

## REMOTE TEACHING AND LEARNING PLAN V4 (Updated 01/05/20)

### MARCELLIN CAMPUS Term 2, Week 2

#### Rationale

Newman College is a Catholic school educating in the Marist tradition. The learning for all students PK-12 is our highest priority as is the support of teachers to provide a meaningful and purposeful learning experience.

The purpose of this Plan is to enable Newman College to continue to deliver curriculum and learning experiences in the event of a school closure or other major disruption.

Newman College's responsibility is to support its students, irrespective of their learning environment. Our teaching and learning program is underpinned by a commitment to the dignity and wellbeing of each member of our College community and our vision for learning, Shine through Discovery, Let Your Light Shine (Mat 5:16).

#### Ministry and Faith Formation

The Ministry Team will continue to develop and share prayer, spirituality and faith formation experiences for the College Community. These resources will be shared across different platforms and can be accessed via Year group TEAMS and the College website.

Activities and resources to be accessed will be:

- Student prayer will be offered weekly, led by our Faith and Liturgy captains.
- Transforming Mission web series invites families to reflect on our Faith and our Marist Spirituality.
- Service opportunities for staff and students through working with parishes to support the local community.
- Families are invited to contact Simon Martino if they would like additional prayer, spiritual or faith resources.

#### CHALLENGE....

Newman College we continually challenge ourselves to boldly embark on a learning pathway of discovery beyond the classroom to contribute to and become agents of change in the world.

In an ever-changing society, people need the skills, experience, knowledge and confidence to face all of life's challenges in order to become resilient learners who are willing to take risks to achieve their goals.

Within a safe and positive environment, students feel confident to challenge themselves in developing their faith and learning.

**Newman College  
Vision for Learning  
- Shine Through Discovery  
Let your light shine Matt 5:16**

## Student Wellbeing and Attendance

It is important that during school closure students can seek support, remain connected and continue to feel a deep sense of belonging and purpose to the College community. To facilitate this, students are expected to check in daily with their Pastoral Care Teacher. This check in, will also serve as school attendance. If students are unwell and can't participate in the learning activities scheduled, parents are asked to send an email to Secondary absentees ([absenteesecondary@newman.wa.edu.au](mailto:absenteesecondary@newman.wa.edu.au))

Wellbeing activities and resources are available on the Year group TEAM. Leaders of Wellbeing will host Year assemblies and Parent Information Evenings via TEAMS or YouTube. Guilds will also offer opportunities for students to participate in challenges and competition and gain points towards the Champagnat Cup.

Our Counselling and Wellbeing Team will continue to support Leaders of Wellbeing and the wider College community by having resources accessible on the College website.

## Newman College: Roles and Responsibilities

<b>Executive</b>	<ul style="list-style-type: none"> <li>• Policy and Governance</li> <li>• Liaising with MSA, CEWA and AISWA</li> <li>• Staff</li> <li>• Communication</li> <li>• Compliance</li> </ul>
<b>Senior Leadership Team</b>	<ul style="list-style-type: none"> <li>• Develop plans for remote learning</li> <li>• Communicate with teachers/staff and parents</li> <li>• Support teachers/staff and parents during Remote Learning</li> <li>• Ensure effective implementation of Remote Learning plan and accountability to student learning</li> </ul>
<b>Leaders of Wellbeing</b>	<ul style="list-style-type: none"> <li>• Create developmentally appropriate content regarding self- regulation, anxiety and/or wellness strategies that students can practice during this time of Remote Learning</li> <li>• Create wellbeing content that students could complete “at home” based on the current curriculum</li> <li>• Provide developmentally appropriate Year group TEAMS or SEQTA Forum bulletin posts statement/s that include resources regarding anxiety, isolation, health and wellbeing particular to individuals</li> <li>• Collaborate with College Counselling and Wellbeing Team to plan for return to school programs</li> <li>• Monitor COVID Student Engagement spreadsheet to manage student engagement when engaging in remote learning</li> </ul>
<b>Leaders of Learning</b>	<ul style="list-style-type: none"> <li>• Remain in contact with the Senior Leadership Team</li> <li>• Communicate information from the Senior Leadership Team to teachers as it becomes available</li> <li>• Oversee the continuation of curriculum and support teachers to deliver effective and engaging remote learning experiences</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Collaborate with colleagues to design Remote Learning experiences for students in accordance with unit plans</li> <li>• Develop online student learning experiences</li> <li>• Communicate with and provide timely feedback to students</li> <li>• Communicate with parents, via email, as necessary</li> <li>• Maintain an achievable and sustainable program of learning experiences that follow the College's Learning Cycle</li> </ul>

<b>Pastoral Care Teachers/ Classroom teachers</b>	<ul style="list-style-type: none"> <li>• Monitor student attendance</li> <li>• Pastoral care for students and families</li> <li>• Support Year group activities under the direction of Leaders of Wellbeing</li> </ul>
<b>Learning Diversity</b>	<ul style="list-style-type: none"> <li>• Modify curriculum to align with IEP outcomes for diverse learners as coordinated by the Leader of Learning Diversity and Teacher Leaders</li> <li>• Support teachers as required</li> </ul>
<b>Pathway and VET Coordinator</b>	<ul style="list-style-type: none"> <li>• Ensure student continue to work towards completing their VET competencies</li> <li>• Liaise with external providers and work placements about access and communicate with students and parents.</li> </ul>
<b>ICT Support Team</b>	<ul style="list-style-type: none"> <li>• Provide timely response to student, family, and department requests regarding technology issues.</li> <li>• Monitor and ensure uptime and reliability of service for online platforms.</li> </ul>

## Face to Face Learning

<b>Years 11 and 12</b>	
<b>Curriculum continuity</b>	<ul style="list-style-type: none"> <li>• From the commencement of Term Two, Wednesday 29 April, the primary mode of delivery for students in Year 11 and 12 will be face-to-face teaching at the College</li> <li>• Arrangements regarding the completion of practical hours and experiences will be determined by SCSA (Schools Curriculum and Standards Authority)</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Formative Assessment will continue to be distributed and all students are expected to complete and submit these</li> <li>• Assignments and take-home tasks will still be classified as summative assessment and will contribute to students' marks and grades</li> <li>• Arrangements regarding Year 11 and 12 Semester One Examinations will shared with staff, students and parents following further advice from SCSA.</li> <li>• Summative assessments will resume from Week 3 of Term 2. This will be carefully planned and coordinated to support student wellbeing.</li> <li>• Year 11 and 12 Semester One Examinations will be scheduled for Weeks 6 and 7 of Term Two.</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Feedback in the context of face-to-face teaching is largely offered in group discussions, peer to peer feedback and in teacher-to-student questioning</li> <li>• Other forms of feedback can include, but is not limited to, verbal feedback via Teams conference call, written feedback answering questions, group feedback via markers reports</li> <li>• Major work, such as formative tests, will maintain two week turnaround time</li> </ul>

<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Primary mode of delivery for students in Year 11 and 12 will be face-to-face teaching at the College</li> <li>• Attendance will be taken as per timetabled classes</li> <li>• SEQTA, Teams and OneNote</li> <li>• Participate and engage in Pastoral Care Time and wellbeing activities under the direction of their Leader of Wellbeing and Pastoral Care Teacher</li> <li>• Students can continue to access resources on the Year group Wellbeing Channel on Teams</li> <li>• VET courses will be facilitated remotely, or in situ, dependent on the TAFE or RTO</li> <li>• Arrangements regarding the completion of practical hours and experiences will be determined by SCSA (Schools Curriculum and Standards Authority)</li> </ul> <p>All students are required to follow the 'Expectations of Students' in reference to responsible digital citizenship and the College's Behaviour Management Framework</p>
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## Year 7- 10 Remote Learning at School or at Home

### Student Supervision at school

From Term 2, Week 2, students will revert to a regular 6 period day, following their regular timetable.

This means that students will attend their timetabled subjects and the remote learning plan facilitated by their teacher.

### YEAR 10

To best prepare students and families for course counselling and subject selection process, Year 10 students will participate in a series of online presentations referencing course requirements for 2021. As such, students must resolve all learning tasks and assessments as this will serve as evidence for course and pathway selections. Year 9, 2019 NAPLAN data, school-based assessments (both formative and summative) and, where possible, additional standardised assessment will serve to inform pre-requisite and course requirements.

Furthermore, student engagement and attitude to learning are also important elements of the subject selection process. As students move into Term 2, it is important that all Year 10 students:

- Are actively engage in their online learning and participate fully in timetabled online lessons
- Take ownership of their learning by being motivated, self-disciplined, and apply a mature, positive and proactive attitude
- Complete work to a high standard and submit tasks within a timely manner
- Seek and act on feedback provided

Year 10	
<b>Curriculum continuity</b>	<ul style="list-style-type: none"> <li>• Teachers will be available for students via Direct messaging (SEQTA) or Teams</li> <li>• Twice per week voice/video conference call (25-30 min)</li> <li>• Provide <b>THREE</b> explicit learning experiences for each course (core curriculum) per week in the form of: <ul style="list-style-type: none"> <li>○ Direct instruction</li> <li>○ Formative task</li> <li>○ Feedback/ feedforward</li> </ul> </li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Formative Assessments will continue to be distributed and collected. Teachers will clearly indicate when distributing and discussing assessments what type of assessment the work is.</li> <li>• It is an expectation that Formative Assessments are completed by students as these assessments will support the teacher to make judgements regarding student progress and achievement</li> <li>• Formative assessments must be resolved in a timely manner as this demonstrates rigour and time management.</li> <li>• Summative Assessments are suspended until further notice</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• From week 2 onwards, weekly feedback provided</li> <li>• Feedback can include, but is not limited to, verbal feedback via Teams conference call, written feedback answering questions, group feedback via markers report, automatically marked content via online platform, sample answers</li> <li>• Major work, such as formative test, can maintain a two week turnaround time</li> </ul>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Check SEQTA daily and upload completed work as directed by the teacher</li> <li>• Participate and engage in Pastoral Care Time and wellbeing activities</li> <li>• Participate and engage in video conferencing, streamed content and interactive digital platforms</li> <li>• Access resources on the Year group Wellbeing Channel on Teams</li> </ul> <p>Follow the Expectations of Students in reference to responsible digital citizenship and the College's Behaviour Management Framework</p>

**Term 2. Week 2 Model:** Teachers will deliver two online lessons via video conference to students to allow for direct instruction and teacher interaction. This should be limited to 25 - 30 minute content delivery or teacher contact time for questioning.

The Leader of Wellbeing will oversee the distribution of video conference lesson over the week, to ensure students have a balanced timetable.

All learning areas and all timetable courses will deliver in this mode.

Years 7-9	
<b>Curriculum continuity</b>	<ul style="list-style-type: none"> <li>• Teachers will be available for students via Direct messaging (SEQTA) or Teams</li> <li>• Once per week voice/video conference call</li> <li>• Provide <b>THREE</b> explicit learning experiences for each course (core curriculum) per week in the form of:               <ul style="list-style-type: none"> <li>○ Direct instruction</li> <li>○ Formative task</li> <li>○ Feedback/ feedforward</li> </ul> </li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Formative Assessments will continue to be distributed and collected. Teachers will clearly indicate when distributing and discussing assessments what type of assessment the work is. It is the College expectation that Formative Assessments are completed by students as these assessments will support the teacher to make judgements regarding student progress and achievement</li> <li>• Summative Assessments are suspended until further notice</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• From week 2 onwards, weekly feedback provided</li> <li>• Feedback can include, but is not limited to, verbal feedback via Teams conference call, written feedback answering questions, group feedback via markers report, automatically marked content via online platform, sample answers</li> <li>• Major work, such as formative test, can maintain a two week turnaround time</li> </ul>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Check SEQTA daily and upload completed work as directed by the teacher</li> <li>• Participate and engage in Pastoral Care Time and wellbeing activities</li> <li>• Participate and engage in video conferencing, streamed content and interactive digital platforms</li> <li>• Access resources on the Year group Wellbeing Channel on Teams</li> </ul> <p>Follow the Expectations of Students in reference to responsible digital citizenship and the College's Behaviour Management Framework</p>

**Term 2. Week 1-4 Model:** Teachers will deliver a video conference once a week to students to allow for direct instruction and teacher interaction

**Religious Education, English, Humanities and Arts Learning Areas** will deliver a video conference lesson on Monday, Tuesday or Wednesday

**Mathematics, Science, Technology & Enterprise and Health & Physical Education** will deliver a video conference lesson on Wednesday, Thursday or Friday

The Leader of Wellbeing will oversee the distribution of video conference lesson over the week, to ensure students have a balanced timetable.

All learning areas and all timetable courses will deliver in this mode.

#### **Year 7 and 8 Arts Electives and T&E Electives**

From Week 2, Term2, Students have been reinstated to their timetabled electives. In Week 2, students will resolve the Arts and Technology & Enterprise activities available via the Year group TEAM. Teachers will facilitate and direct these activities for students that are present on campus.

Full engagement in these elective curriculum areas is expected to resume from Week 3.

**Learning Support students** will continue to be supported via remote learning. Students on IEPs have been added to a TEAM dedicated to providing students additional support and access to Diversity staff. These students will be provided with modified tasks that align to their IEP goals. Students who are enrolled in the Learning Enrichment Program have been added to LEP TEAMS, where they have access their LEP teacher to support their learning and access to material. The Diversity Department will make regular contact with students to ensure they are engaged in their remote learning.

**Education Support students** will continue to be supported by Teachers and Education Assistants in order to access their learning remotely. A Student Diversity TEAM has been created so that students have the opportunity to check-in with their peers, Teacher/s and/or Support staff. Students will continue to access their modified lessons that align with the Curriculum and IEP targets. Remote Learning documents have also been shared with parents, so they are able to support their child through the Remote Learning process.

## Student Routines

Year Group	
<b>Year 11/12</b>	<ul style="list-style-type: none"> <li>• Follow College timetable and course outlines</li> <li>• Check SEQTA daily and upload completed work as directed by the teacher</li> <li>• Continue to complete VET competencies as per course outlines</li> <li>• Access resources on the Year group Wellbeing Channel on Teams</li> <li>• Follow the Expectations of Students in reference to responsible digital citizenship and the College's Behaviour Management Framework.</li> </ul>
<b>Years 7-10</b>	<ul style="list-style-type: none"> <li>• Check SEQTA daily and upload completed work as directed by the teacher .</li> <li>• Participate and engage in Pastoral Care Time and wellbeing activities.</li> <li>• Participate and engage in video conferencing, streamed content and interactive digital platforms.</li> <li>• Access resources on the Year group Wellbeing Channel on Teams.</li> <li>• Follow the Expectations of Students in reference to responsible digital citizenship and the College's Behaviour Management Framework.</li> </ul>

## Parent Communication

Year Group	
<b>Secondary Students</b>	Contacts <ul style="list-style-type: none"> <li>○ Leaders of Wellbeing- holistic care for students, wellbeing concerns and pathway information</li> <li>○ Leaders of Learning- course requirements and outline queries</li> <li>○ Classroom Teachers- feedback regarding engagement in learning and learning outcomes</li> <li>○ Pastoral Care Teacher- wellbeing, engagement and support if required</li> </ul>
<b>Year 11/12</b>	<ul style="list-style-type: none"> <li>• Parents can reference Course Outlines as published</li> <li>• Parents can communicate with teachers via email (48 hour turnaround)</li> </ul>
<b>Years 7-10</b>	<ul style="list-style-type: none"> <li>• By the Monday of a teaching week, learning plans will be prepared and communicated to families and students via SEQTA Learn and SEQTA Engage</li> <li>• Parents can communicate with teachers via email (48 hr turnaround)</li> </ul>

## Touchstones - Remote Learning Framework

<b>Feedback</b>	<ul style="list-style-type: none"><li>• Timely feedback is essential to student learning; this is especially so in online learning environments when/where students are unable to ask questions as they normally would in a classroom setting. Group feedback is more efficient to deliver than individual feedback.</li><li>• Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines. Active monitoring of Teams and SEQTA for questions and communications from students.</li></ul>
<b>Offline work</b>	<ul style="list-style-type: none"><li>• Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video.</li></ul>
<b>Deadlines and Assessment</b>	<ul style="list-style-type: none"><li>• Provide students ample time to complete assignments. More time than you would usually provide in class may be necessary for students. Keep tasks simple and directions clear to make sure students understand what they are required to do.</li><li>• Assessment during school closure is exclusively formative.</li><li>• Year 11/12 Assignments may continue to run as summative.</li></ul>
<b>Bandwidth</b>	<ul style="list-style-type: none"><li>• Consider the size of the files to be downloaded by students; students' WIFI access may have limited bandwidth. If you embed videos, keep the size of the files small and avoid HD quality.</li></ul>
<b>Files</b>	<ul style="list-style-type: none"><li>• Try to post only PDF as they are universal and are often easier to convert. Avoid email submissions. Require all submissions to take place through SEQTA.</li></ul>



## Secondary Students: Roles and Responsibilities

The student expectations regarding conduct online, set out what is expected of students and staff during remote learning experiences. These expectations will assist in keeping students and staff safe and maintaining professional, appropriate standards between students and staff.

<b>Attendance</b>	<ul style="list-style-type: none"><li>• Student who are present at school will attend classes as per timetable and attendance will be recorded by the teacher</li><li>• Students remote learning from home, must 'attend' Pastoral Care Time, daily and engage with their PCG Teacher. This will serve as their attendance record during remote learning. Teachers and Leaders of Wellbeing will contact families when students have been absent for two consecutive days.</li></ul>
<b>Dress</b>	<ul style="list-style-type: none"><li>• Student who are present at school will present in the College Winter Uniform from Week 3. Students may wear their PE uniform on days when PE is timetabled</li><li>• Students remote learning from home are expected to adhere to smart casual dress standards whilst engaging in online video conferences. Clothing that would be acceptable for free dress days is a suitable guide.</li></ul>
<b>Behaviour</b>	<ul style="list-style-type: none"><li>• All students are expected to follow the college policy on behaviour expectations when online. Breaches to these rules will be subject to the same sanctions as outlined on the College behaviour management policy.</li></ul>
<b>Device</b>	<ul style="list-style-type: none"><li>• Students are expected to use their device in appropriate ways and only communicate with their teachers to facilitate their learning on approved platforms.</li><li>• Students should only contact teachers through the approved platforms (Teams, SEQTA) and during normal school hours.</li></ul>
<b>Communication</b>	<ul style="list-style-type: none"><li>• Students must be mindful of communicating using appropriate, formal language, addressing their teachers correctly, and must be mindful of how they are speaking if they have their microphone on their device turned on.</li><li>• Students should only contact teachers through the approved platforms (Teams, SEQTA) and during normal school hours.</li><li>• Video contact should not be one on one between teacher and student, it should reflect classroom situation.</li></ul>
<b>Environment</b>	<ul style="list-style-type: none"><li>• Students remote learning from home should only participate in video conversations in common household areas such as the dining room and living room - they should not be on video in their bedrooms.</li></ul>

## Child Safe Framework

Communication must be on school agreed platforms, take place at appropriate times and be limited to interactions only related to student learning.

1. Communication must be on school agreed platforms, take place at appropriate times and be limited to interactions only related to student learning.
2. The Code of Conduct and Child Safe Framework applies for communication between all members of our community. Students and teachers can communicate via Direqt message, where formal and professional communication standards still apply. Teachers are not permitted to use unofficial platforms, such as Skype, to communicate with individual students or parents. This includes one-on-one telephone conversations with students.
3. Online conferencing will be for groups not individuals. Online conferencing will be recorded for reference
4. As per the Code of Conduct, staff must report behaviour that is not in keeping within the Code to the Vice Principal.
5. Newman College recommends parents actively supervise all children, especially primary aged students whilst working online and establish boundaries to ensure responsible digital citizenship.
6. Students must present themselves in communal family spaces and in a dress code appropriate to a classroom setting.