



Middle Harbour Public School

Learning Continuity Plan



Providing continuity of learning is important when unexpected events happen. This Learning Continuity Plan (LCP) outlines how MHPS will plan for or short, medium, and long-term interruptions to school.

In the case of whole school closure:

Students	1-2 weeks	2- 4 weeks	Long Term
All grades	<ul style="list-style-type: none">• All classes prepare and send home QR codes for individual Home Learning on Seesaw, Google Classroom information and/or timetable and copies of activities for students not engaging on platform.• Teachers will provide parents with information (briefly) outlining the work expectations at the beginning of each week via Seesaw and/or email.• Teachers send a daily welcome to all students and outline the learning for the day through Seesaw or Google Classrooms and procedures for questions/feedback.• Teachers will make individual contact with each student at least once each day through Seesaw or Google Classroom	<ul style="list-style-type: none">• Teachers conduct a class catch-up/check-ins with students at least twice per day including a daily wrap up.• Teachers deliver classes according to a modified timetable suitable to the context of the school• Video-conferencing (VC) software begins to be used where appropriate.	<ul style="list-style-type: none">• Teachers deliver classes as identified by a modified school timetable.• Teachers conduct a class catch-up/check-ins with students at least twice per day including a daily wrap up.• Once established, VC software is used regularly with appropriate grade levels for direct instruction and feedback.• Teachers send a daily welcome to all students and outline the learning for the day through the schools chosen system, and their contact details for questions/feedback• Students engage in a combination of synchronous and asynchronous learning using chosen VC software.

Timeline for implementation

Immediately	When a closure is announced	Ongoing
<ul style="list-style-type: none"> ● Survey school community on digital access capabilities at home ● Set up chosen platform for home learning to be accessed ● Create school Learning Continuity Plan ● Provide teacher professional learning around the delivery of home learning in line with established plan. ● Establish platform for teacher communication and collaboration during implementation of LCP ● All staff to download Seesaw and Yammer apps to their phone/devices 	<ul style="list-style-type: none"> ● Send out communication to parents/caregivers regarding how students can access learning from home ● Establish clear guidelines around parent and student responsibilities and communication with teachers and school during this time. ● Class teachers to distribute QR Codes to students and school office to email to parents of any students not present ● Establish roles and responsibilities for admin staff regarding school email communication and website updates during implementation of LCP. ● Ensure each teacher has access to a laptop to work from home 	<ul style="list-style-type: none"> ● Teachers deliver classes as identified by a modified school timetable. ● Teachers conduct a class catch-up/check-ins with students at least twice per day including a daily wrap up. ● Seesaw videos are used regularly with appropriate grade levels for direct instruction and feedback. Email or Google classrooms to be used for students without access to Seesaw or a digital platform at home ● Teachers send a daily welcome to all students and outline the learning for the day through Seesaw ● School executives to monitor Seesaw learning of classes through administrator login. Ensure code of conduct for teachers and students is maintained. ● Teachers to share drafts of weekly plans for class learning via Google drive by prior Wednesday, EAL/D and LaST to add learning and adjustments by Friday prior to delivery. ● Specialist staff (Mandarin, library, creative arts, PE) to provide weekly lessons to each CT by Friday prior to delivery. ● SLSO staff to monitor student learning on Seesaw provide feedback to students, as requested by the CT. ● If unwell or on leave, teacher to notify AP, DP and P. AP to use administrator login to deliver learning for that day. CT to notify parents and students via Seesaw and/or email, including name of teacher who will be delivering learning/checking-in or providing feedback that day. ● Learning schedules should be flexible and accommodating of parent working from home schedules when necessary. ● Exec to use school communication pathways to maintain open communication with parents and community, and gather feedback on current learning from home measures. ● Exec to asses feedback, make and communicate adjustments where necessary.

In the case of individual student absence:

Early Stage 1	<ul style="list-style-type: none"> Each student receives a suggested weekly timetable and QR code for Home Learning access on Seesaw from class teacher (CT) via school email
Stage 1	<ul style="list-style-type: none"> CT provides selection of reading, writing and maths activities linked to current program using suggested resources.
Stage 2	<ul style="list-style-type: none"> CT and RFF teacher also provides links and/or resources for 1-2 activities for the week in each other KLA linked to current teaching program using suggested resources. LaST and or EAL/D to provide any necessary adjustments for students. Students to complete and/or share completed work via Seesaw or email. CT will make individual contact with students at least twice a week via feedback posted on Seesaw. Students may also be assigned Maths and Reading work via third party programs (Mathletics, Literacy Planet, Studyladder, etc.)
Stage 3	<ul style="list-style-type: none"> Each student receives a suggested weekly timetable and QR code for Home Learning access on Seesaw and/or Google Classroom access from class teacher (CT) via school email CT provides daily reading, writing and maths activities linked to current program using suggested resources. CT and RFF teacher also provides links and/or resources for 1-2 activities for the week in each other KLA linked to current teaching program using suggested resources. LaST and or EAL/D to provide any necessary adjustments for students. Students to complete and/or share completed work via Seesaw, Google Classroom or email. CT will make individual contact with students at least twice a week via feedback posted on Seesaw or Google Classroom Students may also be assigned Maths and Reading work via third party programs (Mathletics, Literacy Planet, Studyladder, etc.)

Timeline for implementation

Immediately	When a student requires home learning	Ongoing
<ul style="list-style-type: none"> Survey school community on digital access capabilities at home Create school Learning Continuity Plan Set up chosen platform for home learning to be accessed Provide teacher professional learning around the delivery of home learning in line with established plan. 	<ul style="list-style-type: none"> CT to send out communication to parents/caregivers regarding how students can access learning from home Establish and communicate clear guidelines around parent and student responsibilities and communication with teachers and school during this time. CT to distribute QR Codes to student via school office email 	<ul style="list-style-type: none"> CT follow Learning Continuity Plan for relevant grade/stage. Exec to use school communication pathways to maintain open communication with parents and community, and gather feedback on current learning from home measures.

Roles and Responsibilities

School	Teachers	Students	Parents
<ul style="list-style-type: none"> ● Create and distribute a Continuity of learning plan (CLP). ● Establish clear channels of communications between staff, families, and students in the event of this CLP being activated ● Support staff and students/families shifting to a remote learning environment. ● Help teachers implement the CLP and ensure high-quality learning experience for all students. ● Recommend new strategies for providing feedback to students. ● Support teachers and teams as they design new methods to assess student learning. ● Support teachers and teams in developing strategies to differentiate their instruction. 	<ul style="list-style-type: none"> ● Implement school Learning Continuity Plan when advised by Principal. ● Collaborate with other members of your team or department to design remote learning experiences for your students. ● Communicate frequently with your students and, as needed, with their parents. ● Provide timely feedback to support your students' learning. 	<p>These responsibilities should be adjusted according to the age of your child:</p> <ul style="list-style-type: none"> ● establishing and/or following a daily routine for learning ● identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully ● regularly monitoring Seesaw and/or Google Classrooms to check for announcements and feedback from teachers ● completing tasks by doing their Personal Best ● doing their best to meet timelines, commitments, and due dates ● communicating respectfully with their teachers and being proactive in asking for help if they require additional support ● collaborating and supporting their classmates in their learning ● complying with the departments' Student use of digital devices and online services policy 	<p>Provide support for your children by:</p> <ul style="list-style-type: none"> ● establishing routines and expectations ● defining a space for your child to work in ● monitoring communications from teachers ● beginning and ending each day with a check-in with your child ● taking an active role in helping your children process their learning ● encouraging physical activity and/or exercise ● checking in with your child regularly to help them manage stress ● monitoring how much time your child is spending online ● keeping your children social, but set rules around their

More information and advice about learning from home can be found on [here](#) on the Department of Education's website.