



Immaculate Heart College

COVID-19

Educational Continuity Plan

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1.1 Objective

Immaculate Heart College (IHC) acknowledges that it has a duty of care to provide the best possible education for its students despite challenges posed by COVID 19; and the need to provide guidance should COVID-19 adversely impact the College students and/or staff.

1.2 Scope

This COVID-19 Contingency Plan applies to all IHC students and staff and is to be implemented where necessary in the event of one or all the following occurring;

- Extremely high student absences through self-isolation, quarantine or diagnosed cases.
- Limited staff availability through self-isolation, quarantine or diagnosed cases, or inability of the school to find appropriate relief staff in these cases.
- Full/partial school closure as directed by the WA State Government and/or Association of Independent Schools Western Australia (AISWA).

The COVID-19 Educational Continuity Plan will be enacted during times where the normal teaching and learning program is disrupted. It will be implemented on the directive of the College Principal. It is subject to adaptation and the current Government and AISWA directives will take precedence at any given time.

The College recognises that despite the online platforms available for use, it is impossible to replicate the school day remotely and will not attempt to do so. The College's priority is to provide students with the opportunity to continue their education in a meaningful, yet viable manner given the circumstances.

In all cases SEQTA will be the main learning management system (LMS) utilised by staff and students. This will be complemented by Microsoft Teams as the main communication system. Support for the use of both SEQTA and Teams is available to staff and students, and this will be (a) checked and confirmed for all staff/students, and (b) validated and assessed for viability and utility into the future.

Staff must be available (provisional as to their own health) for contact during school hours and it is envisaged that classes will have significant scope for online contact with teaching staff within said hours/within reasonable limits. In the event of a skeleton staff, collaboration across schools and cohorts, and support staff, will ensure there is a level of content speciality available to students.

1.3 Continuity Plan

1.4 Student Wellbeing

IHC prioritises the health and well-being of its students, staff, and the wider school community. We recognise that remote learning can pose many challenges for the whole school community.

For these reasons, the College will follow, as close as is practicable, the same routines as a normal College day, depending upon the age of the students.



To transition to remote learning, a summary of important components of remote learning has been provided below.



1.5 Teacher and student preparedness for remote learning

The College recognises that effective remote learning via SEQTA and Microsoft Teams doesn't 'just happen'. There are several activities that the College has been conducting to prepare both teachers and students for the potential remote learning scenario. To help facilitate the process, teachers have undertaken:

- training in use of Microsoft Teams
- followed online SEQTA help video's and been given one-on-one tutorials to assist with their knowledge of the SEQTA program.

Students have been:

- practicing the use of Microsoft Teams in designated classes
- asked to submit assignments and access course information via SEQTA.

If students are having difficulties accessing SEQTA, they have been encouraged to resolve the issue with the College IT staff.

1.6 Access to internet and IT equipment

In a few instances, some students do not have suitable internet, or an operable laptop to complete set tasks and call in each day. In this instance, a hardcopy educational Remote Learning Pack (RLP) may be arranged.

It is the parent/carer's responsibility to advise reception of the IT issue so alternate education arrangements can be considered. Reception will request the family to complete a form and return it for approval by the Principal.

For the approved students, the educational RLP may include core subjects (Mathematics, English, Science and HaSS) and some, but not all, specialist subjects. These packs will be available for pick up from a designated place outside of Reception weekly, on a Monday morning (11am).

Upon the cessation of the week (Friday, 2pm), the work must then be dropped back to the College. Reception staff will scan the student work for the appropriate teacher to mark.

Those wishing to apply for the hard copy RLP, are to do so initially via Reception, with a formal approval required by the Principal before packs will be collated for the designated students.

1.7 Absenteeism

Students that are sick or absent from their daily check ins are to log this with the College. Even though students may be at home, attendance statistics are still required by the Department of Education and are required for College funding.

In the event that a child is sick, please contact Reception and inform the College. In the event the child is affected by symptomatic COVID19 conditions then please advise of this.

The College acknowledges that all families have their own pressures created by a remote learning scenario. A discussion with the Pastoral Care Teacher will be required to ensure that each student is catered for, in a way that is equitable for the situation.

1.8 Technical Support

During the period of remote learning, all students, and parents/carers are able to contact Administration to book a phone appointment with our IT Support team, Mrs Carmel Taylor or our SEQTA Leader, Mrs Hasoly Tran. There are plenty of 'how to' videos on SEQTA so these should be reviewed in the first instance.

1.9 Teacher Support

Teachers are available during the normal College hours 8.30 – 3.30pm to provide support. Teachers are not expected to be on call after these hours. Parents/carers may book a time with the teacher directly, or via Reception, in accordance with normal parent/carer-teacher meeting protocols.

In addition to teacher availability, teachers may also assist students by providing videos and online instructions where the class program allows. It is suggested that students follow this guidance before seeking out other support.

1.10 Procedures

The Educational Continuity Plan for each learning area is slightly different based on age-appropriate teaching and learning strategies. These age-appropriate differences are outlined below.

Attendance will be taken at the commencement of Pastoral Care Time (PCT) each morning, and at designated times during the day, based on the age of the student. This information shall be reported to Administration via SEQTA, to meet the Department of Education attendance guidelines.

Expected Protocols on Microsoft Teams

To maximise the learning opportunities provided by Teams, the following must be adhered to by all students.

Students must:

- Have the microphone muted when joining a Teams meeting.
- Either have the camera off or displaying their face – no other images to appear.
- Not turn the microphone on unless directed by the teacher or have a question in relation to the lesson.
- Ensure that all posts are relative to the lesson.
- Always treat each other and the teacher with respect and dignity.
- Not talk over anyone at any time.
- Not distract others or prove detrimental to the scheduled learning either through visible distractions or digital messaging, sending of irrelevant information, pictures, memes, links, films, etc.

Any behaviour to the contrary will be recorded in SEQTA and parents will be contacted.

1.11 Early Learning (Kindergarten – Year 2)

Students are to log into Microsoft Teams at **8.30am** daily for attendance to be taken by the classroom teacher. The teacher will facilitate a morning prayer and provide instruction for the daily activities; however, due to the age of the children and the high levels of technical support needed (when working on a device) Teams will not be used for explicit teaching. It is considered ineffective to engage successfully in an educational setting with children online at this age.

Microsoft Teams will be the main communication tool between the College and the student, for attendance, instruction, social and emotional learning, and connectedness.

All students will need to access SEQTA for tasks that have been uploaded into the daily forum section. These tasks are to be completed in a self-paced environment. The classroom teacher can be contacted on SEQTA for concerns or queries relating to the work given.

For ease of communications, set tasks will be transferred in a subject area grid with any resources required. The grid will be divided into:

	English	Mathematics	Integrated Learning Areas	Social Emotional
Task 1				
Task 2				

Teachers will provide a choice of two tasks to be completed for English and Mathematics; these tasks will allow for differentiation of the curriculum and parent support levels. Some parents will be highly available and supportive during online learning whilst others will be trying to maintain their own work from home or caring for multiple children at home.

The information within the grid will outline required resources. These may include online learning videos and/or how-to instructions.

The Social Emotional learning within the Early Learning Childhood (ELC) years is the area most at risk during isolation periods from COVID. Within the Social and Emotional learning of the grid,

teachers will place suggestions on ways the students can connect with others outside their homes.

Submitting of Work

Parents/carers are requested to take a photograph or scan and upload their children's work. All set tasks are to be submitted via the student portfolio in SEQTA.

In cases, for both Primary and Secondary, the relative Student Assessment and Reporting Policy (SM09 or SM13) shall apply. In these policies, deductions for late submissions per day will apply. Students who do not submit work with no attempt to contact the learning area teacher will receive a mark of zero.

1.12 Middle School (Year 3 – Year 6)

Students are to log into Microsoft Teams at **8.30am** daily for attendance to be taken by the classroom teacher. The teacher will facilitate a morning prayer and provide instruction for the morning activities.

Students are then required to log into Microsoft Teams at **12.55 am** for the afternoon attendance to be taken and class instructions to be provided. **In addition to these official check-in times, the class teacher may require students to call in via Microsoft Teams at another time within College hours, for further instruction.**

Microsoft Teams will be the main communication tool between the College and the student, for attendance, instruction, Social and Emotional learning, and connectedness.

All students will need to access SEQTA for tasks that are to be completed in both a self-paced environment and for teacher-led direct instruction. The classroom teacher can be contacted on SEQTA within reasonable (or specified) time limits for concerns or queries relating to the work given.

Submitting of Work

Students are to submit set tasks via the student portfolio in SEQTA.

In cases, for both Primary and Secondary, the relative Student Assessment and Reporting Policy (SM09 or SM13) shall apply. In these policies, deductions for late submissions per day will apply. Students who do not submit work with no attempt to contact the learning area teacher will receive a mark of zero.

COLLEGE TIMETABLE FOR REMOTE LEARNING Years 3-6

As highlighted below, during the isolation period, the class timetable for Years 3-6 will change slightly in which students are to have breaks earlier in the normal school day. The afternoon check-in with the class teacher is to occur after the lunch break.

2022 IHC Remote Learning Primary School Timetable						
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 – 8.45am Pastoral Care Time – check in via Teams (attendance taken)						
1	8.45am					
2	9.35am					
10.25 am - RECESS 20 minute break – Eat, stretch your legs, get some fresh air, screens and phones down!						
3	10.45am					
4	11.35am					
12.25 pm - LUNCH 30 minute break – Eat, stretch your legs, get some fresh air, screens and phones down!						
5	12.55pm	- check in via Teams (attendance taken)				
6	1.35pm					
7	2.25pm					

FINAL BELL 3.15pm daily

1.13 Secondary School (Years 7-12)

Secondary students will log onto Microsoft Teams daily at **8.30am** for Pastoral Care attendance to be taken and pastoral matters to be attended to.

The Secondary School Timetable remains operational during the period of isolation in which the **student must join a class meeting via Microsoft Teams per period**. The use of Teams is/may be only for an initial check-in rather than a normal classroom lesson. However, it is required that a check-in occurs via Teams for each normal lesson.

For example, on a Monday, Year 8 students would normally attend:

- HaSS Period 1: students are to join the HaSS Microsoft Teams meeting at 8.45am. Mr Brennan may set work and direct students to SEQTA for additional information.
- Science Period 2: 9.35am, students are to join the Science Microsoft Teams meeting with Mrs Thomasson.

Students are to attend all lessons as set out in the timetable below; even if they are an Elective. Some work may be set on SEQTA and students will be required to check SEQTA daily.

COLLEGE TIMETABLE FOR REMOTE LEARNING Years 7-12

2022 IHC Secondary School Timetable						
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 – 8.45am Pastoral Care Time – check in via Teams (attendance taken)						
1	8.45am					
2	9.35am					
10.25 am - RECESS 20 minute break – Eat, stretch your legs, get some fresh air, screens and phones down!						
3	10.45am					
4	11.35am					
12.25 pm - LUNCH 30 minute break – Eat, stretch your legs, get some fresh air, screens and phones down!						
5	12.55pm					
6	1.35pm					
7	2.25pm					

FINAL BELL 3.15pm daily

Submitting of Work

All assignments are to be submitted via the SEQTA platform.

In cases, for both Primary and Secondary, the relative Student Assessment and Reporting Policy (SM09 or SM13) shall apply. In these policies, deductions for late submissions per day will apply. Students who do not submit work with no attempt to contact the learning area teacher will receive a mark of zero.

1.14 ATAR Students

ATAR course written examinations

The School Curriculum and Standards Authority (the Authority) continues to work towards ensuring that the 2022 ATAR course written examination period will go ahead as scheduled from 31 October 2022.

The written examinations will be the same length of time, and in the same format, as indicated in the syllabuses for each course.

As in previous years, the Authority has contingency plans for the ATAR course written examinations in the event that these are required.

Online Literacy and Numeracy Assessment (OLNA)

The Authority continues to work towards ensuring that the 2022 OLNA rounds 1 and 2 go ahead as scheduled, commencing 28 February 2022 and 29 August 2022 respectively.

As in previous years, the Authority has contingency plans for additional OLNA rounds in the event that these are required.

The College will advise of the dates for OLNA via SEQTA and school newsletter/communications from the Principal.

Externally set tasks

All students enrolled in a General Year 12 course and/or a Foundation Year 12 course are required to complete the Externally Set Task (EST) developed by the Authority for that course.

The EST is compulsory and forms part of the school-based assessment and is included as a separate Assessment Type with a weighting of 15% for the pair of units.

Unless otherwise advised, the ESTs will be facilitated between 2 May 2022 and 20 May 2022.

Assessments and authentication of work

In all cases, assessment types and weightings, as stipulated in the Authority's course syllabus will not be changed unless specified by the Authority. The following principles of assessment shall continue to apply during the remote learning period.

- Assessment is an integral part of teaching and learning
- Assessment should be educative
- Assessment must be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
- Assessment should provide significant data for improvement of teaching practices.

Assessments are to be advised via SEQTA in the normal timetabled period and conducted via Microsoft Teams for accountability. In addition to this, all students will be required to complete a validation task on their return to school. This is requested by the Authority.

Where authorised by the Authority, some classes will use modified assessment tables due to COVID19. These are available on the SCSA website, and all assessment outlines are made available on the SEQTA course page.

In cases, for both Primary and Secondary, the relative Student Assessment and Reporting Policy (SM09 or SM13) shall apply. In these policies, deductions for late submissions per day will apply. Students who do not submit work with no attempt to contact the learning area teacher will receive a mark of zero.

Endorsed programs (including workplace learning)

All College endorsed programs will continue as planned, if possible and practicable. If the endorsed program cannot be continued via remote learning, then these students will be offered an additional endorsed program that can be completed online such as those that cover Microsoft Word programs. This allows students to continue to accrue unit credits towards their Western Australian Certificate of Education (WACE).

In the case of remote learning, existing part-time paid employment can be used to satisfy requirements of Authority Developed Workplace Learning (ADWPL).

1.15 Supporting Information

- *School Curriculum Standards Authority 2022. Curriculum and Assessment Advice- COVID19* <https://scsa.wa.edu.au/curriculum-assessment-covid-19/for-teachers>

1.16 Related Documents

Type	Document	Doc #
Policy	Student Attendance Policy	SM05
Policy	Student Assessment and Reporting Policy_Years7-12	SM09
Policy	Student Assessment and Reporting Policy_YearsPK-6	SM13

1.17 Review

This policy will be reviewed every year for validity.

Year of Review	Authored by:	Reviewed by:	Reason for amendments or review
March2022	KK	AF/AB AE-Y	Created procedure to manage COVID isolation and educational continuity