state the learning intention and success criteria for each lesson. This includes a statement describing exactly what must be completed by the end of the lesson.

- 2.3 Wherever possible, work set should reflect the normal curriculum learning intentions and success criteria. Learning activities may differ from those in a classroom setting to reflect the nature of the lesson delivery.
- 2.4 As per normal classroom practice, Teachers must differentiate learning content and activities to meet the individual needs of students. Students on an IEPL must be provided with learning activities in line with their goals.
- 2.5 Work allocated should reflect the length of the lessons scheduled. Teachers should provide an active brain/physical break activity after every 40 minutes of learning.
- 2.6 Teachers shall provide lessons to students using a school approved iPad application that is familiar to students. Such applications may include SEQTA, Google Classroom, SeeSaw, Stile and other approved platforms.
- 2.7 Class Teachers are required to be online and following their timetable alongside students from 8:30 am to 12:50 pm each day. This will enable teachers to respond to students' needs in a timely manner and maintain a structure to the day.
- 2.8 Specialist Teachers are required to online to support students during the allocated period/s as per their modified timetable.
- 2.9 Teachers must first follow-up with students directly if work is not completed by the end of each week, as appropriate. Following this, parents should be contacted.
- 2.10 Teachers must ensure that all student and parent queries have been dealt with in a timely manner.
- 2.11 When sending a Direct Message to a whole class or year level, teachers should clearly identify the Year Level in which the message relates in the subject line. This will assist parents to clearly identify to which child and class the message applies.
- 2.12 Teachers of students in Junior School should predominately keep to text and audio communication. In general, video communication should be pre-recorded. Where appropriate, Teachers in Year Three to Six may choose to engage in video conferencing using Google Hangouts Meet with small groups of students as part of their teacher guided instruction for English and Mathematics. Teachers are encouraged to ensure a variety of mediums are used to engage and connect with students each day.
- 2.13 When recording videos, teachers must be professionally dressed in line with the Staff Dress Policy.
- 2.14 No homework should be set during remote learning.
- 2.15 Teachers are to complete attendance via SEQTA, twice daily. Students' attendance will be recorded as present when students join the lesson.
  - 2.15.1 AM attendance is to be recorded by Class Teachers and must be completed prior to 8.55 am as this will generate a text message to parents if students have not engaged in learning for the day. Class Teachers are

required to record attendance in the normal column on SEQTA, using the following key.

-  Physically present
-  Engaged in learning remotely
-  Absent (physically absent and not engaged online)

2.15.2 PM attendance is to be collected prior to lunchtime and must be entered into SEQTA by the end of the day.

2.16 All staff are required to check LIFE Support regularly as this will be the main point of contact for communication to all staff and students.






2.17 Staff who are unwell must follow normal processes in advising the College in respect to absences.

### 3. Class Teachers: Year Seven to Ten

*In keeping with College Policy all students from Year Seven to Year Ten will have an iPad. This will be used to communicate with teachers and access lesson instructions, however, learning activities will encompass a variety of multi-modal activities.*

- 3.1 Teachers are to ensure that all lessons for the day are uploaded to SEQTA prior to 8:30 am. Lesson outlines may direct to alternative communication platforms for resources and or submission as appropriate.
- 3.2 Teachers must clearly state the learning intention and success criteria for each lesson. This includes a statement describing exactly what must be completed by the end of the lesson.
- 3.3 Wherever possible, work set should reflect the normal curriculum learning intentions and success criteria. Learning activities may differ from those in a classroom setting to reflect the nature of the lesson delivery.
- 3.4 As per normal classroom practice, Teachers must differentiate learning content and activities to meet the individual needs of students. Students on an IEPL must be provided with learning activities in line with their goals.
- 3.5 Work allocated should reflect 40 minutes of learning. Periods will commence at normal times, however, are to conclude 10 minutes earlier than face-to-face learning. This provides opportunities for students to have an active break and prepare for the next lesson.
- 3.6 Teachers shall provide lessons to students using a school approved iPad application that is familiar to students. Such applications may include SEQTA, Google Classroom, SeeSaw, iTunes-U, OneNote, Stile and other approved platforms.
- 3.7 Teachers are required to be online and following their normal timetable alongside students. This will enable teachers to respond to students' needs in a timely manner and maintain a structure to the day.

- 3.8 Teachers must first follow-up with students if work is not complete. Following this, parents should be contacted as per normal College processes. Teachers are to notify the Learning Area Coordinator (LAC) of non-compliant students.
- 3.9 Teachers must ensure that all student queries have been dealt with in a timely manner.
- 3.10 When sending a Direct Message to a whole class or year level, teachers should clearly identify the Year Level in which the message relates in the subject line. This will assist parents to clearly identify to which child and class the message applies.
- 3.11 Teachers of students in the Middle and Senior School may use Microsoft Teams video conferencing to support lessons where appropriate. When using video conferencing, teachers must be professionally dressed in line with the Staff Dress Policy. Background settings should be considered and in line with the College Code of Conduct.
- 3.12 Homework set during remote learning should not exceed normal guidelines.
- 3.13 Attendance for those learning from home is required to be recorded via SEQTA, twice daily. Students' attendance will be recorded as present when students connect to the lesson in their HTG communication platform.
- 3.13.1 AM attendance is to be recorded by HTG Teachers and must be completed prior to 8.55 am as this will generate a text message to parents if students have not engaged in learning for the day. HTG Teachers are required to record attendance in both the normal column on SEQTA using the following key, as well as through the traits column.

-  Physically present
-  Engaged in learning remotely
-  Absent (physically absent and not engaged online)
-  Present (physically or through the online platform)
-  Absent (physically absent and not engaged online)

- 3.13.2 PM attendance will be entered by the House Coordinator and is to be collected during the ten minute period prior to lunchtime. This must be entered into SEQTA by the end of the day. House Coordinators are only required to record this in the traits column in the afternoon.
- 3.14 Attendance for those students learning from school is required to be recorded via SEQTA each period by class teachers. Students physically presented should be marked with a tick. All other students should be marked with a cross. Students who are learning from home, who checked-in to their HTG class, will be marked by admin using the CV-R (Covid-Remote) code for the duration of the day. Please note, however, this overwrite is unlikely to occur prior to Period 3. Therefore, please ensure all students have an attendance recorded every period.

- 3.15 All staff are required to check LIFE Support regularly as this will be the main point of contact for communication to all staff and students.
- 3.16 Staff who are unwell must follow normal processes in advising the College in respect to absences.

#### 4. Class Teachers: Year Eleven and Year Twelve

*In keeping with College Policy all students in Year Eleven to Year Twelve will have an iPad.*

- 4.1 All students in Years Eleven and Year Twelve are strongly encouraged to attend school to resume their classes and engage in face-to-face learning with their teachers.
- 4.2 Parents/ Guardians have been asked to contact Deputy Principal – Enrichment if students are unable to attend classes. Practices will be put in place in conjunction with class teachers to support these students to access learning activities as much as practicable. This may include students utilising Microsoft Teams video conferencing tools to enable students to engage in lessons remotely.
- 4.3 Teachers are to ensure that all lessons for the day are uploaded to SEQTA prior to 8:30 am. Lesson outlines may direct to alternative communication platforms for resources and or submission as appropriate.
- 4.4 Teachers must clearly state the learning intention and success criteria for each lesson. This includes a statement describing exactly what must be completed by the end of the lesson.
- 4.5 When sending a Direct Message to a whole class or year level, teachers should clearly identify the Year Level in which the message relates in the subject line. This will assist parents to clearly identify to which child and class the message applies.
- 4.6 Homework set during remote learning should not exceed normal guidelines.
- 4.7 Attendance is required to be recorded via SEQTA, each period as per normal College procedures.
- 4.8 All staff are required to check LIFE Support regularly as this will be the main point of contact for communication to all staff and students.
- 4.9 Staff who are unwell must follow normal processes in advising the College in respect to absences.

#### 5. Learning Area Coordinators and Learning Innovators

- 5.1 Learning Leaders shall have access to the online communication platforms being used by their team members in order to oversee the consistency and quality of work being set.
- 5.2 Learning Leaders shall regularly check-in with their team members to ensure smooth delivery of lessons and minimise potential concerns early-on.

- 5.3 Learning Leaders shall provide support and appropriate professional development to team members to ensure they have the capacity to deliver lessons as required.

## 6. Learning Enrichment Team

- 6.1 Learning Enrichment teachers shall connect with parents and/or students under their care and monitor students' work and wellbeing to ensure that they are engaged, challenged and progressing.
- 6.2 Learning Enrichment teachers shall engage Special Needs Education Assistants assigned to particular students in the delivery of education programmes wherever possible.

## 7. House Tutors

- 7.1 House Tutors shall message students at the start and end of each week offering support.
- 7.2 House Tutors shall follow up students not regularly completing work across multiple Learning Areas and address issues that arise. This includes contacting parents where necessary. If calling parents remotely, this should occur through Microsoft Teams.

## 8. House Coordinators

- 8.1 House Coordinators shall maintain communication with all staff members of their House.
- 8.2 House Coordinators shall work with HTG teachers to oversee student engagement with home learning; intervening and resolving issues as appropriate.
- 8.3 House Coordinators will analyse weekly attendance traits for students in their House. Parent contact will be made for students with less than 80% attendance.
- 8.4 House Coordinators shall support their team members with issues that arise, including attendance, pastoral care and completion of work.

## 9. Senior Leadership Team

- 9.1 Together with the Principal, the Senior Leadership Team (SLT) is responsible for ensuring a continuity of learning for students.
- 9.2 The Senior Leadership Team will meet regularly as required.
- 9.3 Together with the Principal, the Senior Leadership Team will update the College community on the status of the school closure or disruption to normal programmes, as appropriate.

## 10. Parents

- 10.1 Parents are required to support their child's learning – including providing an appropriate place to work and access to a reliable Internet service; checking that

set work is completed by the end of each day; and ensuring that the normal school timetable for the day is followed.

- 10.2 Parents are required to notify the College if their child will be absent from online learning, due to sickness or other reasons. They will be marked absent on the SEQTA roll and normal College processes for these students will apply in order to catch up on the work missed.
- 10.3 Parents must contact the appropriate teacher via Direct Message should any concerns arise.
- 10.4 Parents must ensure home Internet filters are set to ensure student safety and that students demonstrate good digital citizenship and adhere to the College's acceptable use of Information and Communications Technology (ICT) policies.

## 11. Students

- 11.1 Year Seven to Year Ten students must follow their normal timetable and be online to enable teachers to respond to student needs and keep structure to the day. This includes checking-in to HTG each morning and afternoon to record attendance and view notices on LIFE Support.
- 11.2 Students in Year Eleven and Year Twelve are strongly encouraged to be at school to participate in face-to-face learning. Students unable to attend must contact the Deputy Principal – Enrichment to discuss alternate arrangements.
- 11.3 Students must check SEQTA each morning which will direct them to the relevant online communication tools to see the posts and resources for each lesson.
- 11.4 Students must complete all set work and communicate with their class teachers if they experience difficulties completing the required work.
- 11.5 Students must use Direct Messages and other school approved platforms to communicate individually with teachers and ask questions if they do not understand.
- 11.6 If participating in a video conversation or recording videos, students must be suitably dressed, and located in a communal room. For example, kitchen, lounge room or family room.
- 11.7 If students are participating in a one-to-one video conference for instrumental music lessons one parent must be present with the child.

## **Assessment**

### 12. Pre-primary – Year Ten

- 12.1 Assignments and formative assessments can continue within remote learning. Teachers are encouraged to still provide students with non-weighted tests to complete at home at the end of topics as a formative assessment.
- 12.2 All summative assessments will be postponed.

- 12.3 In Middle and Senior School, LACs will liaise directly with the Deputy Principal - Enrichment with regards to modified assessment schedules / adapting assessment tasks where appropriate.
- 12.4 Year Ten exams will be completed during Week 4 from home. During this week, students will only complete their exams and not participate in scheduled classes. Year Ten exams include two hour working time and ten minutes reading time.
- 12.5 Year Ten exams are considered formative and for the purpose of contributing to learning, therefore, they will be a zero weighted assessment. This means that they will not contribute towards course grades. Students are strongly encouraged to complete these under normal exam conditions at home to maximise their value. Students are asked to commence their examinations at 9:00 am for each scheduled day in the timetable. Upon completion, students will use their iPad to scan the examination scripts and will submit to SEQTA Learn for marking and feedback.

### 13. Year Eleven – Year Twelve

- 13.1 With students now strongly encouraged to attend the College, normal assessment operations will resume, this includes closed book assessments. The College assessment policy will apply as normal.
- 13.2 Exams will now take place at the College in the Lyon building. Exams will be weighted according to the course specific assessment outline and will contribute towards the final course grade.
- 13.3 During Week Three and Four, students will only need to attend the College if they have a scheduled exam. However, ATAR and General Students who are behind in their studies or have incomplete assessments will be asked to remain at school during Weeks three and four until they have completed all of their outstanding assessments to a satisfactory level.
- 13.4 EST assessments remain postponed. General students will complete a careers project from home.

### **Meeting Requirements**

#### 14. Weekly Meetings

- 14.1 The current meeting schedule on Life Support will continue to operate.
- 14.2 All staff are required to attend the Monday morning briefing at 8:10 am each week in House Areas.

### **Child Safe Framework**

- 15. In order to ensure the Key Practices of the Child Safe Framework, including extended guardianship, healthy and respectful relationships and situational prevention, are at the forefront of all communications, staff are asked to adhere to the following protocols
  - 15.1 Communication must be on school agreed platforms, take place at appropriate times and be limited to interactions related to student learning.



- 15.2 Video conferencing is restricted to Google Hangouts Meet (Year 3 – 6) and Microsoft Teams (Year 7 – 12).
- 15.3 When using video conferencing teachers must ensure the location and background setting is appropriate or use blurring and masking options remove backdrops. Where this cannot be done teachers must use audio conferencing instead of video conferencing.
- 15.4 Furthermore. when recording video lessons in a non-school environment for student use teachers must again be mindful to blur or mask private backdrops.
- 15.5 Apart from collaboration activities using classroom applications all individual messaging shall only be undertaken using SEQTA direct messages.
- 15.6 As per the Code of Conduct, staff must report to the Principal behaviour that is not in keeping with the Code.

### **Support**

Students, staff and parents may contact support staff using the following avenues:

College Administration  
Email: [admin@holycross.wa.edu.au](mailto:admin@holycross.wa.edu.au)  
Phone: (08) 9297 7600

ICT Help Desk  
Email: [helpdesk@holycross.wa.edu.au](mailto:helpdesk@holycross.wa.edu.au)

Wellbeing Services – St James Centre  
Please use SEQTA to Direct Message the Social Worker or College Psychologist