



**BGPS Contingency
Plan
for 2022**

Teaching and Learning

A committed approach to Face to Face Learning

We are committed to delivering high quality education, including for remote and home learning during periods where children are in isolation. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all students have access to the learning resources and support they need to succeed.

Staff Leave Plan: In the event that the regular classroom teacher is sick or isolating the Principal will endeavour to provide a relief teacher to cover the period of absence. There may be occasions during the week when there may be multiple teachers taking the one class. There will be some disruption to the normal daily program of the class. The following are the planning scenarios during periods of staff leave.

- Employ a relief teacher from outside the school.
- Utilise the non-classroom teachers from within the school (specialist and administration team). Specialist timetables will be disrupted.
- When class numbers are low and no relief teacher available classes may be combined.

Our Teaching and Learning Continuity Plan

Baldivis Gardens Primary School delivers a quality educational program to all of its. The school will remain committed to face to face delivery as the primary mode of delivery.

The plan explains how we will aim to support your child through the home learning experience.

It includes:

- the commitment to face to face teaching and the process for relief teachers in event of staff absences.
- the roles of students, staff, parents and the school
- how learning will be delivered to your child if isolating
- Setting up a home learning environment
- Student and family support opportunities and services

A compassionate approach to isolation and Remote Learning

Our goals when students are required to self-isolate are to:

- support the health, safety and wellbeing of all in our community;
- Keep our community connected;
- promote kindness and respect towards ourselves and each other; and
- ensure confidence in the running of the school.

In an ideal week, the activities delivered by teachers will be fully completed by the students. However, we understand that we are far from being in ideal circumstances at the moment, and that conditions will vary from family to family; from day to day.

We know that we will have days where families are less productive than others. It is **not** expected that each child in the family have access to their own devices at all times. Family devices can be shared. Most of the tasks will be completed offline and your child will **not** be expected to spend many hours online each day. There is no need for a printer in your family home.

We need to accept that we will all do our best, as we endeavour to manage entirely new and competing demands placed on all of us. We need to be kind to ourselves and each other.

It might be helpful to think of this time as “home learning” rather than “home schooling.” Activities such as helping to cook a meal, observing insects in the backyard, researching and creating a vegetable garden, doing a jigsaw, or helping to wash the dishes all offer great opportunities for children to learn about the world they live in, and to learn values like responsibility and tolerance. Every moment is a teachable moment if we choose. Relaxing is also very important for mental health.

Please contact the school via email or phone, or your child’s classroom teacher via Connect, if you are in need of support at this time.

Delivery of learning to your child

Remote teaching and learning at home programs will differ from school to school. At Baldivis Gardens, we will work to provide remote learning that is tailored to our local community needs.

Staff will provide activities to ensure students continue to progress with essential learning, consistent with the WA Curriculum K – 10 Outline and whole school agreed practices. Remote learning will be delivered through digital technology but also through a hard copy work package for families that do not have access to online forums.

Students and families will be given clear information about how and when they will receive learning materials and feedback. This can be from the Remote Learning Coordinator.

Teachers will avoid overwhelming students by giving them too many learning activities at once or introducing complex skills.

Department of Education Learning Hub

<https://www.education.wa.edu.au/learning-at-home>

The Learning at Home Hub has resources and information to support learning and wellbeing in the home. Parents/caregivers can help to maintain their family’s wellbeing by accessing these support services.

There is also a tab on the Baldivis Gardens website page called Learning at Home which contains activities, online learning and website links for all age groups from Kindy to Year Six.

Scenario One

All of School Open

At School Learning

Normal operations with some precautions.

Teaching and Learning delivered face to face.

All extracurricular activities as per normal.

Mitigation Health & Safety

- Sanitiser in all classes.
- Ventilation in all classes.
- Masks worn indoors.
- Parents monitor social distance.
- Children stay home if sick or get sent home if sick at school.
- All day cleaning.
- Vaccination requirements.

Mitigation Teaching & Learning

- Assemblies modified no large gatherings
- Staff eat in designated areas.
- No large scale whole school events
- Vaccination requirements of staff.
- Staff meetings modified (online)
- Collaborative planning modified.
- Professional learning modified.
- Whole school communication done remotely.
- Parent – teacher meetings (whole class) modified.
- Communication from staff mostly via Connect
- Students isolating while waiting for negative PCR will get online learning Grid for learning. After 3 days will go onto targeted Home Learning Plan.

Scenario Two

All staff and students attending with extra precautions in place.

At School Learning

Strong mitigation strategies in place.

Face to Face T&L program

An increase in active Covid cases could cause increased health and safety measure at schools.

Mitigation Health & Safety

- Same measures as Scenario One.
- Masks worn inside and outside.
- Students in Year 3-6 wear masks.
- Parents not on school site.
- interschool events limited.
- social distancing measures in classrooms and shared areas.
- volunteer and visitors limited.
- pick up and drop off designated areas outside school grounds.

Mitigation Teaching & Learning

- As advised by the Health Department.
- Playground - areas modified.
- No large scale assemblies or gatherings
- Parents not on school site.
- Interschool events limited.
- Social distancing measures in classrooms and shared areas.
- Volunteer and visitors limited.
- Staff PL remote delivery only.
- Parent contact via Connect.
- Students isolating for less than 3 days while waiting for negative PCR or RAT will get online Learning Grid. After 3 days will go onto Targeted Home Learning Plan.

Scenario Three

Some staff and students attending while some are isolating at home.

Hybrid Instruction

Face to face Learning and Remote Learning for students isolating.

Face to Face T&L & Remote Learning

Strong health measures at school. Remote Learning Co-ordinator will manage RL of all students at home.

Mitigation Health & Safety

- As advised by Health Department.
- School has a designated isolating area preferably outdoors
- School may establish cohort arrangements limit the exposure with other students and staff across the school.
- Close Contact Protocols engaged.
- May Entry and exit routes for staff and students.
- Wellbeing Focus and check-ins with families isolating by teachers
- Wellbeing of staff and student priority programs

Mitigation Teaching & Learning

- Relief staff will be engaged.
- If no relief then non-based classroom teachers to cover period of teacher absence.
- Classes may be combined if numbers are very low and no relief is available.
- A Remote Learning Coordinator will manage student RL program while they are in isolation.
- Specialist subjects may be combined such as sport and music.
- SEN focus and program for vulnerable students.
- Relief Leadership known for when SLT if all isolating. (Kym & Michael)

Scenario Four

No school based activity as advised by Chief Health Officer.

At Home

until school opens and the teaching and learning program can recommence.

Remote Learning Program

Advised by DoE the school may be shut down for a deep clean and to get staffing needs met.

Mitigation Health & Safety

- As advised by Health Department.
- Deep cleaning
- Prepare facilities for safe return.
- Adjust T&L programs if required.

Mitigation Teaching & Learning

- Staffing is a priority to return to face to face learning.
- The school may have predominately relief teachers for a period of time.
- Relief packages and work are available in the classroom.
- The staff have discussed the possibility of relief teachers coming in and prepared consistent practices for students.
- Laptops for Relief staff.
- Teachers work remotely using AZURE

REMOTE LEARNING STRATEGY & CONTINGENCY PLAN

NO LEARNING PROGRAM PROVIDED

If a child is ill from the effects of COVID 19 there is no expectation that they should commence Remote Learning. Please contact the school if or when you feel your child is well enough to receive a targeted remote learning program until they are ready to return to school.

ONLINE LEARNING FOR INDIVIDUAL STUDENTS (waiting on PCR & RAT)

In the event that a student cannot attend school for a period of up to 3 days while they wait for a negative PCR or RAT, they will be provided with options to learn from an online service. All parents will be able to access these in classroom Connect libraries.

For students who do not have access to technology they will be given a generic year level activity matrix with open ended tasks to complete. If the student returns a positive Covid result, the Remote Learning Co-ordinator will contact the family. They will be provided with a home learning plan and be case managed by the coordinator for the duration of their illness. No student who is ill is required to complete set work.

TARGETED HOME LEARNING FOR INDIVIDUAL STUDENTS

In the event that a student cannot attend school, the school will work with parents/carers to access home learning via **Classroom Connect**, or make alternative arrangements where this is not practicable. Students will be assigned a Remote Learning Co-ordinator.

The work provided has some similar content to those lessons delivered in class during that week. In addition, the remote learning coordinator can via Studdyladder give more work if required. School staff will monitor the work and give feedback where relevant. Should students wish to contact the school they can do so via message to their remote learning coordinator.

REMOTE LEARNING FOR PARTIAL CLOSURE

In the event that the school needs to close a class or year group, they will transfer to remote learning. The school will provide a five-day work package for students who are well enough to participate. Daily work focuses on some computer based tasks and where possible teachers may include video tutorials and lessons. School staff will monitor the work and give feedback where relevant. Should students wish to contact the school they can do so by sending a message to their teacher via **Classroom Connect**. If your child is unable to access remote learning, please contact us for assistance. The work packages are available as hardcopies.

TARGETED REMOTE LEARNING FOR CLASS AND SCHOOL CLOSURE

The school will endeavour to remain open to students wherever possible, however, should a full closure be necessary we will offer immediate remote education. In the event that the school needs to close a class or year group, they will transfer to remote learning. The school will provide a five-day work package for students who are well enough to participate. Teachers will check work and students will receive individual marking and feedback when possible. Students are able to respond to the feedback and will also be able to send messages to their teachers through **Classroom Connect**.

Our key aims for remote learning in the event of full closure are:

- to create a seamless transition to remote learning through a familiar digital platform
- to provide a curriculum offer of similar content for all students at year level
- to offer remote learning that allows students to work independently
- May include teaching videos that deliver new content from class teachers.

Scenario Two

All staff and students attending with extra precautions in place.

At School Learning

Strong mitigation strategies in place.

Face to Face T&L program

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Mitigation Health & Safety

- Same measures as Scenario One.
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Online Learning for
Self isolation 3 days
Year 3

Dear Parent/Carer

We are sorry to hear that your family has to undergo a period of self-isolation while you wait for a negative result on your RAT or PCR test. We hope everyone is well and your child can return to school soon. The teachers have created an online learning grid for your child, should you wish to do some learning tasks over the next few days.

If your child is required to isolate for more than *three days*, please inform the school. A Remote Learning Coordinator will be assigned to your child. They will provide a more targeted at home learning program for them.

Parents you will find the below PDF document, with clickable links in your child's Connect Class (**in the library folder**), or email the teacher.

The school is here to assist your family, so please contact the leadership team if you require additional support.

Baldivis Gardens **BGPS Online Learning Program for self-Isolation Year 3**

1 SOUND WAVES SPELLING	2 Your teacher will give you access codes StudyLadder	3 Learning 2D Home Department of Education	4 Starfall	5 TATE KIDS
6 Pobble Think writing, think Pobble!	7 Maths Playground Maths Playground	8 Maths Activities Prodigy	9 coolaustralia.org Learn for life.	10 NASA
11 Dance Mat Typing	12 Yoga GoNoodle	13 ABC TV Education ABC	14 PE lessons	15 Dr Paul Swan - Maths Dr Paul Swan
16 Pirates Education	17 AUSTRALIA	18 National Geographic Kids NATIONAL GEOGRAPHIC KIDS	19 Kid Ingredients KID INGREDIENTS	20 ART from the HUB

Some suggested offline ideas for Year 3 children

Mathematics / Literacy

- Practice times tables by skip counting X2, X3, X5 and X10.
- Go on a shape hunt around your house and garden – make a list of all the 2D and 3D Shapes you can find.
- How many doors are in your house? Double this number. Add 250 to this number. Add 1000 to this number. Divide this number by 2
- Write a letter to a friend – remember to add adjectives, verbs and nouns.
- Write your own recipe for making a sandwich.

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







Year 2 Learning at Home Term 1 Week 3 and 4

TERM 1 YEAR 2 TEACHING AND LEARNING FOCUS 2022									
W	TALK FOR WRITING	GUIDED READINGS	SHORT BURST WRITING	INTEGRATED VOCABULARY	LETTERS & SOUNDS	MATHS	MENTAL STRATEGIES	HASS - THE FAST IN THE FUTURE	HEALTH - EMOTIONS
1	Innovate - Shell Hunting. Students select their writers, who, what	Predicting	Capital Letters & Full Stops	Finally - Read!	Phase 5 Week 1	Number Bonds to 10	Number bonds to 10	Lesson 3 Local Legends	Lesson 3 Regulating Emotions
3	Sentence Level Capital & Full Stops					Skip Counting & Patterns			Lesson 4 Regulating Emotions
4	Independent Apply - Recount Text Level Chronological order of events	Predicting	Events in order	While - Unit	Phase 5 Week 2	Place Value to 1000	Number bonds to 10	Lesson 4 Telling the Story	Lesson 4 Our Strengths 48's

Offline Remote Learning Activities Week 3 and 4

<p>Use Lego to build something.</p> 	<p>Create a monster and then write about your monster that you created.</p> <ul style="list-style-type: none"> List its 4 senses (looks like, sounds like, smells like, feels like) and use lots of adjectives. 	<p>Make a greeting card using 3D pop up art.</p> 	<p>Play 'I Spy' with someone in your family.</p> 	<p>Look at photos of you as a baby and draw yourself.</p> 
<p>Write a character description of one of the characters in the book. Include information such as the character's name, age, appearance, background and interesting facts.</p> 	<p>Create number patterns, skip count by 2, 3, 5 and 10, starting at any number.</p> <ul style="list-style-type: none"> Go on a shape hunt for all the different 2D shapes and 3D objects around the house. Count a small collection of Australian coins and notes 	<p>Writing</p> <ul style="list-style-type: none"> Write a recount of a special day of your choice Come up with a list of interview questions you would ask your teacher Take one of your favourite stories and rewrite it from a different character's perspective Choose an animal and write down 5 facts 	<p>Use a small bag of candies like M&M's, make a bar graph showing how many of each color are in the bag.</p> 	<p>Have a family member call out ten 3-digit numbers. Write them in your journal. Draw a place value table for each. Then, put the numbers in order from greatest to least.</p>
<p>Reading</p> <ul style="list-style-type: none"> Read for 15 minutes and then tell someone about the story. Draw or write a sentence to describe the main idea of a story you have read Search through a story and identify 3 key facts 	<p>Design and Technology</p> <ul style="list-style-type: none"> Invent something - Think about a new invention. Draw a design, gather your materials from around the house and create your invention 	<p>Make a picture using 2D shapes. Write about it.</p> 	<p>Draw, paint or collage a picture of your favourite Australian animal.</p> 	<p>Spelling and Grammar</p> <ul style="list-style-type: none"> Choose 10 words and clip out all the sounds Choose 3 words and break them into syllables Choose 3 words and think of words that rhyme Choose a word and change 1 letter to make a new word. Can you make 10 changes to create a completely different word?

Year 2 Targeted Home Learning Activities Term ONE weeks 4 and 5

READING FOCUS	READING TASK	PHONICS	PUNCTUATION	WRITING
<p>Predicting</p> <p>Predicting is when readers use text clues and their own personal experiences, to anticipate what is going to happen next in the story.</p> 	<p>What are the key events from the text you read? Draw a picture of each event.</p> <p>Design a new front cover for the text. Make it visually appealing and related to the text.</p> 	<p>Phase 5 Week 1: au, ai, ie</p> <p>Watch this video lesson practise your pronunciation.</p>  <p>Play 3 games a day from Phonics Play website</p>	<p>Capital Letters & fill stops</p> <p>TASK: Find 5 verbs in a story and put them in alphabetical order.</p> 	<p>Narrative: write a warning Tale - Character finds wand & is warned.</p> <p>Choose a story from your own books or from our online and write a chronological order of events. For example The 14th Day.</p> 
<p>MATHS FOCUS</p> <p>Skip Counting & Patterns click on picture to watch lesson</p> 	<p>MATH TASK</p> <p>Click on picture to watch lesson</p> <p>Number Bonds to 10</p> 	<p>MATH TASK</p> <p>2. Looking at patterns</p> <p>Write the missing numbers to complete these patterns</p> <p>100 140 170 180</p> <p>300 365 390 395</p> <p>555 565 575 585</p> <p>671 676 681 686</p>	<p>MATHS TASK</p> <p>COMPUTATIONAL THINKING</p> 	<p>PLAY</p> <p>PHONICS: BLOOM</p> <p>SplashLearn</p> <p>Math Playground</p> 
<p>WATCH AND JOIN IN WITH PE JO AND DO YOGA ONLINE</p> 	<p>PE FOCUS</p> <p>Animal Antics: Use your body to pretend you're a different animal - Slither like a snake - Hop like a kangaroo - Jump like a frog - Stomp like an elephant</p>	<p>SCIENCE FOCUS</p> <p>Materials</p> <p>We use material for different purposes. Mixtures contain a variety of materials.</p> <p>SCIENCEWORKS</p> 	<p>Which is the best invisible ink? Write 3 messages using milk, lemon juice, and vinegar. Allow to dry. Heat up the paper with a blow dryer to see message appear.</p> <p>JoJo's Science Show</p> 	<p>DESIGN & TECHNOLOGIES</p> <p>Draw and label a design for a toy boat that floats on water. List the materials that you would use for each part of your boat.</p> 
<p>GERMAN</p> <p>Click on picture</p> <p>Counting in German</p> 	<p>MAKE</p> <p>Tie Dye mixing liquids</p> 	<p>HASS FOCUS</p> <p>Local Legends</p> 	<p>BREATH</p> <p>Play and Movement</p> <ul style="list-style-type: none"> Think about different ways you can move your body (star jumps, side gallop, hop, skip etc) and create a fitness work out. Just Dance for Kids (YouTube) Complete a Smiling Mind module - download the free application from your app store 	<p>EXPLORE</p> <p>NASA</p> <p>Department of Education</p> 

Scenario Four

No school based activity as advised by Chief Health Officer.

At Home

until school opens and the teaching and learning program can recommence.

Remote Learning Program

Advised by DoE the school may be shut down for a deep clean and to get staffing needs met.

Mitigation Health & Safety

- As advised by Health Department.
- Deep cleaning
- Prepare facilities for safe return.
- Adjust T&L programs if required.

Mitigation Teaching & Learning

- Staffing is a priority to return to face to face learning.
- The school may have predominately relief teachers for a period of time.
- Relief packages and work are available in the classroom.
- The staff have discussed the possibility of relief teachers coming in and prepared consistent practices for students.
- Laptops for Relief staff.
- Teachers work remotely using AZURE

TARGETED REMOTE LEARNING FOR CLASS AND SCHOOL CLOSURE

The school will endeavour to remain open to students wherever possible, however, should a full closure be necessary we will offer immediate remote education. In the event that the school needs to close a class or year group, they will transfer to remote learning. The school will provide a five-day work package for students who are well enough to participate. Teachers will check work and students will receive individual marking and feedback when possible. Students are able to respond to the feedback and will also be able to send messages to their teachers through **Classroom Connect**.

Our key aims for remote learning in the event of full closure are:

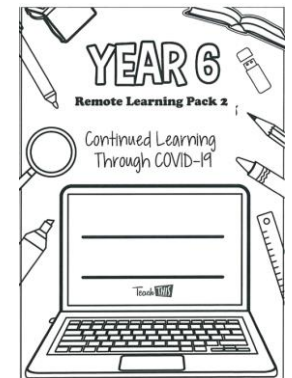
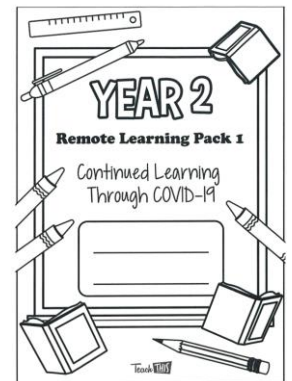
- to create a seamless transition to remote learning through a familiar digital platform
- to provide a curriculum offer of similar content for all students at year level
- to offer remote learning that allows students to work independently
- May include teaching videos that deliver new content from class teachers.

Remote Learning Plan for Class Closures (COVID-19)

Dear Parents and Caregivers

To ensure the continuity of learning where classes of students are able to attend school, the following document will support learning at home. You will also get a hardcopy of a work package for 5 days.

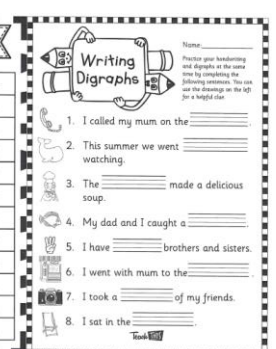
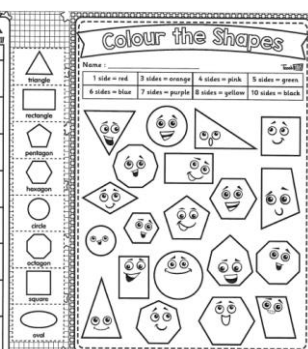
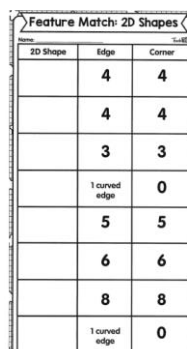
English	
offline activities	Daily online resources
Daily Reading Choose a book to read with a family member. Before reading, what do you predict the book will be about? After reading, answer these questions 1. What was this book about? 2. What are three facts you have learnt from reading it?	   
Daily Writing • Letters/emails to friends and family. • Use visual prompts and story starters • Journal; write each day and use pictures and drawing to record your time at home.	  
Spelling	
Maths	
offline activities	Daily online resources
Review and Practise whole number and problem solving tasks. Use hands on materials (playing cards, dice, dominos) to practise addition, subtraction, multiplication and division problems.	   
Additional Learning Activities	
offline activities	Daily online resources
Creative Tasks • Musical Instrument Practice or make your own. • Design and construction activities using household supplies • Design a map of your house or bedroom	 
Active Learning • Schedule time for outdoor activities and use movement breaks between structured tasks. • Create a dance routine or new game to play at home.	 
Podcasts	 



KINDERGARTEN

LEARNING FROM HOME

Week 1



Scenario	Parents	School	Teachers	Return to class
Student is unwell with COVID 19 symptoms. Scenario 1	<ul style="list-style-type: none"> Inform the school. Keep child at home until after period of isolation. Email school when the child is well enough to return or start remote learning. 	<ul style="list-style-type: none"> No contact from school until parent advises the student is well. 	<ul style="list-style-type: none"> Teachers will not prepare work for student. Teacher to mark the attendance as N (notified). 	<p>Negative RAT or PCR</p> <p>Student return to face to face teaching and weekly learning program.</p>
Student is self-isolating waiting results of RAT or PCR test. Scenario 2	<ul style="list-style-type: none"> Inform the school. Request an online learning Grid. Inform the school if child test is positive. 	<ul style="list-style-type: none"> A Remote Learning Coordinator will be assigned to the student. A letter explaining the Online package is sent to parents. Year level online grid is available in each classes Connect library. 	<ul style="list-style-type: none"> Teachers will continue to teach class face to face. Teachers mark student N (notified) on SIS. 	<p>Negative RAT or PCR.</p> <p>Student returns to face to face teaching and weekly learning program.</p>
Student self-isolating for up to 7 days. Scenario 3	<ul style="list-style-type: none"> Contact the Principal if child is positive via email. Request a targeted home learning program for their year level. Request hardcopy if needed. Request access to a school device if there is none available at home. Choose how many tasks there child does each day. 	<ul style="list-style-type: none"> A Remote Learning Coordinator will be assigned to the student. (Deputy) A targeted program is sent to parents via Connect. Delivery options for the hardcopies either family collect or school can deliver. RLC will do check-in once a week. Devices may be available for students. 	<ul style="list-style-type: none"> Teachers will continue face to face teaching of remaining students at school. Following planned sequence. Teachers will do a wellness check-in once for student self-isolating. 	<ul style="list-style-type: none"> Negative RAT or PCR. Teachers mark student N (notified) on SIS. Worksheets and student work to be given to classroom teacher Return school devices
Whole class is self-isolating for 7 days. Scenario 4	<ul style="list-style-type: none"> Keep their children at home for the period of isolation. Check Connect for Remote Learning Packs. Inform the school if they are unable to access online devices for learning tasks. 	<ul style="list-style-type: none"> The Principal will inform affected classes of need to self-isolate and follow Health directions. Class packs of work are photocopied and provided to each child. The collection of hard copies wither collected by families or delivered. 	<ul style="list-style-type: none"> The class teacher, if well may contact students via Connect twice weekly Class teachers may supply additional learning tasks if required via Connect. 	<ul style="list-style-type: none"> Negative RAT or PCR. Student returns to face to face teaching and weekly learning program. Year 5 and 6 students must bring back work packs for use in later weeks if needed. Devices are returned to front office
Whole school is isolating for 7 days. Scenario 4	<ul style="list-style-type: none"> Follow Health Advice Contact the school via email if support is needed for home learning program follow the Online learning grid for 2 days. Arrange for collection of hard copies if required. 	<ul style="list-style-type: none"> The Principal will send out a message to parents regarding closures. Hard packs are available if required. Remote Learning Packs will be available via Connect 1 day after the start of self-isolation via Connect or as a hard copy. 	<ul style="list-style-type: none"> Teachers mark the class as a Y. Work packages will be marked by teacher over time 	<ul style="list-style-type: none"> Devices are returned to front office

T&L packages	Provision
<p>No provision <i>for when</i> a student sick</p>	<p>No home learning packages or work to be provided to families.</p>
<p>Online Learning Grids <i>for when</i> a student isolating waiting for a negative test.</p> <p><small>Available in Class Connect libraries</small></p>	<ul style="list-style-type: none"> • Online learning grid is available in classroom Connect library. • A letter will be sent home to parents with instruction and guidance for the online learning program. • There are also offline activities included if the student cannot access the internet.
<p>Targeted Home Learning packs. <i>for when</i> a student is asymptomatic.</p> <p><small>Available in administration Connect library</small></p>	<ul style="list-style-type: none"> • The parent contacts the school and requests a targeted home learning program for their child. The program (Y1-Y6) should link to content/topics taught in the classroom for that week or that term. • A Remote Learning Co-ordinator is appointed to child. (Deputy Principal) • A targeted home learning program is provided via Connect or as a hard copy to the student. • Hard copies may be delivered in some circumstances. • School devices may be borrowed if there is no device in the home.
<p>Remote Learning Packs <i>for when</i> whole class or school is in isolation at home.</p> <p><small>Available in office compactors see School officer</small></p>	<ul style="list-style-type: none"> • Year level Remote Learning packs have been photocopied and are available from the office. • Students can access Online learning grids from Connect. • Online and Hard copies will be available for families after 1day notice. • Families to arrange collection of the hard copies • Hard copies may be delivered in some circumstances.
<p>Relief teacher work packages files <i>for when</i> lessons plans are not available</p> <p><small>Available Principal's office</small></p>	<ul style="list-style-type: none"> • A Year level work package file is available from the office if there is not daily work pad or learning activities available for one day of teacher absences. • Each class has an updated relief file with details to ensure minimal disruption to the learning program during teacher absence. • Teachers will send daily work pad to the DP who will provide to relief.
<p>Student Work pack <i>for when</i> Class required to split</p> <p><small>Located in classrooms Y1-Y3</small></p>	<ul style="list-style-type: none"> • Teachers in Y1-Y3 to create a small work pack for every student in the class. • When class required to be split students will take their work pack with them to new class for the day. • The new teacher will supplement with work which is occurring in their class.

Scenario	Staff Plan	Communication	Return to school
Student is isolating at home.	<ul style="list-style-type: none"> Classroom teachers continue face to face delivery of planned T&L program with remaining students. Deputy Principals will be the Remote Learning Coordinators and will provide home learning to students. 	<ul style="list-style-type: none"> Parents will make contact with school to inform of child isolating and request an alternative program. Parents to arrange for collection of any hardcopies if required of student work. DP or classroom teacher will make wellness check-in on the child during their period of isolation. The school staff will respond to email or phone calls from families within 24 hours. 	<ul style="list-style-type: none"> Child returns to school follow a negative PCR or RAT test. The test does not need to be sighted by school staff. Student returns their hard copy remote learning pack.
Whole class is isolating at home.	<ul style="list-style-type: none"> If teacher is at school, they will take another class or be redeployed elsewhere in the school or neighbouring school if needed. If the teacher is isolating and is getting paid for leave, they may do TEAM or WebEx lesson with class from home. They may manage the T&L program for the duration. All staff are familiar with AZURE and remote desktop. Devices may be available to lend to families without access to programs online. A Deputy Principal will be the remote Learning coordinator and arrange effective delivery of a home learning program. Staff to access COVID leave (20 days). 	<ul style="list-style-type: none"> The Principal following DoE guidance will let the families know that there is a positive case and which classes will need to isolate. The school will provide the Health Department with family contact details. The school has hardcopy work-packages for each class available. Parents to arrange safe collection of the packages from school. Deputy Principals will place home learning program in class Connect for those parents wish to do online Classroom teacher will do at least one wellness check-in with students via telephone or Online. Classroom teachers will respond to parent or student enquires via email within 24-hour timeframe if possible. Devices may be borrowed to children with no access to online. 	<p>Year 5 and 6 students must bring their package back to school for marking and to continue if required to isolate in the future again.</p> <p>K-Y4 are encouraged to bring back their packs when they return to get feedback.</p>
Teacher is isolating or sick	<ul style="list-style-type: none"> Classroom teacher stays at home. If sick not expected to work from home. Classroom teacher to send in daily work pad each day and work if able. Relief teacher will be employed. There is no guarantee it will be the same person each day of the leave period. Classroom teacher will have relief files up to date. The DP have an emergency relief work package file to give to teachers in the event there is no daily work pad or program to follow. 	<ul style="list-style-type: none"> The Principal will only inform the parents if the teacher tests positive. The normal protocols for relief teacher apply to the class situation. Teachers are not to answer emails or communication during their period of isolation unless in emergencies. Staff must not inform parents they are on leave due to COVID related matter. In some circumstances the DP will inform the parents that there may be multiple relief in the class for a week or more. 	<p>Follow normal processes. Fill in HRMIS Principal to processes and send COVID leave request form to payroll. Dr note or proof may be required by Principal.</p>
Teacher is absent and no relief	<ul style="list-style-type: none"> The Principal will use scenario planning please see T&L contingency planning. The Principal will continue to seek a relief for coverage and attempt to disrupt the learning program for students as much as possible. 	<ul style="list-style-type: none"> The Principal will only inform the parents if the teacher tests positive. The Principal may inform the parents of the difficulties securing 5 day relief and what is planned. 	

Student wellbeing at home when isolating

It is important that we all look out for each other and support the emotional and mental health of our children and ourselves. Wellbeing is key to learning outcomes, mental health and responsible life choices. We know that a safe, respectful and inclusive environment supports children to feel connected and engaged in their learning.

Tips to support your child emotionally during this time

- Talk with your whole family about what is happening, at an appropriate level. They certainly understand that things are very different. Not talking about it can make some children more anxious.
- Help your children think about how they have coped with difficult situations in the past and reassure them that they, and the family, will cope with this situation too.
- Exercise regularly with your child. Options are only limited by your imagination.
- We encourage you to start and finish each day with a simple check-in. These check-ins can be a regular part of each day. In the morning, talk about today's learning—the learning intentions and how to be successful (the success criteria).
- Are you okay? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

Wellbeing support resources

- During this time, we know that there are going to be students and families who will find this transition difficult. This is completely understandable, and we are here to support you. If something arises that is of concern for you and your family, please follow the process below.

For student wellbeing issues:

- Contact your child's classroom teacher explaining the concern. This can be done via Connect.
- Your classroom teacher will then respond
- If you feel that your concern needs further attention, please contact the school

Raising Children Network

Australia's leading parent support and advice network for all ages of child development. Visit <https://raisingchildren.net.au/>

Student Wellbeing Hub

Providing parents, students and educators with resources to support the wellbeing development of children in their care. Visit <https://studentwellbeinghub.edu.au/>

e-Safety Resources and strategies to support parents in keeping their children safe online. Visit <https://www.esafety.gov.au/parents>

Urgent mental health support for children and young people

The urgent mental health telephone support line provides support for children and young people under the age of 18 years and their families. This is available 24/7. t: 1800 048 636



World Health
Organization

Helping children cope with stress during the 2019-nCoV outbreak



Children may respond to stress in different ways such as being more clingy, anxious, withdrawing, angry or agitated, bedwetting etc.

Respond to your child's reactions in a supportive way, listen to their concerns and give them extra love and attention.

Children need adults' love and attention during difficult times. Give them extra time and attention.

Remember to listen to your children, speak kindly and reassure them.

If possible, make opportunities for the child to play and relax.



Try and keep children close to their parents and family and avoid separating children and their caregivers to the extent possible. If separation occurs (e.g. hospitalization) ensure regular contact (e.g. via phone) and re-assurance.

Keep to regular routines and schedules as much as possible, or help create new ones in a new environment, including school/learning as well as time for safely playing and relaxing.



Provide facts about what has happened, explain what is going on now and give them clear information about how to reduce their risk of being infected by the disease in words that they can understand depending on their age.

This also includes providing information about what could happen in a re-assuring way (e.g. a family member and/or the child may start not feeling well and may have to go to the hospital for some time so doctors can help them feel better).

Students and families

We recognise that every child and family will be different and will go about setting routines in their own way. It is suggested by the Department of Education (NSW) that on a daily basis, students from P-6 engage in:

- Literacy activities that take a total of about 45-60 minutes
- Numeracy activities of about 30-45 minutes
- Additional learning areas, play-based learning and physical activity of about 30-45 minutes. (90 minutes for grades 3-6)

Example Timetable for students

Year 5 Timetable ~ Term 2 Week 2					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
15 min	Morning Fitness	Morning Fitness	Morning Fitness	Morning Fitness	Morning Fitness
45 min	Maths - Warm up video - Ninja Maths (3 mins) - Study Ladder (20 mins) Watch video on perimeter Perimeter pod on Studyladder	Maths - Warm up video - Study Ladder (20 mins) (perimeter pod)	Maths - Warm up video - Study Ladder (20 mins) (perimeter pod)	Maths - Warm up video - Study Ladder (20 mins) (perimeter pod)	Maths - Warm up video - Ninja Maths (3 mins) - Study Ladder (20 mins) (perimeter pod)
45min - 1 hour	Music	German	History *See Connect, Content, HASS	Science	Mindfulness *Colouring or Go Noodle FLOW
B R E A K					
30 -45min	Writing - Editing warm up - Setting Description *See Connect, Content, Term 2 Week 2	Writing - Editing warm up - Setting Description *See Connect, Content, Term 2 Week 2	Writing - Editing warm up - Character description *See Connect, Content, Term 2 Week 2	Writing - Editing warm up - Character description *See Connect, Content, Term 2 Week 2	Writing - Narrative writing - Editing - Publishing *See Connect, Content, Term 2 Week 2
20 min	Spelling - Unit 12 Say, sound, clap new words Q1-4 Sound Waves (h sound)	Spelling Look, Cover, Write, Check Q5-6 Sound Waves (h sound)	Spelling Count the sounds for each list word Q1-4 Sound Waves (j sound)	Spelling Spelling sound search in novel - 10 minutes Q5, 6 & Challenge (j sound)	Spelling Test
40 min	Reading ~ Novel Study *See Connect, Content, Reading				
B R E A K					
10 min	Silent Reading				
45min - 1 hour	Health *See Connect, Content, Term 2 Week 2	Art	Sports	STEM *See Connect, Content, STEM	Free Choice / Catchup Challenge

Being safe and respectful online

Acceptable use

- When students are working online at home, the MLPS Acceptable Use Policy remains active. Please familiarise yourself with this policy and support your child to remain safe and respectful when online. It can be found on the MLPS website.
- Should you require support or need to report misuse of devices, please contact your child's classroom teacher. They will be able to decide whether the situation can be managed or passed onto our Deputy Principal.

Managing screen time

- For children under six years old, it is recommended that only up to two 30 minutes' sessions per day involve screens. Hourly breaks with exercise if possible are suggested.
- It is important to keep a balanced approach to home learning. Time spent using digital devices for learning should be broken up with physical exercise and offline learning tasks often.

E-safety

- The following website is an excellent resource for families: <https://www.esafety.gov.au/>
- It is very important to remember that children need supervision while online. They need to know and understand safety measures such as: If you see something that worries you or you think is inappropriate, minimise the browser immediately and tell a parent.

Student Tips for Effective At-Home Learning

Plan your day

- Is your device charged?
- Is your learning space tidy?
- Do you have your learning materials ready?
- Is there a class story or message from your teacher?

Healthy mind, healthy body

- Make sure you have a drink bottle close by. Drink plenty of water.
- Manage your screen time. Make sure you have regular breaks and move your body in these breaks!
- Remember to use a growth mindset when looking at any problems you might have.
- Expect to make mistakes and face challenges. That's how we learn.
- Plan to have time on your favourite hobbies or activities during each day.
- Incorporate at least 30 minutes of exercise into your routine.

Engage in learning

- Establish, with your parents, what learning you will be carrying out each day. For example: Reading, Writing and Numeracy, P.E., and then something from home (a jigsaw, Lego, watch the ABC Education channel, etc.) Decide on the order of activities. Use a timer if that is helpful. Plan breaks.