



Educational Delivery in the Event of School Closures or Other Major Disruptions

St Mary Star of the Sea Catholic School Response Plan: 2020

Purpose:

The purpose of this plan is to enable **St Mary Star of the Sea Catholic School Carnarvon (SMSCS)** to continue to deliver high quality education in the event of school closures or other major disruptions. 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:

Principal: Steve O'Halloran

Leadership Team Members: Narelle Holtham, Trudy Cox, Alison O'Halloran, Sam Da Luz

Where are we at?

SMSCS has an explicit and targeted teaching pedagogy with a focus on feedback and student engagement to achieve learning outcomes.

What digital learning platforms are already being used?

Class Dojo, (Years 3-6); Class Dojo (Kindy – Year 2); Office 365, SEQTA (Year 7 – 12)

How confident are staff in delivering online learning or offline educational experiences?

All staff are identified as proficient with the above mentioned platforms.

How prepared are we to provide a learning experience for every student in the event of significant learning disruption? e.g. Student absence, teacher absence and school closure.

Student: A combination of online, flipped lessons, educational packages (Hard Copy)

Accessibility – Staff and student access to devices?

Staff – All teaching staff have access to a school issued Ipad.

Students – All Students (Years 3-12) have BYOD compatible Ipad or laptop.

Staff and student access to internet at home?

Staff – All teaching staff have access to internet at home

Students – Estimate that 80 -90% have access to home internet

Where are our strengths?

A fully implemented BYOD 1:1 Ipad and laptop delivery model (Years 3 - 12)

Strong home/school partnerships and parent education/awareness around Digital Technologies.

Where do we need support?

Providing support to families where internet is not accessible to ensure authentic learning experiences continue with guidance and support from SMSCS Staff.

Child Safe Framework:

In the event of school closure or extended absence, online delivery is likely to be a key part of plans. This is an opportunity to remind staff, students and parents of the Key Practices of the Child Safe Framework - extended guardianship, healthy and respectful relationships and situational prevention.

St Mary Star of the Sea staff are encouraged to establish clear and safe practices for times when students and/or staff may be in their homes and interacting online in order to facilitate learning. They should establish/remind staff, students and parents of online communication protocols. Protocols need to include strategies to ensure natural surveillance and unpredictable interruptions to the online environment.

The following may be considered in the development of protocols:

- Communication must be on school agreed platforms, take place at appropriate times and be limited to interactions related to student learning.
- Online conferencing should be for groups not individuals.
- When recording video lessons in a non-school environment to upload for students, use blurring to mask background or use screen capture to illustrate learning.
- Individual messaging must be done by tagging individuals in open forum e.g. TEAMS, DOJO or through parent email.
- As per the Code of Conduct, staff must report to the Principal, any behaviour that is not in keeping with the Code.

Learning:

What are we going to do?

Provide a modified curriculum delivery model that is Christ-centred and child-focused.

Ensure a priority of explicit, engaging, purposeful, and differentiated learning tasks are delivered via a variety of platforms.

What are the learning priorities for each year group/subject area/individual students?

This will be informed / directed accordingly under the direction of the Principal and Heads of Schools. Curriculum delivery will need to ensure children are able to access learning and teacher support/feedback as required.

A modified curriculum delivery will include Religious Education, Literacy, Numeracy, Physical Education and Social and Emotional Wellbeing as core components.

How will we deliver online and/or offline learning experiences for each year group/subject area?

Online will be with platforms already in use and familiar to students.

Hard copy learning packages from early years and for students where internet is not accessible.

Office 365, SEQTA, Flipped Learning, Class Dojo

What content is key for each year group / subject area?

The SCSA Australian Curriculum will be the basis for curriculum learning decisions.

How do we build staff capacity in light of the above?

Early career teachers are supported and each year level has a member of Head of School Leadership Team.

How will the school respond to student well-being?

Support and guidance around best practice will also be provided by CEWA resources.

Who are the key groups within the school who will require additional support?

English as a Second Language (ESL) families; Families without internet; Families not accessing Dojo or SEQTA; Working families (who might struggle to support some parent supported learning activities).

Who will take responsibility for at risk students?

First point of call is the Classroom Teacher – Supported/Coordinated by Heads of School.

What are the accountability measures for learning during the school closure?

This will be further determined by the period of time the school is closed.

Upon entry / return to school assessment strategies will also need to be a consideration.

Communication:

How will we share information?

Parents: Communication will be via Facebook, SEQTA and Dojo App (Learning Only)

Staff: Normal channels. Email for communication; Teams for collaboration

Students: As per the learning platforms already outlined.

How will we communicate our plan to key stakeholders?

Copy of this plan sent to all parents.

This letter will outline key points of school communication and educational delivery models.

How will we communicate our expectations of students, staff and the parent community?

Students:

Plan A – We have time to prepare students for an inevitable school closure – staff will spend time explaining the “learning mode” that will be occurring during the period of school closure.

Plan B – The school is forced to close without time to formally prepare students – Students / Parents will be sent electronically/by post/ or potentially via home delivery or collection.

Staff: Through staff meetings up to and after potential school closure date.

Parents: Through Facebook, School Newsletter, Dojo, SEQTA

How will we use existing modes of communication during periods of disruption?

Class DOJO – SEQTA – Office 365 – Emails – Phone Calls

Response:

The Plan in Action – How do we now modify the plan in response to our current situation?

As required and as requested.

Recovery:

Returning to School Communication:

A return to school procedure will be communicated via Facebook, SEQTA and Class DOJO. This will include commencement date and time. Any modifications as prescribed by CEWA will be included in such correspondence.

All mandated CEWA, Department of Health and Australian Government protocols will be implemented as communicated.

What information will we provide to the school community?

All mandated CEWA, Department of Health and Australian Government protocols will be implemented as communicated

How will we communicate this to all stakeholders while maintaining the dignity of all members of the school community?

School will be guided by CEWA.

All communication will be delivered by Facebook, SEQTA and Class DOJO.

Transition back into the classroom?

We recognise and will need to plan for the following scenarios / possibilities;

Not all students will return at the same time.

Students may not return to the same teacher.

How do we facilitate the transition to 'business as usual'?

Our belief is that students generally like routine and structure. So the need to return to 'business as usual' with a full curriculum delivery is the aspiration.

We also recognise that families may be under added personal duress.

Pastoral care needs, recognising that some families may be dealing with continued illness/trauma/grief/financial hardship will be equally considered along with all other transition procedures for individuals, cohorts and family groups.

How do we support the most vulnerable to transition back to school?

Communication – Phone contact – SMSCS has a great capacity to offer a personalised service delivery model that we would hope to be able to continue delivering in such circumstances.

How do we support those directly impacted?

Following usual school procedures and pastoral care processes in dealing with complex situations.

How will teachers reset the learning norms?

Teachers are charged with always meeting their learners where they are at anyway – so this should not be an issue. Curriculum adjustments and prioritising of subject matter in light of "Learning Priorities" will be assessed / determined pending the nature and time of educational disruption.

The remote learning programme will begin the day after school closure has been declared.