



ST PAUL'S
COLLEGE

Continuity of Learning in the Event of School Closure

FAITH
RELATIONSHIPS
EXCELLENCE
DIVERSITY

Reception to Year 12

A CATHOLIC SCHOOL FOR BOYS
IN THE EDMUND RICE TRADITION

Continuity of Learning in the Event of School Closure

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Context

St Paul's College continues to monitor the impact and spread of COVID-19, the coronavirus outbreak. COVID-19 has now spread to numerous countries around the world. In the case that St Paul's College must close under any circumstances, the purpose of this document is to provide a continuity of learning for students.

This document sets out to detail St Paul's College's response to school closure, considering the involvement of students, family and staff, being joined in responsibility for continued learning. Coupled with the practicalities of learning, we also need to understand the extraordinary times, the wellbeing realities of being away from school, resources and the varied needs of students and families.

Communication is crucial and this document aims to provide means of how students, staff and families can communicate with one another.

The driving purpose of ensuring a continuity of learning during school closure is to provide every opportunity to engage in meaningful learning. Teachers certainly have a responsibility to provide programs that are suitable for student-guided learning, while the engagement with learning requires a commitment from students and families.

Please familiarise yourself with this document, giving special attention to the year levels you are in, that your son is in, or that you teach, such is the intentionally shared nature of this document.

Wellbeing

In conjunction with this document the College has provided families with a 'School Closure Wellbeing Pack' that students are encouraged to engage in, given the decreased social, emotional and physical experiences that school provides. It is always important to keep ourselves fit and healthy – we know that it will help our learning!

Staff, students and families alike are encouraged to engage in the wellbeing advice provided by the College.

Specific to learning environments at home, some aspects to consider are:

- Screen time
- Social interactions
- Healthy diet
- Physical exercise
- Wellbeing/Mental Health support
- Regular breaks
- Identified areas to complete work
- Fresh air
- Hydration

Appendix A has contact details for our College Counsellor, as well as a range of helpful resources to support the wellbeing of staff, students and families.

Appendix B is a fact sheet from headspace that directly addressed COVID-19.

Wellbeing is crucial, especially when we are more isolated than usual. As such, St Paul's everybody in our community to seek help as required and look after one another in the event of school closure.

Lower Primary (Reception – Year 4)

Summary

Students in Reception-Year4 will be set an appropriate amount of work by their teacher, each week. This will focus on literacy, numeracy, imaginative play/project work and reading skills.

Unless in extenuating circumstances, teachers will be working from home and in communication with families via SEQTA. Teachers will be 'live' on SEQTA (immediately available) each morning between 9am-11:30am and information will be provided to families by Direqt message each day.

In addition to being 'live' on SEQTA at times, teachers will respond within 24 hours Monday-Friday.

Teacher Requirements

Teacher Availability

Except under exceptional circumstances, teachers are to be available to communicate with parents via SEQTA. *Via SEQTA Direqt Message, within 48 hours of a school closure, Teachers are required to:*

- Identify he/she will be online via SEQTA. These available times will be consistent each week. (As a guide, teachers are asked to be online via SEQTA during two-thirds of their lessons, for each subject.)
- State the expectations that he/she has for the class and for families.
- Identify how he/she will monitor student progress during school closure.
- Include their Leader of Learning in this Direqt Message.

NB: An example of this communication is available in *Appendix C*.

Teachers are also required to send a Direqt Message to all families for the start of every day (example in Appendix C) and include their Leader of Learning in this daily message, as well as the student's guardian(s). The message will remind everybody of how to get assistance, what work will be the focus for the day and a chance to see how everybody is going.

Teachers are available in these timeslots to support parents to maximise student engagement and minimise disruption, manage workload of staff, and to avoid unnecessary overwhelm. Where there are exceptional circumstances, the teacher is asked to notify their students and families of alternative and suitable availability times, after gaining approval from the College Principal or Deputy Principal to alter arrangements around their availability.

Student Requirements

Each day students are expected to complete:

- 1 hour of Literacy (inclusive of 15 minutes of Reading Eggs or Reading Eggspress)
- 1 hour of Numeracy (inclusive of 15 minutes of Mathletics)
- Practice their reading skills by reading to a parent or family member
- Engage in 1 hour of imaginative play/or project work.

All work will be completed in the provided exercise book, which will be submitted on return to school or at an appropriate time.

Routine

We recommend that Literacy and Numeracy activities are completed in the morning as this is the optimal time for retaining new learning. Daily completion of activities is also crucial to learner growth and is necessary for continuity of learning.

Note to Families

Maintaining a consistent routine with children, particularly learning times and bedtimes support to maintain a positive progression with their learning.

Try to create a quiet and comfortable learning space. A location for learning should be a public space, not in a bedroom. It should be a place that can be quiet at times and where you or another adult is present and monitoring your children's learning.

Wellbeing

Being confined to home for an extended time can cause stress and possible conflict. Talking to your child about what is happening may assist to reduce any possible anxiety. Ensure children exercise regularly. Options may include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment if available.

Also encourage your children to keep in touch with family members and friends via phone, email or social media (where appropriate).

Communicating with the school

The primary source of communication between St Paul's College, student's Home Group, subject teachers and parent/carer will be undertaken using Direct Message in SEQTA; our Educational Platform.

In conjunction with this document, The College has provided a 'How To Guide' to the use of SEQTA for Parent and Carers. Please ensure you are familiar with this document and please contact your son's Home Group Teacher if you require further assistance. Email contact details for all St Paul's teaching staff are part of this document.

If you are unable to access SEQTA please email Lisa Daws (Primary Leader of Learning) ldaws@stpauls.sa.edu.au advising her of the issue. Lisa Daws will then investigate the concern and arrange through the appropriate staff member to ensure access is obtained.

This situation will be new for most schools and families. Please be understanding of this through positive feedback when required. Be assured St Paul's College is aiming to provide the best support they can offer during this difficult time.

Upper Primary (Years 5 - 6)

Summary

Students in years 5-6 will be set an appropriate amount of work by all subject teachers, each week. This will equate to a week's worth of work as usual, with allowances as necessary (e.g. in response to the varying realities surrounding the school closure that may require more or less work set).

Unless in extenuating circumstances, Year 5-6 teachers will be working from home and in communication with students/families via SEQTA. Teachers will be 'live' on SEQTA (immediately available) during approximately half to two-thirds of timetabled lessons for each subject, at a time communicated to students and families at the point of school closure.

In addition to being 'live' on SEQTA at times, teachers will respond within 24 hours Monday-Friday.

Students are expected to engage in learning and undertake tasks and assessments.

Teacher Requirements

Teacher Availability

Except under exceptional circumstances, teachers are to be available to communicate with students and parents via SEQTA, during most lessons as timetabled. Students timetables are available through SEQTA Engage and SEQTA Learn. *Via SEQTA Direqt Message, within 48 hours of a school closure, and for each subject taught, Teachers are required to:*

- Identify the timetabled lessons when he/she will be online via SEQTA. (As a guide, teachers are asked to be online via SEQTA during approximately half to two-thirds of timetabled lessons for each subject.
- State the expectations that he/she has for the class and for families.
- Identify how he/she will monitor student progress during school closure.
- Include their Leader of Learning in this Direqt Message.

NB: An example of this communication is available in *Appendix C*.

Teachers are also required to send a Direqt Message to all students and families for the start of every day (example in Appendix C) and include their Leader of Learning in this daily message, as well as the student's guardian(s). The message will remind everybody of how to get assistance, what work will be the focus for the day and a chance to see how everybody is going.

Teachers are available in these timeslots to support parents to maximise student engagement and minimise disruption, manage workload of staff, and to avoid unnecessary overwhelm. Where there are exceptional circumstances, the teacher is asked to notify their students and families of alternative and suitable availability times, after gaining approval from the College Principal or Deputy Principal to alter arrangements around their availability.

Mode of Communication between Teacher and Student

SEQTA will be the only form of communication between teachers and students.

As a minimum, teachers are required to complete the planner section of SEQTA Teach for all timetabled lessons to provide instruction and resources to students and families:

Teacher may also use a combination of the following SEQTA features to add to the above:

- MyEd Quests to monitor student learning
- SEQTA Assessment to provide assessment details (including task sheets and rubrics) and electronic submission
- Direqt messages to communicate with students (required at least once per week, per subject).

Facilitating Remote Learning

Using SEQTA as the only means of accessing learning, there are many other resources that teachers can embed in SEQTA. In the name of student engagement, it is likely that subject teachers will engage in a combination of the following (although this is by no means an exhaustive list), and any other suitable resources that students/families access via SEQTA:

- PowerPoints with voice over narration that are attached to the Online Lessons/Daily Planner to teach specific concepts (new learning).
- Short instructional videos created by teacher or from suitable external source.
- Upload student worksheets, to be returned by student through assessments or Direqt Message.
- Electronic textbooks.
- Interactive worksheets, word documents, images/screenshots.
- Links to interactive web pages.
- [see 'resources' section in this booklet]

Teachers are asked to minimise any 'homework' (tasks additional to scheduled classes) so that students meaningfully undertake schoolwork during school hours, to assist a balance between schoolwork, family, screen time and wellbeing activities.

Non-Negotiables

In line with duty of care, privacy and child protection, the following is not permitted:

- Use of video conferencing software such as Skype, Zoom, Facetime to be used for student communication.
- Teachers contacting students by phone or any other live video or live audio device(s).

Assessment

Assessment will continue for the duration of a school closure. Formative assessment (to monitor student learning) will likely increase as a helpful way of teachers gauging student progress and engagement. Summative assessments (to evaluate student learning) will also continue during a school closure.

Where a student is not meeting due dates for assessments, the teacher will contact the student and the family. If an ongoing issue, teachers can gain support from relevant Leader of Learning and Leader of House.

Student Requirements

To maintain consistency in student learning and ensuring a regular routine is maintained, the following outlines the requirements of each student:

- Read and clarify the weekly direct message sent via SEQTA, by each subject teacher.
- Students are required to access SEQTA to gain an understanding of teacher requirements. As a guideline, students in years 5-6 will be set an appropriate amount of work by all subject teachers, each week. This will equate to a week's worth of work as usual, with allowances as necessary (e.g. in response to the varying realities surrounding the school closure that may require more or less work set).
- Follow teacher instructions that are provided via the 'courses' tab in SEQTA Learn.
- Complete and submit assessments provided via the 'assessments' tab in SEQTA Learn, following both due dates and method of upload.
- Research in a safe and responsible manner.
- During break times, do something not related to devices (eat, drink and be active). Students are urged to refer to the College's circulated *Wellbeing* booklet for ideas.
- Proactively seek assistance, clarification and support from family and especially from teachers, via Direct Message.
- Minimise any homework (tasks additional to scheduled classes) so that students meaningfully undertake schoolwork during school hours, to assist a balance between schoolwork, family, screen time and wellbeing activities.

Note to Families

Setting up a learning environment

Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period.

A location for extended learning should be a public space, not in a bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where you or another adult is present and monitoring your children's learning.

Wellbeing

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation may include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Maintain routine and stick to scheduled physical exercise and breaks.
- Minimising all hours of screen time outside of lessons is appropriate.
- Encourage your children to keep in touch with family members and friends via phone, email or social media (where appropriate).

Communicating with your child

We encourage parent/carers to start and finish each day with a simple check-in. These check-ins need to be a regular part of each day and start straight away. Not all students thrive in a remote learning environment; some may struggle with too much independence or lack of structure and the check-ins help keep them on track.

In the morning, ask:

- What are you learning today?
- What are your learning targets or goals?
- How will you be spending your time?
- What resources do you require?
- What support do you need?

In the afternoon, ask:

- What did you learn today?
- Acknowledge one thing that was difficult. Either let it go or come up with a strategy to deal with the same problem if it comes up again.
- Consider three things that went well today. Why were they good?
- Are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

Communicating with the school

The primary source of communication between St Paul's College, student's Home Group, subject teachers and parent/carer will be undertaken using Direct Message in SEQTA; our Educational Platform.

In conjunction with this document, The College has provided a 'How To Guide' to the use of SEQTA for Parent and Carers. Please ensure you are familiar with this document and please contact your son's Home Group Teacher if you require further assistance. Email contact details for all St Paul's teaching staff are part of this document.

If you are unable to access SEQTA please email Lisa Daws (Primary Leader of Learning) ldaws@stpauls.sa.edu.au advising her of the issue. Lisa Daws will then investigate the concern and arrange through the appropriate staff member to ensure access is obtained.

This situation will be new for most schools and families. Please be understanding of this through positive feedback when required. Be assured St Paul's College is aiming to provide the best support they can offer during this difficult time. As we move into our seventh year of using SEQTA as a Learning Platform, our staff are proficient in their use and able to effectively facilitate meaningful learning experiences remotely.

Middle/Senior (Years 7-12)

Summary

Students in years 7-12 will be set an appropriate amount of work by all subject teachers, each week. This will equate to a week's worth of work as usual, with allowances as necessary (e.g. in response to the varying realities surrounding the school closure that may require more or less work set).

Unless in extenuating circumstances, Year 7-12 teachers will be working from home and in communication with students/families via SEQTA. Teachers will be 'live' on SEQTA (immediately available) during approximately half to two-thirds of timetabled lessons for each subject, at a time communicated to students and families at the point of school closure.

In addition to being 'live' on SEQTA at times, teachers will respond within 24 hours Monday-Friday.

Students are expected to engage in learning and undertake tasks and assessments.

Teacher Requirements

Teacher Availability

Except under exceptional circumstances, teachers are to be available to communicate with students and parents via SEQTA. Students' timetables are available through SEQTA Engage and SEQTA Learn. *Via SEQTA Direct Message, within 48 hours of a school closure, and for each subject taught, Teachers are required to:*

- Identify the timetabled lessons when he/she will be online via SEQTA. These available times will be consistent each week. (As a guide, teachers are asked to be online via SEQTA during approximately half to two-thirds of timetabled lessons for each subject.
- State the expectations that he/she has for the class and for families.
- Identify how he/she will monitor student progress during school closure.
- Include their Leader of Learning in this Direct Message.

NB: An example of this communication is available in *Appendix C*.

Teachers are also required to send a Direct Message to all students and families for the start of every week (example in Appendix C) and include their Leader of Learning in this weekly message, as well as the student's guardian(s). The message will remind everybody of how to get assistance, what work will be the focus for the week and a chance to see how everybody is going.

Teachers are available in these timeslots to support parents to maximise student engagement and minimise disruption, manage workload of staff, and to avoid unnecessary overwhelm. Where there are exceptional circumstances, the teacher is asked to notify their students and families of alternative and suitable availability times, after gaining approval from the College Principal or Deputy Principal to alter arrangements around their availability.

Mode of Communication between Teacher and Student

SEQTA will be the only form of communication between teachers and students.

Teachers are required to complete at least one of the following for all timetabled lessons (once for double/triple lessons) to provide instruction and resources to students and families:

- The 'Online Lesson Editor' section of programming on *SEQTA Teach*.
- The 'Planner' section of programming on *SEQTA Teach*.

Teacher may also use a combination of the following SEQTA features to add to the above:

- Discussion forums for group discussions, clarification and student queries.
- MyEd Quests to monitor student learning.
- SEQTA Assessment to provide assessment details (including task sheets and rubrics) and electronic submission.
- Direqt messages to communicate with students (required at least once per week, per subject).

Facilitating Remote Learning

Using SEQTA as the only means of accessing learning, there are many other resources that teachers can embed in SEQTA. In the name of student engagement, it is likely that subject teachers will engage in a combination of the following (although this is by no means an exhaustive list), and any other suitable resources that students/families access via SEQTA:

- PowerPoints with voice over narration that are attached to the Online Lessons/Daily Planner to teach specific concepts (new learning).
- Short instructional videos, created by teacher or from suitable external source.
- Upload student worksheets, to be returned by student through assessments or Direqt Message.
- Electronic textbooks.
- Interactive worksheets, word documents, images/screenshots.
- Links to interactive web pages.
- [see 'resources' section in this booklet]

Teachers are asked to minimise any 'homework' (tasks additional to scheduled classes) so that students meaningfully undertake schoolwork during school hours, to assist a balance between schoolwork, family, screen time and wellbeing activities.

Non-Negotiables

In line with duty of care, privacy and child protection, the following is not permitted:

- Use of video conferencing software such as Skype, Zoom, Facetime to be used for student communication.
- Teachers contacting students by phone or any other live video or live audio device(s).

Assessment

Assessment will continue for the duration of a school closure. Formative assessment (to monitor student learning) will likely increase as a helpful way of teachers gauging student progress and engagement. Summative assessments (to evaluate student learning) will also continue during a school closure.

Where a student is not meeting due dates for assessments, the teacher will contact the student and the family. If an ongoing issue, teachers can gain support from relevant Leader of Learning and Leader of House.

Student Requirements

To maintain consistency in student learning and ensuring a regular routine is maintained, the following outlines the requirements of each student:

- Read and clarify the weekly direct message sent via SEQTA, by each subject teacher.
- Students are required to access SEQTA to gain an understanding of teacher requirements. As a guideline, students in years 7-12 will be set an appropriate amount of work by all subject teachers, each week. This will equate to a week's worth of work as usual, with allowances as necessary (e.g. in response to the varying realities surrounding the school closure that may require more or less work set).
- Follow teacher instructions that are provided via the 'courses' tab in SEQTA Learn.
- Complete and submit assessments provided via the 'assessments' tab in SEQTA Learn, following both due dates and method of upload.
- Research in a safe and responsible manner.
- During break times, do something not related to devices (eat, drink and be active). Students are urged to refer to the College's circulated *Wellbeing* booklet for ideas.
- Proactively seek assistance, clarification and support from family and especially from teachers, via Direct Message.
- Minimise any homework (tasks additional to scheduled classes) so that students meaningfully undertake schoolwork during school hours, to assist a balance between schoolwork, family, screen time and wellbeing activities.

Note to Families

Setting up a Learning Environment

Try to create a quiet and comfortable learning space for your child. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period.

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Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation may include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Maintain routine and stick to scheduled physical exercise and breaks.
- Encourage your children to keep in touch with family members and friends via phone, email or social media (where appropriate).
- Minimising all hours of screen time outside of lessons is appropriate.

- Refer to the *Wellbeing* booklet circulated by the College.

Communicating with your Child

We encourage parent/carers to start and finish each day with a simple check-in. These check-ins need to be a regular part of each day and start straight away. Not all students thrive in a remote learning environment; some may struggle with too much independence or lack of structure and the check-ins help keep them on track.

In the morning, ask:

- What are you learning today?
- What are your learning targets or goals?
- How will you be spending your time?
- What resources do you require?
- What support do you need?

In the afternoon, ask:

- What did you learn today?
- Acknowledge one thing that was difficult. Either let it go or come up with a strategy to deal with the same problem if it comes up again.
- Consider three things that went well today. Why were they good?
- Are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

Communicating with the School

The primary source of communication between St Paul's College, student's Home Group Teacher, subject teachers and parent/carers will be undertaken using Direct Message in SEQTA; our Educational Platform. The parent/guardian version of SEQTA is *SEQTA Engage*.

In conjunction with this document, our College has provided a 'How To' Guide for Parent and Carers to use SEQTA. Please ensure you are familiar with this document and please contact Mr Perry Campbell (SEQTA Key Teacher) if you require further assistance. If you are unable to access SEQTA please email Mr Perry Campbell (pcampbell@stpauls.sa.edu.au) advising him of the issue. Perry Campbell will then investigate the concern and arrange through the appropriate staff member to ensure access is obtained.

Email contact details for all St Paul's teaching staff are part of this document.

School closure is new for most schools and families. Please be understanding of this through positive feedback when required. Be assured St Paul's College is aiming to provide the best support they can offer during this difficult time. As we move into our seventh year of using SEQTA as a Learning Platform, our staff are proficient in their use and able to effectively facilitate meaningful learning experiences remotely.

South Australian Certificate of Education (SACE)



The SACE Board has provided the following communication to schools:

Schools and teachers should feel empowered to use the flexibility of the SACE to deliver students' learning and assessment through our strong partnership with you and our high-trust of teachers' professional judgement.

In the event of disruption caused by COVID-19 coronavirus, schools might consider a range of general strategies to support SACE students in their learning, including:

- *Electronic forms of delivery, including use of a Learning Management System.*
- *Adapting the form of assessment.*
- *Rescheduling assessment.*
- *Changing due dates for tasks.*
- *Use of formative evidence.*

No students should be disadvantaged by these circumstances. The SACE Board supports your efforts to manage students' learning programs in these complex times, with the understanding that the use of these strategies are in scope of the Board's policies and procedures.

Teachers are encouraged to revisit their subject outline to look for flexibilities in delivering and conducting assessments and assessment tasks. For instance, consider whether a collaborative task could involve digital collaboration done remotely, or whether a supervised task could be adapted to an investigative task done at home.

It is also important to consider if an assessment scheduled to take place during a period of disruption, such as a performance or field trip, could be moved to a date later in the year, or whether an alternative local option is available.

We know that your school will be working as a community to track and document any adjustments at a school level.

Teachers are advised to use the Addendum in your school's Learning and Assessment Plan (LAP) to document any amendments to the original LAP that support your students to be successful in meeting the requirements of the subject.

We are monitoring the situation closely and we will continue to provide updates and support as required. Please share this bulletin with your school community.

Link to continuous SACE Covid 19 updates - <https://www.sace.sa.edu.au/covid-19-coronavirus>

Frequently Asked Questions

What if the student is sick on a day when the school is closed?

As usual, we ask that the family notifies Student Services (operating remotely). To do this, we ask families to email absentees@stpauls.sa.edu.au and name the student in full, as well as their Home Group. Despite school being closed, our College is still required to know when students are absent (i.e. to know whether to expect their contribution to an online class activity).

What if the teacher is sick (or otherwise 'absent') on a day when the school is closed?

As usual, the teacher will notify the College in the event of absence. The College will pass on this information to the students impacted that day, via Direqt Message to the students and their families.

What if the student/family cannot access key resources such as internet, laptop?

We ask that a message is provided to the student's Home Group teacher, by any means possible. Ideally these concerns are raised prior to school closure.

Will my son still receive a school report?

Yes! It is hoped that the school closure is only short-term and that the continuity of learning and/or online submission of learning, is evidence of learning allowing assessment and learning to occur.

Where can families (or students) get answers to my question(s)?

Please ask all questions – no question is too big or small. Direqt messages on SEQTA allows families/students to have access to their Home Group teacher, their subject teachers and appropriate Leaders of learning and Leaders of House. Contact details at the back of this document contains contact details to college staff.

How can I support families support their child's wellbeing, if I they have concerns?

Our College Counsellor, Gill Smith, will be available to students and families by SEQTA Direqt Message and email: gsmith@stpauls.sa.edu.au. While Gill is a valuable resource for us all, there is only one Gill! As such, Gill may not be able to assist you directly but can provide contact details for groups, organisations and resources that can support families and/or their sons.

Should families limit screen time outside of scheduled class times?

Yes! The College recognises that screen time will be required for continuity of learning, especially in Years 5-12. During these learning times, breaks from screen time is important. Similarly, and understanding that there are no enforced screen breaks that would usually occur at school, it is important that students minimise screen time for gaming and social media.

How can families tell if their son is on track with learning?

Families are encouraged to be in communication with their son's teacher(s) via Direqt Message on SEQTA.

What if a student is having difficulties with his learning?

This is inevitable given there is no face-to-face teacher help available, as well as the varying strengths and characteristics of students. When this occurs, we really encourage students and/or families to contact the relevant teacher(s) without hesitation, explaining the difficulty. The teacher is then able to address the concerns as best as possible remotely or provide suitable alternatives.

What is the process if I am unable to access SEQTA?

If you are unable to access SEQTA please email Perry Campbell (SEQTA Coordinator) pcampbell@stpauls.sa.edu.au advising him of the issue. Perry Campbell will then investigate the concern and arrange through the appropriate staff member to ensure access is obtained.

Key College Contacts

The preferred form of communication with members of our College (listed below) is email or Direct Message. Please wait the promised 24 hours (Monday-Friday) for a response.

If the matter cannot wait 24 hours (serious issue), please try the College in the first instance (there may/may not be staff onsite and able to answer your call): 08 8266 0622

If still unable to reach anybody at the College, please contact: 0409 479 811

Please remember that for all emergencies, students and families should contact 000.

Paul BELTON	Principal	pbelton@stpauls.sa.edu.au
Joshua FOULIS	Deputy Principal	jfoulis@stpauls.sa.edu.au
Angela COLLINS	APRIM	acollins@stpauls.sa.edu.au
Michael WHITE	Head of Teaching and Learning	mwhite@stpauls.sa.edu.au
Nick CALLARY	Head of Student Development	ncallary@stpauls.sa.edu.au
Emily SAYER	Head of Primary	esayer@stpauls.sa.edu.au
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Damian ANTENUCCI	Middle/Senior Years	dantenucci@stpauls.sa.edu.au
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Kristian OLESEN	Senior Years	kolesen@stpauls.sa.edu.au

Appendices

Appendix A - Counselling services at St Paul's College in the event of a school closure

In the event of a school closure, students and parents can still contact the St Paul's College Counsellor via email gsmith@stpauls.sa.edu.au or SEQTA direct message regarding any counselling concerns. Gill can then phone you back if phone counselling is required.

Below is a list of support organisations that can also assist with any concerns for the mental health of yourself or others at any time, or if Gill is unavailable (i.e. ill or on leave).

Contact Information for Support Services:

Staff

- Access (Employee Assistance Program): free, confidential counselling. Ph 1300 66 77 00.
- Make an appointment with your local GP for a referral to a private psychologist.
- Lifeline: 13 11 14 (24 hours 7 days a week) or www.lifeline.org.au (for information or online counselling in the evenings).
- Beyondblue: 1300 224 636 or www.beyondblue.org.au (for information or online counselling)
- 1800 737732 (1800RESPECT): 24 hours 7 days a week, for confidential information, counselling & support for those impacted by sexual assault, domestic or family violence and abuse.
- MensLine Australia: Ph 1300 78 9978 or www.mensline.org.au (for online support) For information and referral to assist men to deal with relationship problems in a practical and effective way.
- For emergency financial or material assistance:
 - St Vincent de Paul: www.vinnies.org.au or ph 1300 792 202 (note: Vinnies emergency assistance line is open 9am-1pm Mon-Fri)
 - Salvation Army: www.salvationarmy.org.au or ph 13 72 58 (13SALVOS)

Parents

- Make an appointment with your local GP for referral to a private psychologist.
- Lifeline: 13 11 14 or www.lifeline.org.au
- Beyondblue: 1300 224 636 or www.beyondblue.org.au (for information or online counselling)
- information/resource sheets available from their website in 23 different languages
- 1800 737732 (1800RESPECT): 24 hours 7 days a week for confidential information, counselling & support for those impacted by sexual assault, domestic or family violence and abuse.
- MensLine Australia: Ph 1300 78 9978 or www.mensline.org.au (for online support) For information and referral to assist men to deal with relationship problems in a practical and effective way.
- For emergency financial or material assistance:
 - St Vincent de Paul: www.vinnies.org.au or ph 1300 792 202 (note: Vinnies emergency assistance line is open 9am-1pm Mon-Fri)
 - Salvation Army: www.salvationarmy.org.au or ph 13 72 58 (13SALVOS)


Students

- Kids Helpline (for 12-25 year olds): 1800 55 1800 (24hrs a day 7 days a week) or www.kidshelpline.com.au for information or online counselling.
- Headspace:
 - Edinburgh North Office: 8209 0700
 - Adelaide Office: 1800 063 267 or www.headspace.org.au (for information or online counselling) or 1800 650 890 (for phone counselling)
- CAMHS (Child Adolescent Mental Health Service): Eastern office ph: 73214500
- Mental Health Triage (for persons 16 years and over) ph: 131465
- Make an appointment with your local GP for a referral to a private psychologist
- ReachOut: www.reachout.com
- SANE Australia: 1800 187 263 or www.sane.org

Appendix B - Information from Headspace

Novel Coronavirus (COVID-19)

how to cope with stress related to COVID-19



headspace
National Youth Mental Health Foundation

It can feel stressful and overwhelming during an event like the outbreak of the Novel Coronavirus (COVID-19) and we can all be affected differently.

You might feel overwhelmed by the information, conversations and the increased levels of stress in your community. It can be hard to know what information to trust especially in a situation where things are changing so quickly. It can be helpful to keep up-to-date but it's also okay to switch off from the 24 hour media cycle if this is getting too much.

During this time some things in your life may be affected by attempts to contain the spread of the virus. You may have been looking forward to a gig or a trip that's been cancelled. You may be affected by school, uni or your workplace temporarily closing. Or you may have a loved one who is directly affected by the virus.

It's important to find the right level or type of support for you. And keep in mind that the type of support you may need can change as time passes. For many people staying connected to family and friends/loved ones is important.

Tips to maintain a healthy headspace during this time

- 1 Be mindful of exposure to information through stories, traditional and social media. It can be helpful to take a break from the 24-hour news cycle
- 2 Do things that make you feel safe and connected, and be with those who are helpful to your wellbeing
- 3 Engage in activities that promote a sense of calm and feeling grounded (use of alcohol and other drugs can be counterproductive with this)
- 4 Our [7 tips for a healthy headspace](#) demonstrate simple and effective things that can help people to create and maintain a healthy headspace, irrespective of whether they have been affected by COVID-19 or not
- 5 It can help to talk with a trusted adult if it all feels a bit much.

Please note

The latest medical information is changing on a daily basis. If you suspect you are at risk, or would simply like to understand COVID-19 more, please visit the Department of Health's website.

health.gov.au

Common reactions

Fear and anxiety

At this time you might experience feelings of fear or anxiety. You might be worried about the virus and how it might affect you, your loved ones or your life.

Anger, frustration and confusion

It can be difficult to understand what to do in these situations because of the volume of different information available. This might feel confusing and frustrating, this is normal. Events like these can reduce the things we normally do in our days and that can seem unfair. This might make you feel frustrated or angry.

Sadness

If you've been asked to stay at home or stop your normal activities you might feel disconnected from important people or things in your life. This might make you feel sad or bored.

Denial

When bad things are happening, some people might prefer not to think about them at all. This might be helpful to start with, but our feelings can catch us by surprise later on. It's OK to distract yourself, but also find some time to think about what is happening and how you're going.

If you start to notice that you are experiencing these things, it is important to remember that these are normal reactions to a not normal time. During this time it is important as best as possible to keep engaged with the activities that support your wellbeing. You might need to get creative in how you continue to do them.

headspace National Youth Mental Health Foundation is funded by the Australian Government of Health
Version 1 - 20 March 2020

When should I get help?

If you ever feel unable to cope because of overwhelming or intense emotions, or if you have any thoughts of harming yourself, then ask for help immediately.

National 24/7 crisis services

- Lifeline: 13 11 14 or lifeline.org.au
- Suicide Call Back Service: 1300 659 467 or suicidecallbackservice.org.au
- beyondblue: 1300 224 636 or beyondblue.org.au

Additional youth support services

- headspace: visit headspace.org.au for eheadspace or more information
- Kids Helpline: 1800 55 1800 or kidshelpline.com.au
- ReachOut: reachout.com
- SANE Australia: 1800 187 263 or sane.org

Talk with a trusted adult, such as a parent, teacher, school counsellor or find out if there is a headspace centre near you.

Speak to your local doctor or General Practitioner (GP) and help make a plan for your recovery. Or you can search for a health service and GP on healthdirect.



Appendix C –SEQTA Direqt Message Examples

Example 1: First SEQTA Direqt message from subject teacher for families to access on SEQTA Engage (Reception – year 4) in the event of school closure. To be sent within 48 hours of closure.

Dear parents of R/1 Stokes,

As you are aware, we are now in a period of school closure. I hope that you are all well in these difficult circumstances.

During school closure, a continuation of student learning and development is crucial and so is the wellbeing of everybody in our community. Our class will operate as follows in the coming weeks:

- I will send a Direqt Message (like this) to all parents at the start of every day. The message will remind everybody of how to get assistance, what activities will be the focus, certain goals for the day and a chance to see how everybody is going.
- I will be available on SEQTA and operating live (for you to get immediate responses) for following timetabled lessons:
 - Monday Lessons 1-5 (8:55-1pm)
 - Tuesday Lesson 1-6 (8:55-2:30pm)
 - Wednesday Lesson 1-6 (8:55-2:30pm)
 - Thursday Lessons 1-5 (8:55-1pm)
 - Friday Lessons 1-6 (8:55-2:30pm)

As is our College policy, and given the above, I will respond to direqt messages from families within 24 hours, Monday-Friday.

This will be a testing time and I hope to support you in facilitating continued growth for your son as a learner. This is a great opportunity to share learning and capture the essence of your son's creativity, imagination and curiosity. Please capture his moments of learning throughout this journey.

Please continue to refer to the well-publicised document titled: *Continuity of Learning in the event of school closure*. This guides the expectations of me as your teacher, as well as what we require of students (and ask of families).

I look forward to continuing our learning and being in regular communication with you during this school closure.

Regards

Ms Samantha Stokes

Year R/1 Home Group Teacher

Example 2: Daily SEQTA Direct Message for families to access on SEQTA Engage (Reception – Year 4).

** This could be a list of activities that the students cover over the whole week.

Dear families of Year 2 Lanzendorfer,

Hopefully you have all enjoyed your weekend. Today is the start of a new week and new engagement for your son.

Your son has been provided with a blank book to complete his activities in. If you have an opportunity, please take photos of your son's learning and send them through to me.

By the end of the week, your son will have engaged in all of the below activities. Please choose activities from each area to engage in daily (up to 45 minutes), then allow 15 minutes for both Reading Eggs & Mathletics.

1 Hour of Literacy

- **Learn this weeks sounds (ee, ea,)**
 1. Use a newspaper or magazine to cut out words with ee, ea in them
 2. Write out the list words in Look, say, cover, write, check
 3. Read a book together and write down all the words you find that contain ee, au
 4. Learn List 2 of Sight Words
- **Writing**
 1. Book Making: Fold a piece of paper in half and create a book of your choice. Remember to include a title and illustrations.
 2. Write 5 sentences using your spelling words. Draw a picture that matches one of them.
- **Reading**
 1. Read sent home readers
 2. Choose a book from home and read it with a special person. Complete a task: Illustrate what happened in the story, draw the main characters and use words to describe what they look like
 3. Read some decodable readers: <https://www.speld-sa.org.au/services/phonics-books.html>
- **Electronic/Device Time**
 - 15 minutes on the iPad on **Reading Eggs**

1 Hour of Numeracy

- **Patterns:** Create patterns using a range of colours (textas, pencils, crayons). You can also use sensory items such as cutlery, stones, can etc. (a good opportunity for a photo)
- **Practice numbers** (1-50) counting by 2s through a range of activities using texta, pencils, chalk, rice, sand, dirt etc.
- **Sorting:** Use a range of materials that you find around the house to sort objects. Can you sort by colour, size, type or shape?
- **Complete worksheet** titled 'addition' from your take home pack
- **Electronic/Device Time**
 - 15 minutes on the iPad on **Mathletics**

1 Hours of Imaginative Play/Project work

- **Religion:** Create an 'Easter Story Flap Book'.
- **Art:** Draw two pictures. Colour in one picture only using warm colours (red, orange, yellow) and for the other picture use cool colours only (blue, green, purple)

- **Wellbeing:** Research and learn about the character strength of 'kindness and love'. How can you show kindness and love? Show some family members in your house how you can be kind and loving.
- **My Family:** Draw a picture of your family members. Can you write their names and something they like next to them?
- **Build:** Use recycled materials to be crafty and build something
- **Cook:** Help Mum or Dad prepare a meal (breakfast, lunch or dinner) or make something special with a family member e.g.-cupcakes, biscuits etc.
- **Play:** inside or outside without a device. This can be imaginatively or with a family member e.g.-board game. Make up your own game and teach others how to play.

I can be contacted today and will respond via Direct Message during Lessons 1 to 5 (8:55am-1pm).

Have a great day!

Ms Chloe Lanzendorfer

Example 3: First SEQTA Direqt message from subject teacher for students to access on SEQTA Learn and families to access on SEQTA Engage (years 5-6) in the event of school closure. To be sent within 48 hours of closure.

Dear students and families of 5/6DS,

As you are aware, we are now in a period of school closure. I hope that you are all well in these difficult circumstances.

During school closure, a continuation of student learning and development is crucial and so is the wellbeing of everybody in our community. Having considered these realities, and knowing you will be receiving a similar message from most of your teachers, our class will operate as follows in coming weeks:

- I will send a Direqt Message (similar to this) to all students and families at the start of every day. The message will remind everybody of how to get assistance, what work will be the focus, certain goals for the day and a chance to see how everybody is going.
- I will be available on SEQTA and operating live (for you to get immediate responses) for following timetabled lessons:
 - Monday Lessons 1-5 (8:55-1pm)
 - Tuesday Lesson 1-3 & 5
 - Wednesday Lesson 1 and 4-7
 - Thursday Lessons 1-6 (8:55-2:30pm)
 - Friday Lessons 1-6 (8:55-2:30pm)

As is our College policy, and given the above, I will respond to direqt messages from students/families within 24 hours, Monday-Friday.

Assessment due dates are crucial as we learn remotely (not at school) and I will continue to update you about assessments in my weekly message.

This will be a testing time and I hope to look after your wellbeing, as well as facilitating continued student growth as learners.

Please continue to refer to the well-publicised document titled: *Continuity of Learning in the event of school closure*. This guides the expectations of me as your teacher, as well as what we require of students (and ask of families).

I look forward to continuing our learning and being in regular communication with you during this school closure.

Regards

Mrs Lisa Daws

Year 5/6DS Home Group Teacher

Example 4: Daily Direqt Message to students via SEQTA Learn and families via SEQTA Engage (years 5-6)

Dear students and families of 5/6DS,

Welcome to Monday! I hope that you have enjoyed your weekend. I would love to hear what some of you got up to?

As per usual, you will engage with your lessons by connecting with SEQTA Learn Courses and follow the learning sequence of your timetable.

Today's learning will see you:

- Introduced to new spelling words for the week
- Undertake Spelling activities to practise the sound
- Work on your basic Maths skills with Numerical Acumen
- Experiment with mathematical Arrays
- Time for your assignments: Science & HASS

Goals

- Ensure that your Spelling contract is completed & submitted via SEQTA Learn Assessments
- Clock 10 minutes on Numerical Acumen
- Use your Exercise book to record your Arrays
- Submit Science Draft 1 to SEQTA Learn Assessments
- Help Mum or Dad set the table for dinner

Please remember that your assignment details, rubrics and expectations can be found in SEQTA Assessments in the Upcoming Assessments section.

I can be contacted today and will respond via Direqt Message during Lessons 1, 2, 4, 6 and 7.

Have a great day!

Mrs Daws

Example 5: First SEQTA Direqt message from subject teacher for students to access on SEQTA Learn and families to access on SEQTA Engage (Years 7-12) in the event of school closure. To be sent within 48 hours of closure.

Dear students and families of Mr Foulis' Year 12 English Class,

As you are aware, we are now in a period of school closure. I hope that you are all well in these difficult circumstances.

During school closure, a continuation of student learning and development is crucial and so is the wellbeing of everybody on our community. Having considered these realities, and knowing you will be receiving a similar message from all your teachers, our class will operate as follows in coming weeks:

- I will send a Direqt Message (similar to this) to all students and families at the start of every week. The message will remind everybody of how to get assistance, what work will be the focus for the week and a chance to see how everybody is going.
- I will be available on SEQTA and operating live (for you to get immediate responses), with our Year 12 English class as my only priority, for following timetabled lessons:
 - Tuesday Lessons 1 and 2 (8:55am – 10:25am)
 - Wednesday Lessons 3 and 4 (10:45am – 12:15pm)
- I will not necessarily be operating live on SEQTA during our timetabled Lesson 6 and 7 on Friday.

As is our College policy, and given the above, I will respond to direqt messages from students/families within 24 hours, Monday-Friday.

Assessment due dates are crucial as we learn remotely (not at school) and I will continue to update you about assessments in my weekly message.

This will be a testing time and I hope to look after your wellbeing, as well as facilitating continued student growth as learners.

Please continue to refer to the document titled: *Continuity of Learning in the event of school closure*. This guides the expectations of me as your teacher, as well as what we require of students (and ask of families).

If there are extenuating circumstances that may limit or prevent your son from engaging in our subject, please reply to this message so that we can discuss the matters at hand.

I look forward to continuing our learning and being in regular communication with you during this school closure.

Regards

Mr Josh Foulis

Year 12 English Teacher

Example 6: Weekly Direct Message to students via SEQTA Learn and families via SEQTA Engage (years 7-12)

Dear students and families of our Year 9 Mathematics class,

I hope your week in Maths has been productive, while ensuring that you have been looking after yourself and your family. As always, my well wishes are with you as we await our return to school.

In the meanwhile, this message is to explain what the next week looks like for our Maths class.

This week we are continuing with our percentage assignment, with a few tasks along the way. In the first lessons, you will see a task that asks you to engage with the new Supercheap Auto catalogue online, identifying price increases and decreases for various retail needs. This works in with questions 3, 4 and 5 in our assignment, where you have the flexibility to apply this to your preferred store/catalogue.

Having said that, questions 3, 4 and 5 are to be submitted to me by 4pm this Wednesday (via the assessment tab in SEQTA Learn), so that I can draft these and return to you ahead of Friday's lesson.

On Friday, I want you to spend quality time considering my feedback and working through questions 6 and 7 with confidence, knowing you are on the right track. As was the case last week, for this double lesson on Friday (as usually timetabled) I will be 'live' on SEQTA and can answer any of your questions via direct message.

If at any stage you are stuck along the way, I have uploaded 3 short videos of my 'working out' that will hopefully help you before starting question 3, which is a tricky one. Also, you have last week's PowerPoint that can explain the task as well; revisiting that PowerPoint by going back to last Wednesday's lesson, might be a good idea.

While the assignment is not due until the Tuesday of next week (not this Tuesday), keep this date in mind as a little motivation!

Have a great week and 'don't be a stranger',

Mr Hrycek

Online Resources

Resources for Teachers

This link includes information for teachers on:

- strategies to consider for remote learning
- using technology
- professional learning in the use of technology
- planning learning content

<https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/delivery-of-learning>

This link provides resources and activities for teachers to support students who temporarily are unable to attend school including Curriculum-specific resources for

- Early childhood resources
- K-6 remote learning resources
- 7-10 remote learning resources
- 11-12 remote learning resources

<https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/teaching-and-learning-resources>

This link provides Links to downloadable classroom activities, videos, interactive learning modules and quiz, advice sheets and other useful resources to use in the classroom with a focus on bullystoppers, aimed to prevent bullying

<https://education.vic.gov.au/about/programs/bullystoppers/Pages/classresources.aspx>

This link contains 70 eLearning activities, templates and tutorials. Allows you to create eLearning activities and teach remotely.

<https://ditchthattextbook.com/elearning-activities/>

Resources for Parents and Carers

This link includes information for parents and carers on:

- Key considerations for parents
- Establishing routines and expectations
- Setting up a learning environment
- Learning environment checklist
- Wellbeing
- Communicating
- Using technology

<https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers>

This page provides further advice, tips and resources to help parents and carers support their child's continuity of learning from home.

<https://education.vic.gov.au/parents/learning/Pages/home-learning.aspx>

Safe Use of Technology

This link provides Safe use of digital technologies for teachers, students and parents

<https://education.vic.gov.au/school/teachers/teachingresources/digital/Pages/safety.aspx>

Additional online resources

Please go to the College website to gain access to the following links

<https://www.stpauls.sa.edu.au/>

This website provides virtual tours of various museums and art institutes from around the world. This is a great resource for secondary students.

[Arts & Culture Virtual Trips](#)

BrainPOP is a trusted learning resource supporting core and supplemental subjects, reaching millions of learners worldwide. It helps children and young people to create, construct, and collaborate as they explore their world.

[BrainPOP](#)

Caritas Educational Resources provide curriculum and topic specific resources for teachers to embed social justice in the curriculum.

[Caritas](#)

Duolingo takes a functional approach by focusing on what learners actually want to do with a language. It used bite sized lessons in a game format to engage learners. The lessons focus on a real-life goal — for instance, ordering at a restaurant.

[Duolingo for Languages](#)

Fuse Education provides resources for all stages of learning aligned to the Victorian Curriculum.

[Fuse Education](#) (Victoria Teacher Resources)

Hawker Brownlow have created a resources page for all teachers and have provided free access. These resources include communication templates, live webinars and online learning best practices.

[Hawker Brownlow Online Resources](#)

Khan Academy have created schedules and templates that you could adopt/ copy or modify for your context.

[Khan Academy](#)

Mystery Science are offering their most popular online science classes for free. Suitable for primary age children.

[Mystery Science](#)

Scholastic have created special cross-curricular journeys which include separate learning experiences, each built around a thrilling, meaningful story or video. Kids can do them on their own, with their families, or with their teachers.

[Scholastic Primary](#)

SEQTA has created a resources page collating a number of resources, such as videos, quick guides, and manuals, to ensure that teachers have the assistance they need to build strong online platforms to assist the teaching and learning process.

[SEQTA Resources](#)

Squidkidz podcast is a news podcast for 8-12yos. In just a few minutes, they give kids (and their adults) a rundown on the big news events delivered free of opinion, and with positivity and humour.

[Squidkidz Podcast](#)

The team at Inside SEL has put together an initial list of resources, blog posts and guides for parents, educators & school communities to help cope during this volatile and difficult time.

[Social Emotional Learning](#)

The NSW Government has compiled resources and activities for teachers to support students temporarily unable to attend school.

[Teaching and Learning Resources from NSW Government](#)

TED-Ed is TED's youth and education initiative. TED-Ed's mission is to spark and celebrate the ideas of teachers and students around the world.

[Ted-Ed](#)

Books narrated in over 40 languages

[Unite for Literacy](#)



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