



Our Lady of Lourdes School

Dardanup

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EDUCATIONAL CONTINUITY PLAN 2022

The purpose of this plan is to enable our school to continue to deliver high quality education in the event of school closures or other major disruptions. The duration of a school closure may vary in duration from a few days to an extended period of time depending upon the circumstances of the closure.

Underpinning the plan is a commitment to enabling students to continue to engage in a Catholic Education which is Christ-centred and child-focused in challenging times. Guiding the decisions and actions articulated in the plan is the dignity of each member of the school community.

School Response Team (Educational Continuity)

- Angela Hegney Primary authority and parent contact
- Paula Houston Curriculum delivery
- Hayley Thompson Curriculum delivery
- Clare Clark Curriculum delivery support

Method of communication with School Community

- Email
- SEQTA or telephone contact
- Seesaw
- Newsletters and Flyers

Plan for curriculum delivery in the event of a School Closure

- SEQTA and email
- Seesaw (K-3)
- Office 365 Teams (Years 4-6)
- Students will have collected exercise books, workbooks, passwords and stationery prior to a planned school closure
- Students in Years 4-6 will take home their allocated school-owned iPad, as per guidelines/agreement.

Continuity of Educational Program

Classroom teachers are prepared in the event of a partial or full school closure and have a 3-day learning pack and learning grid ready to send home with students at short notice.

Short-term Remote Learning – Whole class

In the event of a sudden short-term period of remote learning (up to 3 days), classroom teachers will provide parents with home packs (Pack A) containing printed learning grids outlining suggested daily home activities that can be completed without teacher assistance. Activities may include independent activities or those to be supported by an older sibling or adult. These should include essential, age-appropriate, daily tasks such as reading, spelling and times tables practice and may include some home tasks such as cooking or age-appropriate play activities. Additional resources or printed worksheets will be included, if needed. If appropriate, these remote learning home packs will be sent home with students, or parents can drive-by to collect at nominated times. These packs are to be used if a whole class is being sent home to isolate.

Short-term Remote Learning - Individual students

If individual or small groups of students are instructed to isolate due to being close contacts of a positive case, a 'stand-alone' learning pack (Pack B), not aligned with current class curriculum, will be sent home with some work to be completed over a number of days, if requested by parents.

Long-term Remote Learning

In the event of a long-term period of remote learning imposed by the state or federal government (which may last 4 or more school days), classroom teachers will prepare remote learning activities. If the lockdown or physical closure of the school is sudden, the school may take the first 3 days of the remote learning period for teachers to prepare learning activities.

In the event of a long-term period of remote learning, it is the responsibility of the parent or caregiver to ensure that the academic tasks are completed. Under the guidance of the Leadership Team, classroom teachers will provide weekly learning grids to be sent as a PDF document via email the Friday afternoon prior to the week of learning. Parents will be provided with a home learning code to allow access to the student version of Seesaw from home. This will allow students to post to their journal, respond to activities and view class announcements from home.

In the weekly learning grid, essential learning tasks will be clearly marked (in green), plus optional additional learning activities will be outlined.

Teachers will record and make available to students one essential lesson per day for Years 1-6 when the period of remote learning is extended.

Learning Priorities in the event of a School Closure

Learning priorities for Kindergarten and Pre-primary (weekly)

- There is no expectation that children complete set work and play is encouraged. A learning grid will be emailed outlining suggestions of activities to develop fine motor skills and phonological awareness and will have examples of the songs and websites used at school. It is encouraged that children at this age listen to or share several stories with their families every day. Basic mental calculations should be encouraged to continue. Some additional tasks will be provided through Seesaw.

Learning priorities for Years 1-6 (weekly)

- Years 1-6
 - 5 x up to 20 minute Spelling Activities based on class weekly lists
 - 5 x up to 20 minute Mathematics activity
 - 5 x up to 20 minute Reading/Writing activity
 - 5 x up to 20 minute assigned projects/integrated activities
 - Other tasks/integrated activities as directed by the teacher
 - Tasks assigned by specialist teachers
- Religious Education lessons will continue to be regularly provided as part of the assigned projects/integrated activities. Teachers will provide a prayer which can be integrated as part of the daily routine.

Guidelines for safe online practices

The following protocols must be implemented by teachers and are a whole school expectation:

School Code of Conduct and all school policies apply at all times during online learning.

As per the Code of Conduct, staff must report to the Principal, any behaviour that is not in keeping with the Code of Conduct during remote learning.

Student communication must be:

- on school agreed platforms or the online tools mentioned above
- taking place during normal school operating hours

- limited to interactions related to student learning
- Any online meetings should be for groups not individuals
- Child Safety and Privacy should be paramount when using online conferencing in line with the best practices in 'Keeping Children Safe: Safeguarding'

When recording video lessons in a non-school environment to upload for students, teachers are to use blurring to mask background or use screen capture to illustrate learning

Teachers should be aware of the privacy of students and their families. For example, students will be encouraged to upload a background picture or blur their background. When using camera tools to record their learning to send to teachers, students must not record or stream online learning from their bedrooms or any private spaces.

Parent Communication should be only during normal working hours via the usual school communication channels: telephone (school telephones preferred or TEAMS call, or if teacher is working from home, blocking mobile number by turning off 'show my caller ID') email or SEQTA (no face-to-face contact or social media). When teachers are not teaching full time during remote learning, parent communication should be responded to within 24 hours (working days).

Providing Feedback

All teaching staff will be checking in with all students between the following times, each day.

During these times students and teachers will be able to communicate via Seesaw K-3 or Teams for Y4/5/6.

Years 5/6 9:00am – 9:30am 1:30pm – 2:00pm	Year 4 9:30am – 10:00am 2:00pm – 2:30pm	Year 3 10:00am – 10:30am 1:00pm – 1:30pm
Years 1/2 9:30am – 10:00am 12:30pm – 1:00pm	Kindy/PP 9.00 – 9.30am 1.00 – 1.30pm	11.00 -12.30pm will be reserved for staff meetings via Teams if required.
In the event of long-term remote learning, 2.30 – 3.30pm will be allocated for staff exercise/wellbeing activities at least 3 days per week.		

Single or small group Remote Learning Parent Communication

Where a small number of students are asked to complete remote learning but the remainder of the class is still at school, teachers will be unable to communicate during the school day. For students in this situation, teachers will respond within 24 hours as per normal parent-teacher communication expectations.

Student Wellbeing

The class teachers will check-in with students each week if the period of remote learning is extended.

Support resources for students will be provided to teachers and parents.

Assessments

Assessments will not occur until the students return to school and will not be based on work completed at home.

If the period of remote learning extends to three weeks or more, the school will investigate options for valid remote assessment.

Students who require additional support in their learning

The classroom teacher will ensure work is adjusted based on student need.

Extended Remote Learning (2+ weeks)

In the event of an extended period of remote learning, all plans will be reviewed during the first two weeks to ensure that Our Lady of Lourdes School can provide an ongoing remote educational program for students. The review will be conducted in consultation with CEWA and SCSA. Plans to be reviewed may include:

- expectations in terms of compulsory engagement in work
- teaching of new content
- use of assessment

TIPS FOR PARENTS

Please remember to just do your best. This is not a home-schooling situation where you have planned your environment, routine and curriculum. This is remote learning in an emergency situation. You are potentially coping with working from home and supervising the learning of multiple children, of varying ages and abilities and who may possibly attend different schools. Here are some practical tips to be mindful of:

- *Be kind to yourself.*
- *Don't worry too much. All students are in the same situation, and they will be okay. In education, each day we meet children where they are at in their development and tailor their learning accordingly. We will continue to do so when they come back to school.*
- *Establish a daily routine – this is key.*
- *Don't do too much. When children return to school, we want them to still love learning. Make sure their learning is age appropriate – let the information provided by the class teachers be your guide.*
- *Consider staggering the learning time for different age groups rather than trying to support the learning of multiple children of differing ages at the same time. For example, let younger children engage in play/independent activities while you support the learning of an older child and then do the reverse.*
- *Include quality family time in your routine as well as some independent work time and some quiet time to retreat to your own rooms.*
- *Some online educational games are great when you really need to get some of your own work done.*
- *The most effective way to embed learning is to teach it to someone else, so get your older children to assist younger students. For example, reading aloud to each other and helping each other with their work.*
- *Lots of learning can occur during home activities. For example, children learn oral language, taking turns and strategy through board games, mathematics (measurement) through cooking, problem solving through puzzles.*
- *Include household chores in your daily routine, like making beds, tidying rooms, doing dishes.*
- *Give children choice in their routine and with their learning. Have lots of breaks.*
- *The most important thing during this time will be your family's mental health. Model self-care.*

The inclusion of the following in your daily or weekly routines is vital:

- *The Arts – music, dance, art and craft*
- *Fitness*
- *Outdoor activities and play*
- *Oral language is the foundation of all learning so talk to each other.*
- *Reading is also a key foundational skill. If you do nothing else, READ!*
- *Finally, we are here to help. Please reach out to the teacher.*