



Edinburgh College

Off-Campus Learning Plans

Primary & Secondary Staff Information

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Edinburgh College

Off-campus Learning Plan Overview

Thank you for taking the time to read through this document. The following document outlines the plans for delivering continued education to Edinburgh College students, via a 'distance education model' in the case of a College closure.

The plans are in the following sections:

*Prep to 3 - SeeSaw, some book work & online subscriptions (when needed)

Year 4 to 6 - Online with Google Classroom with some hardcopy booklets

Year 7 to 12 - Online via SEQTA online lessons and Google Hangouts

The majority of learning is online however there are areas that are multi-modal.

*Please note that if a school closure continues longer than two weeks, the Prep to Year 3 students will have work emailed to parents. Further, subscriptions to online learning may need to be acquired (eg. Reading Eggs), and logins emailed to parents. This will be confirmed when closure dates are disclosed.

Key contacts:

Admin support

- Principal: Mr Tim Borgas tim.borgas@ec.vic.edu.au
- Head of Secondary : Mrs Anastazyia Ferry anna.ferry@ec.vic.edu.au
- Head of Primary: Mrs Tanya Pascoe tanya.pascoe@ec.vic.edu.au
- Exec: Peter Lynch pjalynch1@icloud.com

Primary Remote Learning

Overview

In the instance of a closure, student learning for primary students will continue to be supported through a combination of online learning tasks and possibly paper-based work.

Prep - Year 3

- Students will be given book work linked to things they are learning at school. They are expected to work through these activities while school is closed.
- Students will be able to access any school-based online programs relevant to their year level (SeeSaw and/or Google Classroom). Log-in information will be provided by the classroom teacher as required.
- Students will be able to work independently on given tasks
- Students will respond online to tasks

Year 4 - 6

- Students will have a hybrid program combining digital learning through Google Classrooms and possibly some paper-based tasks.
- Students are expected to log into Google Classrooms daily to complete their learning tasks and are able to contact their classroom teacher online between the hours of 9am-12pm.
- Students who do not have access to technology are expected to complete alternate paper-based learning tasks provided by the classroom teacher.

Teachers will be in contact with families to check in on student well-being and individual progress with learning activities.

General Staff Considerations

- There is an expectation that students and their parents will receive work for the duration of the time the school is closed.
- Use existing processes / programs as much as possible - avoid 'busy work'.
- Expect more email/phone communication to take place during this time, as parents and students may require clarification or have questions about tasks that are set. Be available.
- Careful planning in year levels is essential
 - Planning for at least two weeks of revision for Prep-3 is needed so that in the event of a school closure you will have resources/activities ready to provide to students immediately.

- Year 4-6 will need to communicate digitally on a daily basis - via Google Classroom.
- Pre-prepared booklets must be provided for students without access to technology (see link below).
- Assessment may be included, but must be formative only (google forms etc).

Prep - Year 4 Learning Plan

Learning Format:

- SeeSaw, text books and some printed booklets
- Digital subscriptions - provide login details to individual students
- Students will work at approximately 25% of a normal school day
- Instructions for student learning to be uploaded each day
- Teachers to conduct recorded lessons at least once a week
- Communication: All teachers need to make communication via email when or if necessary.
- Teacher to mark work and give feedback at least once a week

Include the following in providing activities for the day that are *linked to the curriculum* (timetable related - not 'busy' activities):

Subject	Plan for Learning
Mathematics	Workbook pages reflecting current focus or revision Mathletics log in - digital subscriptions
Literacy	Reading - photocopied reading activities or tasks linked to texts that students are reading at home Writing - task for the day/week, or writing linked to reading tasks
Encounter	Biblical Easter activities in lieu of teaching Easter unit (teachers to check Encounter units for activities that could be used)
Other	Optional open ended project for Integrated Studies/project based task - bring back to school upon re:opening

Year 5 - 6 Learning Plan

Learning Format:

- Google Classroom with digital planning per day - create a google classroom for each year level.
- Train students in accessing content via Google Classrooms.
- Students will work at approximately 50% of a normal school day
- Teachers to include video links where appropriate to help guide student learning. Ideas for what to put in your slides can be found here:
<http://ftelearn.weebly.com/elementary.html>
- Options for Google Classrooms may be as follow: [Template](#)
- Communication with students: Teachers need to be available during the morning on school days (9:00-12:00pm) as much as possible to respond to email and google comments from students in their year level. Teachers will use the afternoon to plan digital content for the following day.
- Communication: All teachers need to make communication via email when or if necessary.

Include the following in providing activities for the day that are *linked to the curriculum* (timetable related - not 'busy' activities):

Subject	Plan for Learning
Mathematics	Google Classroom - set topic with activities for the day (can use TeachStarter as a printed base - refer to booklet) Mathletics (Year 4) or Math Pathways (Years 5-6) - log in details for students - content set to link to current topics
Literacy	Reading - comprehension based activities - provided texts, general tasks linking to books students are currently reading or online programs Writing - either completed digitally or on paper and photographed/uploaded
Encounter	Biblical Easter activities in lieu of teaching Easter unit (teachers to check Encounter units for activities that could be used)
Other	Optional open ended project for Integrated Studies/project based task - submit on Google Classroom OR return to school upon re:opening

Considerations for students without technology: Printed booklet with activities linked to Australian Curriculum/current topics.

Specialist Teachers

Specialist teachers will prepare one task that could be done at home. Share this task with the students' classroom teacher, to be added to printed booklets, SeeSaw or Google Classroom.

Other Considerations

Teachers will need to be aware of caring for students' wellbeing while they are working from home, and on their return to school. This may include referring parents and students to our wellbeing staff and chaplaincy support.

Consideration will need to be given to how we use Teacher Aide/Learning Support time to assist teachers in preparing resources and activities for school closure or activities upon re-opening.

Sample Primary Daily Schedule

While completing school work from home can be tricky, it's not impossible to manage. Here's a sample of how the average day for a student (such as those in Prep - Year 6) may experience their day working from home.

Time	Task or Chore	What To Do
Before 9am	Wake Up	Eat breakfast, make your bed, get dressed
9am-9:30am	Morning Walk/Worship	Family walk/Family prayer
9:30am-11am	Academic Time	Online work
11-12pm	Creative Time	Lego, drawing, craft, play music, cook or bake
12pm	Lunch	
12:30pm	Chore Time	Wipe all kitchen tables and chairs Wipe all door handles, light switches and desktops
1:00-2:00pm	Quiet Time	Reading, puzzles, map
2.00-3:30pm	Academic Time	Online work
3:30-4pm	Afternoon PE Time	Bike ride, walk the dog, play outside or follow Mrs Hall's PE online lessons
4-5pm	Personal Interest Practice Time	Music (Yr 5/6 band instrument), sport, language practice
5pm-6pm	Dinner	
6pm-8pm	Free Time	
8pm	Bedtime	Bedtime routines - prayer time, family worship.

Secondary Year 7 - 10 Remote Learning

Statement of Expectation for Students	
<p><u>In the instance of a school closure, students in Years 7 to 10 are expected to:</u></p> <ul style="list-style-type: none"> - Complete all learning tasks assigned by their Classroom Teachers (via SEQTA Online lessons) - Communicate with their Classroom Teachers via GoogleHangouts should they have any questions or queries. This could also include tagging their teacher in a Doc/Slides/Sheets that they may be working on. <p><u>Student Attendance:</u></p> <ul style="list-style-type: none"> - Student attendance to be tracked by submission of work on SEQTA and or scaffolded assessment check-in points, as well as AM & PM Rolls taken during Homeroom and period 4. - Homework/class work infringements to be given on SEQTA to students who haven't submitted all work, unless an email from the parents indicates that the child is sick and has been unable to complete work from home (in this case, a note should be added to SEQTA, and no infringement be given). 	
Statement of Expectation for Teachers	
Current/In Preparation for Potential Closure	In Case of Closure
<p><u>Maintain Regular Teaching Programme:</u></p> <ul style="list-style-type: none"> - Continue the sequence of learning that you currently have (as listed in your Scope and Sequences/Course Outlines). 	<p><u>Provision of Resources and Tasks:</u></p> <ul style="list-style-type: none"> - Post an updated learning sequence on SEQTA. - Create either lesson by lesson or a longer extended learning task(s)
<p><u>Plan for Online learning:</u></p> <ul style="list-style-type: none"> - Create SEQTA Online lessons and become proficient in using Google Hangouts. - Transfer documents to PDF or GoogleDocs so these can be provided if necessary 	<p><u>Availability for Students:</u></p> <ul style="list-style-type: none"> - Unless they themselves are sick, teachers must provide one 1 hour session per week where they are "live" for their students. This is to occur during a regular timetabled lesson. - Teachers should be available online during normal timetabled

	<p>periods. If unavailable to be online during a normal timetable period, indicate the next time where they will be "online" and available to students.</p>
<p><u>Professional Development:</u></p> <p>If you are unfamiliar with these programs you will need to learn how to use the following systems:</p> <ul style="list-style-type: none"> - GoogleHangout - SEQTA Online lessons - GoogleClassroom - All G-Suite (Forms, Docs, Sheets) 	<p><u>Assessments:</u></p> <p>The following options can be considered by individual teachers:</p> <ul style="list-style-type: none"> - Digital submission of assigned tasks in GoogleClassroom <ul style="list-style-type: none"> - Docs/Slides/Photos of work can all be submitted as evidences of completed tasks - Projects assigned could also be asked to be brought back to school

Optional Extras

1. [Screen Castify](#):
 - a. Free up to 3 min of video (each session)
 - b. Premium is unlimited
2. [GoogleHangouts](#):
 - a. Record a session while in there on their own and push the video out via GoogleClassroom.
3. [Pear Deck](#):
 - a. Additional to Google Slides which allows the addition of interactive elements.
 - b. These can link to your GoogleClassroom marksbook.
4. [Seesaw](#):
 - a. Record things and submit them.
5. [Kahoot](#):
 - a. Create quizzes for learning, or either formative or summative assessment.
 - b. Premium subscription is currently being offered free due to COVID-19.
6. [Amazing Educational Resources \(Collaboration\)](#):
 - a. This GoogleSheet has well over 100 different resources that could be useful for you in planning online lessons.
7. Anything else you can think of!

Secondary VCE Remote Learning

Statement of Expectations for students	
<p><u>In the instance of a school closure, students in VCE are expected to:</u></p> <ul style="list-style-type: none"> - Participate in live classes arranged through GoogleHangouts - Complete all learning tasks assigned by VCE teachers through the SEQTA Learn portal. 	
Current	In case of Closure
<p><u>Maintain regular teaching programme</u></p> <ul style="list-style-type: none"> - Continue the sequence of learning that you currently have 	<p><u>Provision of resources and tasks</u></p> <ul style="list-style-type: none"> - Post an updated learning sequence on SEQTA.
<p><u>Plan for online learning:</u></p> <ul style="list-style-type: none"> - Plan a sequence of learning using various educational videos - Set up SEQTA Online lessons if you do not already have one - Transfer documents to PDF or GoogleDocs so these can be provided if necessary 	<p><u>Virtual Face-to-face</u></p> <ul style="list-style-type: none"> - A timetable for weekly Google Hangouts will be created to allow ongoing contact between VCE teachers and students. - You will be asked to be available for: <ul style="list-style-type: none"> - VCE: 1 hour/class, per week - Please see schedule below
<p><u>Professional Development:</u></p> <p>If you are unfamiliar with these programs please be proactive in requesting assistance to use the following systems -</p> <ul style="list-style-type: none"> - GoogleHangout/SEQTA Online lessons (17/03 Staff Meeting) - All G-Suite (Forms, Docs, Sheets) - Edrolo 	<p><u>Assessments</u></p> <p>SACs</p> <ul style="list-style-type: none"> - Should be postponed in all but the most extreme circumstances. - If undertaking a SAC is essential due to extended off-campus learning, see VCE coordinator to ensure authentication and validity of task/results. - SACs may only run with consultation of the Head of Secondary and the VCE Coordinator. - Fairness and equity must be

maintained, so assessments must be time-restricted (possible through GoogleClassroom). GoogleForms has a setting to lock the screen once the test is commenced to avoid students researching answers.

[VCAA statement in regards to Covid-19](#)

Optional Extras

1. Screen Castify:
 - a. Free up to 3 min of video (each session)
 - b. Premium is unlimited
2. Pear Deck:
 - a. Additional to Google Slides which allows the addition of interactive elements.
 - b. These can link to your GoogleClassroom marksbook.
3. Seesaw:
 - a. Record things and submit them.
4. Kahoot:
 - a. Create quizzes for learning, or either formative or summative assessment.
5. Anything else you can think of!

YEAR 12 STUDENT LIVE SESSION SCHEDULE

The following is an example of the type of schedule made available to VCE students. Parents and students will be able to access a live copy of the updated VCE Live Session Schedule via SEQTA notices.

Year 12 - Example

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1		U3&4 Legal Studies	U3&4 Art		
Period 2	U3&4 Food Studies				U3&4 Chemistry
Period 3	U3&4 Psychology	U3&4 Further Mathematics U3&4 Math Methods	U3&4 Business Management U3&4 HHD		
Period 4	U3&4 English	Yr 12 Encounter		U3&4 PD&T U3&4 Physics	
Period 5		U3&4 English			
Period 6	U3&4 Biology				

Year 11 - Example

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1		U1&2 Accounting			
Period 2	Unit 3&4 Sport and Recreation	U1&2 Physics U1&2 Psychology (HS)	U1&2 Psychology (SL)	U1&2 General Mathematic U1&2 Methods	
Period 3	Yr 11 Encounter	U1&2 Business Management	U1&2 General Mathematics		
Period 4	U1&2 Biology			U1&2 PD&T	
Period 5		U1&2 HHD		U1&2 HHD	
Period 6					U1&2 Legal Studies

YEAR 7-10 STUDENT LIVE SESSION SCHEDULE

The following is an example of the type of schedule made available to 7-10 students. Parents and students will be able to access a live copy of the updated Live Session Schedule via SEQTA notices.

Year 7- Example

Term 2 Week 1 (wk cycle 2)

	Public holiday	Tuesday NO STUDENTS	Wednesday Classes begin	Thursday	Friday
Period 1 9.10 am			7RM English 7M Science		Music
Period 2 10.00 am			7S Science		Music
Period 3 11.10 am			7S English	7HEC	
Period 4 12.00 noon			7M English	7S Bible	7RM Science
Period 5 1.40 pm					
Period 6 2.30 pm					

Year 7 - Term 2 Week 2 (wk cycle 1)

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 9.10 am			7RM English		Music
Period 2 10.00 am					Music
Period 3 11.10 am			7S English	7HEC	
Period 4 12.00 noon			7M English		7RM Science
Period 5 1.40 pm		7M Bible			
Period 6 2.30 pm	Tech 7S Bible				

IT Support

- Email Miles- myles.cook@ec.vic.edu.au
- Email ASV- naomi.moss@asv.vic.edu.au/ashleigh.john@asv.vic.edu.au
- Complete "Help Desk Requests" as per usual.
- Use "Google Hangouts" chat forum as a teaching staff channel to post questions and seek support for troubleshooting - help others out by answering other people's questions if you can.
- Contact Ana HOS- anna.ferry@ec.vic.edu.au for help with using the platforms.