



St. Norbert
College

26 March 2020

Dear Parents & Guardians,

As the St Norbert College and the wider community faces an uncertain future regarding the measures taken to contain the COVID-19 virus, one area where parents seek certainty is in regards to the ongoing education of their children. In order to ensure that learning can continue in the event that the school is required to close, the staff of St Norbert College have been readying their classes to ensure they can continue with their teaching but in an online remote-learning environment.

Please note today's statement from the Premier of Western Australia that in an effort to limit interaction and transmission of COVID-19, parents should keep their children at home.

Preparations

Over the past week, staff have participated in professional learning designed to upskill them and support them in adopting a remote learning pedagogy. Students across Years 10-12 have been accessing the different tools that would be used during online lessons. This week, students across Years 7 - 9 have been going through the same process.

The College has brought forward two planned Student Free Days to take place on Friday 27 March and Monday 30 March to provide teachers with an opportunity to prepare the resources necessary for remote learning in the future. Students are to remain at home and are encouraged to set up a remote learning workspace, catch up with unfinished work, study, undertake course work which is already available online and/or enjoy a good book or exercise.

Commencing Tuesday 31 March, St Norbert College will enact our School Response Plan for Remote Learning which relies heavily upon the use of the SEQTA platform and the Microsoft Office 365 suite. In addition, many subjects will continue to rely on the use of online texts, online tools such as Education Perfect and other electronic resources designed to support student learning and engagement. The move to a remote learning pedagogy would make heavy use of these and other resources that teachers have been adjusting or developing to support remote learning.

For those students who attend school on Tuesday, they will be allocated to year group classrooms to complete their learning online whilst being supervised by rostered teaching staff. It is unlikely that they will be supervised by their regular subject teacher as this teacher may be required to conduct their online lesson for students both at school and at home. In this regard, face-to-face teaching has been replaced with our remote learning approach.

Those students returning to school on Tuesday will be required to bring all of the resources needed to conduct on-line learning. This includes headphones to enable the use of audio and video resources whilst at school.

Remote Learning: What Does It Look Like?

Depending on the year level of the students, this will require a different approach and have different expectations for teachers, parents and students. The greatest expectations

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be across Years 10 - 12 where the academic demands are higher and the immediate impact upon future pathways most significant. Students in Years 7 - 9 will still be required to complete learning tasks set by their teacher however, the time requirement for these tasks would be less than for students in Years 10 - 12.

Remote Learning Expectations: Years 10 to 12

Teachers of students across Years 10 - 12 will adopt a **synchronous model** of curriculum delivery across the majority of classes. This means that students and teachers will be required to be online at the start of the lesson as per their existing timetable (6 periods across each day). That is, students and teachers will log into their “*class team*” in MS Teams at the same time as their current timetable suggests (eg. Monday Period One: 9.00am). Teachers may direct students to access work in SEQTA, engage in complete tasks offline or do other activities however, students are required to ‘check in’ with their teacher at the start of every lesson. Teachers will record this attendance and then inform parents through SEQTA if a student fails to regularly check in. The expectation for individual classes is as follows:

Yr 11/12 ATAR Classes	<ul style="list-style-type: none"> • Students will be required to log into their class team in MS Teams at the commencement of every timetabled lesson each day (Monday – Friday). • Students show their attendance by posting a ‘like’ at the beginning of each lesson. • Each lesson the teachers will instruct students on the work required for the lesson. • Teachers will be on-line for the duration of the scheduled lesson to answer student questions and address common concerns across the class. • Students will be required to submit one task each week for teachers to view and provide feedback.
Yr 11/12 VET & General Classes	<ul style="list-style-type: none"> • Students will be required to log into their class team in MS Teams at the commencement of every timetabled lesson across Monday to Wednesday. - These classes will not run on Thursday and Friday similar to a regular week. • Students show their attendance by posting a ‘like’ at the beginning of each lesson. • Each lesson the teachers will instruct students on the work required for the lesson. • Teachers will be on-line for the duration of the scheduled lesson to answer student questions and address common concerns across the class. This will include Thursday and Friday. • Students will be required to submit one task each week for teachers to view and provide feedback. • Students will be asked to focus on their external certificate courses (for TAFE etc) on Thursday and Friday. Information regarding this will be provided directly to students through their external training providers.
Yr 10 Core Subjects	<ul style="list-style-type: none"> • Students will be required to log into their class team in MS Teams at the commencement of every timetabled lesson each day (Monday – Friday). • Students show their attendance by posting a ‘like’ at the beginning of each lesson. • Each lesson the teachers will instruct students on the work required for the lesson. • Teachers will be on-line for the duration of the scheduled lesson to answer student questions and address common concerns across the class. • Students will be required to submit one task each week for teachers to view and provide feedback.
Yr 10 Elective Classes	<ul style="list-style-type: none"> • Due to the practical nature of these subjects, some teachers will be unable to provide weekly work for students to complete during scheduled lessons. • Where it is possible, teachers will provide clarity on work that students will need to complete during remote learning. In some cases teachers will require students to continue with ongoing projects or taskwork. This will be listed in SEQTA each week. • Teachers will provide clarity on work expectations to individual classes either through their existing classes or through a Direct Message in SEQTA.

Important Points to Note:

- The following classes will not operate in a remote learning scenario:
 - Year 11/12 Study Classes
 - Year 11/12 Foundation Skills Classes
 - Year 10 Physical Education classes (although students will be provided a daily activity log to complete during this time)
- For those subjects where there is a practical component, teachers will adjust the expectations regarding the completion of practical and focus instead upon the required theory.
 - These subjects include Drama; Dance; Music; Visual Art; Design & Media Art; Woodwork; Engineering & Metalwork.

Remote Learning Expectations: Years 7 to 9

Teachers of students across Years 7 - 9 will adopt an **asynchronous model** of curriculum delivery across the majority of classes. This means that teachers will allocate weekly work to students but there will not be compulsory daily interaction at the scheduled lesson times. Students will still be required to complete work and send through a weekly task to their teacher. Additionally teachers will be available online during the scheduled lessons to answer student questions. Students are to use the Direct Message function in SEQTA to communicate with their teachers. The expectation for individual classes is as follows:

Yr 7-9 Core Subjects	<ul style="list-style-type: none">• Students will be required to access SEQTA to see the outline of work provided by teachers. Students should also access their Direct Messages to see if their teacher has emailed their class with specific work requirements.• Teachers will be available on-line for the duration of their scheduled lesson to answer student questions and address common concerns across the class.• Students are to use SEQTA Direct Message to communicate with their teachers. Do not use email or MS Teams.• Students will be required to submit one task each week for teachers view and provide feedback.
Yr 7-9 Elective Classes	<ul style="list-style-type: none">• Due to the practical nature of these subjects, most teachers will be unable to provide weekly work for students to complete during scheduled lessons.• Where it is possible, teachers will provide clarity on work that students will need to complete during remote learning. In some cases teachers will require students to continue with ongoing projects or task work. This will be listed in SEQTA each week.• Teachers will provide clarity on work expectations to individual classes either through their existing classes or through a Direct Message in SEQTA.
Yr 7-9 Physical Education Classes	<ul style="list-style-type: none">• These classes will not operate during a school closure.• Students are encouraged to remain physically active during the period of remote learning. Resources will be shared with students and parents to encourage this.• Students will be provided a daily activity log to complete during their time away from the College.

Assessment

The move to remote learning by the College will have a significant impact upon the ability of students to demonstrate learning and for teachers to define student achievement. The adoption of a remote learning approach means that the traditional methods of assessment can no longer be sustained and a new approach will be required. To this end, teachers have been asked to ensure the following across their classes:

- Where possible, teachers are asked to provide students with summative assessment tasks (goes towards final grades) that they can complete at home. For many subjects this will be impossible and so summative assessment cannot occur in these classes.
- In those subjects that are running, students will be required to complete homework tasks each week to submit to their teacher. This type of formative assessment (does not go towards a final grade) will enable students to demonstrate understanding and teachers to provide feedback to students.
- Teachers have been asked to provide students with positive feedback about their learning and advice on how they can improve based on the anecdotal evidence that teachers collect.

The College is working closely with both the School Curriculum and Standards Authority (SCSA) and Catholic Education Western Australia (CEWA) to advocate for students during this disruption to learning and to ensure that no student is significantly disadvantaged compared to their peers.

Expectations of Students and Families

In the event of a school closure, students are expected to maintain their commitment to learning and to complete the work assigned to them by their teacher. Whilst the method of curriculum delivery may differ greatly from traditional lessons, the requirement to complete school work remains unchanged. Research informs us that students are less productive in a remote learning situation and so teachers have been asked to reduce their expectations for students working at home. For senior classes, teachers will instead focus on the delivery of essential content required by students when schools return to regular instruction.

In these circumstances, parents and guardians play a crucial role in supporting the ongoing learning of their children;

- Parents are encouraged to speak to their children each day about work expectations,
- Parents should 'check in' with their children at the end of the school day to see what they have achieved,
- Parents are asked to support their child's learning by ensuring that there are structures and routines in place to promote learning,
- Parents are asked to ensure that other distractions (such as gaming, social media and the like) are restricted during regular school hours.

To support students and parents during the transition to remote learning, the College has created a series of resources outlining the expectations of all people involved in the continuity of learning including students, teachers and families. Additionally the College will make available resources designed to support the health, well-being and broader learning of our students whilst they are away from the College. These resources can be accessed through the following link to the College website:

<https://www.norbert.wa.edu.au/about-snc/covid-19-updates/>

Daily Routine

Students are asked to replicate their usual daily structure at home including break times between lessons. For students across Years 10-12 there is a need to check in with their teachers at the start of each lesson and engage in their online lesson. For students across Years 7-9 however, there is greater flexibility regarding when they work however it is advised that they follow the regular timetable structure that their teachers will follow. You will find below a suggested daily routine for online learning:

Morning (Before 8.40am)	<ul style="list-style-type: none"> • Get yourself ready for the day ahead. • Have breakfast, do something active, plan the day's meals. • Organise your work tools for the day.
8.40am – 9.00am	<ul style="list-style-type: none"> • Go online and check your SEQTA messages and emails for the day. • Log into your House team in MS Teams to check for notices.
9.00am	<ul style="list-style-type: none"> • Log into SEQTA and/or MS Teams to complete the work for your first timetabled period of the day.
9.55am	<ul style="list-style-type: none"> • Log into SEQTA and/or MS Teams to complete the work for your second timetabled period of the day.
10.50am – 11.10am	<p>Recess Break:</p> <ul style="list-style-type: none"> • Have a healthy snack to eat. • Drink some water - remain hydrated. • Get some fresh air.
11.10am	<ul style="list-style-type: none"> • Log into SEQTA and/or MS Teams to complete the work for your third timetabled period of the day.
12.00pm	<ul style="list-style-type: none"> • Log into SEQTA and/or MS Teams to complete the work for your fourth timetabled period of the day.
12.55pm – 1.35pm	<p>Lunch Break:</p> <ul style="list-style-type: none"> • Prepare yourself a healthy lunch. • Keep your fluids up. • Do something outside for a while. • Call your parents to give them an update of the day so far.
1.35pm	<ul style="list-style-type: none"> • Log into SEQTA and/or MS Teams to complete the work for your fifth timetabled period of the day.
2.25pm	<ul style="list-style-type: none"> • Log into SEQTA and/or MS Teams to complete the work for your last timetabled period of the day.
Afternoon	<ul style="list-style-type: none"> • Get outside and be active. If you have completed all of your work for the day, then do something relaxing and refreshing.

This structure of the day above is based on the regular school times of the day. When your class is not running (Example: Yr 7-10 Physical Education), students are encouraged to use their time in a productive way or to engage themselves in broader learning.

Maintaining Health and Wellbeing during Remote Learning

It is important that students take regular breaks during their day (even within their scheduled lessons) to be active and maintain their wellbeing. Doing so will make students more productive and less stressed about the changes they are experiencing. In order to support health and wellbeing, the College advises:

- Where possible, students should work away from their laptop screens. Teachers have been asked to consider how they can minimise the total time their students spend on their devices. Paper and pens still have a place in a remote learning environment.
- Students should include physical activity into their daily routine. The Physical Education Department are coming up with a list of things for students to do remain active, healthy and balanced. These will be shared with families through SEQTA and the College's social media.
- Students should remain connected to their friends. Don't just message each other – actually talk. A reassuring voice is far more important than the cleverest emoji!
- Students should consider using their spare time to try and learn a different set of skills. There are plenty of YouTube videos that can help students learn to cook, play music, knit, plant a vegetable garden... Whatever grabs their interest.

- Finally, students should not ignore their family obligations. Every member of a family has a responsibility to help their family and a remote learning situation should probably see students take on greater family responsibilities, in the form of chores, etc. Our College strongly advocates for students to take on these roles in the home to support their family.

Communication and Ongoing College Support

It is important to remember that St Norbert College is there to support our students and their families during a period of remote learning.

If students find that they have any questions or concerns about their allocated work, please encourage them to contact their teacher through SEQTA Direqt Message. Teachers will check their messages each day and reply to student queries. Parents can also email or Direqt Message teachers when they have their own questions.

If you are ever concerned about your child's wellbeing I encourage contact be made with either your child's Homeroom teacher, their Head of House or the College Counsellor or College Psychologist. The College Leadership Team is also available to support families during this time.

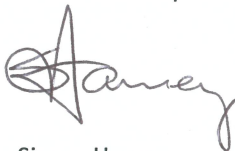
In all circumstances, members of our community are encouraged to communicate in a professional and respectful manner. A change in lesson delivery is never an excuse to engage with teachers or staff in an inappropriate manner. The staff of St Norbert College will continue to support students and their families but they cannot be held accountable or blamed for the situation that our community currently finds itself in. It is also important to acknowledge that the College Code of Conduct and Child Safe Framework applies to all members of our College community and as such communication can only occur through the Office 365 and SEQTA platforms.

Conclusion

We will continue to update families as we progress through the implementation of this Remote Learning Plan. As circumstances continue to change, the College will review our School Response Plan for Remote Learning based on feedback from teachers, students and parents. Any modifications to the Plan will be communicated to both students and parents.

I would like to again express my deep gratitude to our students, families and staff for their continued support in these dynamic and unprecedented times. As a community-based school, we continue to work together to provide care and assistance to one another.

Yours sincerely



Simon Harvey
PRINCIPAL



Peter Hawke
DEPUTY PRINCIPAL