



MARY MACKILLOP CATHOLIC COLLEGE WAKELEY

CONTINUITY LEARNING PLAN



PLATFORMS IN USE

Platforms - Compass, Google Classroom, Zoom, Canvas
Online Tools - Screencastify, Box of Books, Clickview, JacPlus, Mathspace, Google Suite, Literacy Planet, Education Perfect, Kahoot, LearnOn and other Key Learning Area specific tools



STUDENT DEVELOPMENT AND GROWTH

- Teachers are using a variety of online learning tools to engage students in their learning
- Teachers are providing a differentiated curriculum to cater for the varying needs and interest of the students
- Teachers are using a variety of feedback tools for student reflection and evaluation of teacher pedagogy in online learning environment
- Students are using feedback at the task level, process level and for self-regulation
- Teachers and students are using learning intentions and success criteria as part of goal setting and benchmarking
- Teachers are using formative and summative assessments which have been adjusted to suit remote online learning whilst maintaining validity and reliability
- Teachers are sharing effective/best practice remote online learning strategies

COMMUNICATION

- Using Compass and email, parents have been provided a number of resources and information regarding remote online learning:
 - Contingency Plan presentation to all students from Principal and Assistant Principal in preparation for remote online learning
 - Initial letter detailing the College's approach to Remote Online Learning
 - Mary MacKillop Catholic College - Remote Online Learning Guide for Students
 - All SCS letters and messages regarding Remote Online Learning have been shared with parents
- Every morning students are sent by the Assistant Principal a Daily Student Learning Attendance Form to indicate that they are ready for learning. Parents of students who do not sign in are sent SMS messages for non engagement or lateness.
- There is a whole school Case-Management Approach where all parents (and students) are contacted by phone at least fortnightly. The case manager will check in on the student's wellbeing and ongoing learning engagement.

STUDENTS WITH INDIVIDUAL NEEDS

How is the school connecting with students who have diverse learning needs?

SOCIAL AND EMOTIONAL NEEDS:

- A list of students with social and emotional needs has been compiled
- Year Coordinators, College Counsellor, Leader of Wellbeing, Assistant Principal or Principal are making weekly calls to students identified with social and emotional needs

**LEARNING NEEDS:**

- Through the Learning Support Case Management System, all students have an assigned Learning Support Teacher who manages their learning. This teacher contacts the student (every 1-3 days) to check in with the student and discuss any challenges they may be experiencing and how they can help. Learning Support Teachers are also providing support with the completion of work and assessments (mirroring in-class support).
- Learning Support Teachers have also been in close contact (weekly) with parents to assist them with the delivery of the curriculum via emails, messages and phone calls.
- Learning Support Officers are following their timetable and providing in-class support through email, Zoom and Google Classroom.
- Students (Years 7-10) enrolled in life skills courses are engaging in both online and hard copy work. They have been issued a workbook with activities from all Key Learning Areas as an alternative to online learning.
- Our students with vision impairments are able to enlarge their work using technology provided by SCS (iPad). For some Key Learning Areas an enlarged workbook has been printed and sent home. A Learning Support Officer contacts parents weekly to ensure students have appropriate access to their learning.
- For our students with hearing impairments, classroom teachers provided adjustments to meet their auditory and verbal needs.
- Teachers modify learning for each student according to their Individual Adjustment Plan.
- Teachers of Newman classes provide a challenging differentiated curriculum for gifted students.
- Newman students have access to the SCS Newman Website which is providing extension opportunities including daily challenges, Key Learning Area specific projects and advice for parents.

STUDENTS WITHOUT INTERNET ACCESS AND/OR DEVICES AT HOME:

- A google survey was issued to all students to determine students without internet access and/or devices at home.
- All students have been provided with a loan computer and/or an internet access device.

WELLBEING SUPPORT

- Using the whole case management approach, phone calls are made to parents to focus on wellbeing.
- Communication regarding financial stress and support has been sent to all parents
- Links to support services have been provided
- Wellbeing, health, exercise, prayer and liturgical resources and links are provided regularly

ATTENDANCE AND PARTICIPATION

- Subject teachers regularly monitor and track student engagement in classes. Strategies include assigning work as assignments on Google classroom, assigning questions, providing feedback, activities that check for understanding, monitoring participation in Zoom classes.
- If a subject teacher is concerned that a student is not engaging or engaging in a limited capacity, they follow the whole school process 1. Contact the student who is disengaged via email; 2. Contact the parent via email; 3. Contact the parent by phone. The Case Management process also allows teachers to communicate with the student's case manager who will contact parents. If there are multiple instances of no or limited

engagement for a student, the Year Coordinator will include the parents in the development of an Individual Learning Improvement Plan. This plan will identify possible causes and strategies in moving forward to optimise learning and wellbeing for the student.



How is non-attendance in relation to remote learning being managed?

Students are requested to fill in a Daily Learning Attendance Form that indicates they are ready to learn remotely (or onsite, if present at school). The data from this form is closely monitored on a daily basis. SMS messages are sent on a daily basis to parents of students who are not filling in the form or are filling it in late. These are followed up by the Case Manager.

CATHOLIC FAITH LIFE AND CULTURE

- Students are provided with regular opportunities to engage in community prayer - each morning begins with a shared prayer
- Religious Education teachers include prayer, reflections or songs as part of their lessons to engage students in their faith life.
- Resources have been developed from the Pope's and Archbishop's homilies for students to engage with addressing the needs of this time.
- Students' are provided faith formation information, including Stations of the Cross via The Catholic TV Network and other sources.
- Holy week resources and prayer liturgies, including live stream links to St Mary's Cathedral, have been shared with the College community.

Connection to Parish

- Local live stream Masses have been shared with the College community.
- Bulletins and letters from local parishes are shared with parents/carers via Compass.

STAGE 4

What sorts of tasks will the classes complete?

- Writing Tasks
- Completing literacy activities including the use of Literacy Planet activities
- Mathspace lessons and interactive activities/questions
- Using Jacaranda learnON Suite
- Hands-on activities eg Drawing, Coding (MicroBits robots posted to students), painting (students were provided with art kits), Cardboard models, Home experiments/investigations especially for science
- Using various software resources for Creative and Performing Arts and Technology and Applied Studies e.g. Garageband/Soundtrap, iMovie/Moviemaker, Sketchup
- Development of interactive online worksheets compiled with margin questions, YouTube videos, short answer questions, tables for organising content, video explanations and extended written responses.
- Via comment functions on the Google Suite of apps (Google



How are students connecting with their teacher?

- Classroom comment thread, email, Docs, Spreadsheets and Forms)
- Compass Class Feed
- Zoom conferences (video, audio and public chat)
- Email

How are students connecting with their class?

- Via Zoom conferences (video, audio, public chat feature and breakout rooms)
- Google Suite of Apps (Google Classroom Stream and Classwork)
- Compass Lesson Plans

How will students be provided feedback on their learning?

- Submission and annotation of learning tasks Google Docs, Google Classroom (via comments through assignments)
- Email
- Verbally within Zoom lessons/ breakout rooms
- Automatic feedback through particular eLearning tools such as Mathspace or other learning platforms

What evidence of student learning is required?

- Screenshots or images of work, submission of learning tasks via classroom or google suite (docs, presentation, sheets, forms etc.)
- Mathspace activity and mastery records
- Verbally via Zoom lessons/ breakout rooms
- Other eLearning tools that provide learning progress including (LearnOn, Literacy Planet and Education Perfect)

How will student work be assessed?

- Formal assessment program modified for remote online learning
- Informally via submitted work that has been completed over a number of lessons with ongoing checking of understanding by the teacher
- Pre and post testing/quizzes (e.g. Kahoots)
- Formative assessment (e.g. 10 minute lightning writing exercise)
- Summative tasks (submissions)

STAGE 5



What sorts of tasks will the classes complete?

- Writing Tasks
- Completing literacy activities including the use of Literacy Planet activities
- Mathspace lessons and interactive activities/questions
- Using Jacaranda learnON Suite
- Longer tasks e.g. project style that require collaboration and feedback across the week with more student directed learning
- Hands-on activities eg Home experiments/ investigations especially for science
- Using various software resources for Technology and Applied Studies and Creative and Performing Arts e.g. ADOBE suite activities - inDesign, Photoshop, Illustrator; CAD tasks; Multimedia Productions, Garageband
- Journaling e.g. for model creation in Technology and Applied Studies
- Peer review
- Development of interactive online worksheets compiled with margin questions, YouTube videos, and short answer questions, tables for organising content, video explanations and extended written responses.

How are students connecting with their teacher?

- Via comment functions on the Google Suite of apps (Google Classroom comment thread, email, Docs, Spreadsheets and Forms)
- Compass Class Feed
- Zoom conferences (video, audio and public chat)
- Email

How are students connecting with their class?

- Via Zoom conferences (video, audio, public chat feature and breakout rooms)
- Google Suite of Apps (Google Classroom Stream and Classwork)
- Compass Lesson Plan

How will students be provided feedback on their learning?

- Submission and annotation of learning tasks via Google Docs, Google Classroom (via comments through assignments)
- Email
- Verbally within Zoom lessons/ breakout rooms
- Automatic feedback through particular eLearning tools such as Mathspace or other learning platforms

What evidence of student learning is required?

- Screenshots or images of work, submission of learning tasks via classroom or google suite (docs, presentation, sheets, forms etc.)
- Mathspace activity and mastery records
- Verbally via Zoom lessons/ breakout rooms
- Other eLearning tools that provide learning progress including LearnOn, Literacy Planet and Education Perfect

How will student work be assessed?

- Formal assessment program modified for remote online learning
- Informally via submitted work that has been completed over a number of lessons with ongoing checking of understanding by the teacher
- Pre and post testing/quizzes (e.g. Kahoots)
- Formative assessment (e.g. 10 minute lightning writing exercise)
- Summative tasks (submissions)

STAGE 6

What sorts of tasks will the classes complete?

- Writing Tasks
- Textbook exercises and activities
- Use of past HSC Questions, particularly short answer and multiple-choice
- Scaffolding activities to focus on the outcomes, knowledge and skills
- Mathspace lessons and interactive activities/questions
- Using Jacaranda LearnON suite
- Longer tasks e.g. project style that require collaboration and feedback across the week with more student directed learning
- Analysis of experiments and data via video for science
- Various software resources A e.g. ADOBE suite activities - InDesign, Photoshop, Illustrator; Multimedia Productions, Garageband
- Journaling e.g. for model creation in Technology and Applied Studies
- Peer review
- Development of interactive online worksheets compiled with margin questions, YouTube videos, short answer questions, tables for organising content, video explanations and extended written responses

How are students connecting with their teacher?

- Via comment functions on the Google Suite of apps (Google Classroom comment thread, Gmail, Docs, Spreadsheets and Forms)
- Compass Class Feed
- Zoom conferences (video, audio and public chat)
- Email

How are students connecting with their class?

- Via Zoom conferences (video, audio, public chat and breakout rooms)
- Google Suite of Apps (Google Classroom Stream and Classwork)
- Compass Lesson Plans

How will students be provided feedback on their learning?

- Self and peer review-via modelling of HSC banded responses and the use of marking criteria
- Submission and annotation of learning tasks via Google Docs, Google Classroom (via comments through assignments)
- Email
- Verbally within Zoom lessons/ breakout rooms
- Automatic feedback through particular eLearning tools such as Mathspace or other learning platforms

What evidence of student learning is required?

- Screenshots or images of work, submission of learning tasks via classroom or google suite (docs, presentation, sheets, forms etc.)
- Mathspace activity and mastery records
- Verbally via Zoom lessons/ breakout rooms
- Other eLearning tools that provide learning progress including LearnOn, Literacy Planet and Education Perfect



How will student work be assessed?

- Formal assessment program modified for remote online learning - In class tasks either postponed or modified to a submission based task, weightings and number of tasks modified, still assessing same outcomes
- Informally via submitted work that has been completed over a number of lessons with ongoing checking of understanding by the teacher
- Pre and post testing/quizzes (e.g. Kahoots)
- Formative assessment (e.g. past HSC short answer question)

