



As the COVID-19 situation evolves, our school is prepared for continuity of teaching and learning as well as school business operations. At Foxwell State Secondary College we are committed to minimising the disruption to the teaching and learning of our students through our digital learning framework. The following information outlines for parents and carers our *Continuity of Learning (COVID – 19) Plan*.

Each week students will access curriculum in the learning areas of English, Mathematics, Science, Humanities, Digital Technologies and Health. Students will also have the opportunity to access optional learning experiences related to the Arts, Japanese, Physical Activity (Smart Moves) and Wellbeing (Flourish). Curriculum will be released in line with the below schedule, and approximately 1.5 hours of content will be available for each learning area on each day. Curriculum will be released at 9am each day.

Monday	Tuesday	Wednesday	Thursday	Friday
Social World English	Physical World Science	Healthy World	Social World English	Physical World Science
Mathematics	Physical World Humanities	Digital Technologies	Mathematics	Physical World Humanities
Learning Experiences				

While curriculum is released in line with the above schedule, the timing of engagement in learning is at the discretion of families. Curriculum has been developed progressively for each learning area, and as such students are required to complete learning in the sequential order. For example, a student should not move on to lesson 2 without having completed lesson 1.

At the completion of each learning activity, students may be asked to upload their work to the relevant Seesaw classroom. This must be uploaded in line with the directions given by the teacher.

Assessment of learning will be conducted for the learning areas of English, Mathematics, Science, Humanities, Digital Technologies and Health. Assessment task sheets will be released to families via Seesaw outlining the assessable elements of student work, the criteria by which work will be marked and the expectations.

Attendance

Each morning, students will receive, through their Seesaw House Groups, an activity notification. This will be sent by our attendance officer, Mrs Karren Hackling. It will be titled, 'Today's Attendance' with the day and date included. It is imperative that students respond to this activity indicating that they are in 'attendance', either learning at home or at school. This response can be as simple as replying to the activity with 'good morning', 'hello', 'present', 'here' etc. Students are required to respond to 'Today's Attendance' by 10am each morning. Students who do not respond by 10am will be considered absent from school and will be recorded as such. Students are required to reply in a respectful manner, as customary throughout the Foxwell community.

Home Learning Responsibilities

Student Responsibilities	Parent Responsibilities
<ul style="list-style-type: none">• Access Seesaw for curriculum material and upload responses to activities via Seesaw• Identify an appropriate place to work• Have regular rest breaks• Follow the Foxwell SSC ICT Agreement and be cybersafe and cybersmart• Communicate with teachers using the school platforms• Use respectful communication at all times• Turn off screens for several hours a day and engage in other activities	<ul style="list-style-type: none">• Access Seesaw for curriculum overview and ensure child completion, including upload of activities via Seesaw• Consider a routine for each day that is balanced and appropriate for your own family• Use Screen Time and other parental controls to manage online behaviours• Support teachers by monitoring progress• Engage in respectful communication at all times• Turn off screens for several hours a day and engage in other activities



ELECTRONIC COMMUNICATION

At Foxwell State Secondary College we believe that communication between the school, parents and the community form the foundation of a positive relationship that empowers students to embrace learning and achieve their potential. During this time, we also acknowledge that communication between teachers, students and parents is vital in ensuring the continuity of teaching and learning and business operations.

At this time, we would like to inform our community that electronic communication is our preferred method. Our platform for digital communication will continue in line with our already established norms.



Seesaw will remain our portal for communication between teacher, student and parent about curriculum. The vast majority of communication will be sent to parents and carers through this platform.



SharePoint will remain our platform for communicating student notices. Students use their MIS ID's to sign in to SharePoint, and this app can be accessed on multiple devices. Including parent devices.



Our school newsletter and school bulletins will continue to be emailed to parents via Schoolzine.



Email is available for all students, parents and carers for communicating with the school. Our phone line continues to be available during this time via (07) 5555 3333.

We understand that from time to time parents, carers and students may need to contact a member of our school for additional support. While Seesaw remains our first point of contact for curriculum and subject specific matters, below are listed other additional support contact email addresses.

Foxwell State Secondary College Support

IT Support Request

Password Reset Request

techsupport@foxwellssc.eq.edu.au

passwordreset@foxwellssc.eq.edu.au

Foxwell State Secondary College Executive

Mrs Kym Amor (Principal)

Ms Zana Schroeder (Deputy Principal)

Miss Kate Shepherd (Deputy Principal)

Ms Victoria Leadbetter (Head of Department Inclusion)

Mrs Pascale Street (Guidance Officer)

kamor1@eq.edu.au

zschr2@eq.edu.au

kshep115@eq.edu.au

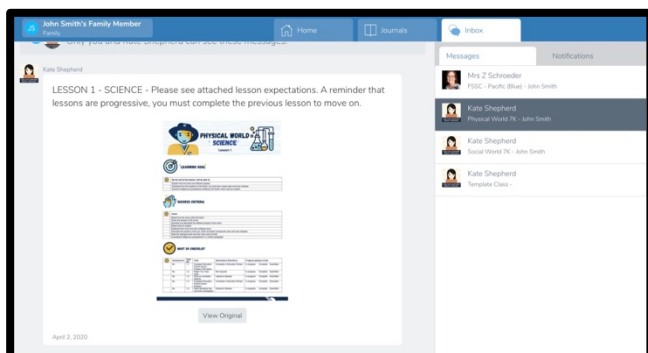
vlead1@eq.edu.au

ppier2@eq.edu.au



STEPS TO FOLLOW

- Each day lesson expectations will be sent to all parents, carers and students via a Seesaw announcement. This information provides a brief outline of the work to be completed by students for the lesson.



PHYSICAL WORLD SCIENCE
Lesson 1

LEARNING GOAL

By the end of the lesson I will be able to:

- Explain why the moon has different phases
- Describe how the position of the sun, the moon and stars change over different phases
- Explain why the moon has different phases

SUCCESS CRITERIA

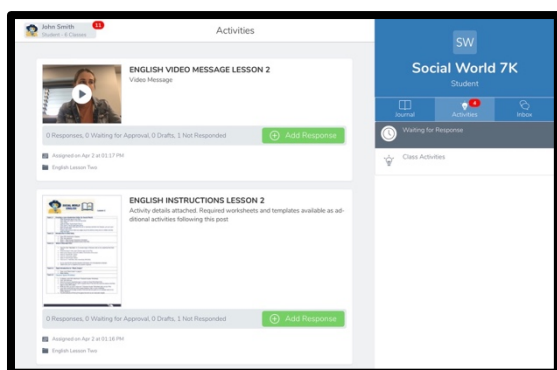
I have:

- Described how the moon orbits the Earth
- Described the phases of the moon
- Identified and described the different phases of the moon
- Described what an eclipse is
- Described how the sun, the moon and stars change over different phases
- Described the position of the sun, the moon and stars during both solar and lunar eclipses
- Draw the moon and stars in a given paragraph

MUST DO CHECKLIST

Assessment	Task	Task	Submission Directions	Progress (please tick)
Yes	1.1	Complete the lesson plan	Complete in Education Perfect	In progress Complete Submitted
No	1.2	Watch the video	Not required	In progress Complete Submitted
No	1.3	Draw an annotated diagram	Upload to Seesaw	In progress Complete Submitted
No	1.4	Complete the lesson plan	Complete in Education Perfect	In progress Complete Submitted

- Each day students will be required to log in to their Seesaw account and access the classrooms in line with the above schedule.
- From within the classroom, students' access 'Activities' where they will view:
 - A video message outlining the work required to be completed for that lesson
 - The lesson instructions, outlining in explicit detail the tasks to be completed for that lesson
 - The lesson resources



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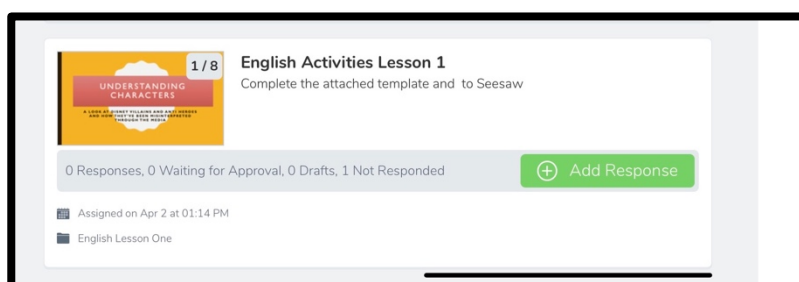
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- Students are required to complete and submit/upload the work as outlined by the teacher in the lesson instruction. Once students have submitted/uploaded their work, parents have the ability to view their response from their family Seesaw account. Parents and carers also have the ability to provide their child with feedback. More information about how to do this will be outline in tutorial videos.

LEARNING SUCCESSFULLY AT HOME.

Create an appropriate learning space which should:

- be in plain sight so that adult support can be accessed as required
- have a source of natural light and good ventilation/air flow, if possible
- be a quiet space with a stable internet connection
- include a desk or an appropriate table and chair which supports good posture and attentiveness
- have access to other resources such as paper, pencil, headphones

Daily Routines

Students should:

- Ensure that the iPad and Apple pencil is charged for the start of each day
- Wake up at a regular time each day
- Maintain a healthy diet, including breakfast, lunch and dinner
- Drink plenty of water
- Check Seesaw every morning to view videos and receive learning instructions for the day
- Ensure that they seek support from an adult at home or their classroom teachers if they are having difficulty accessing learning.
- Plan appropriate and regular brain breaks
- Plan physical activity as part of daily routine – refer to Healthy World for ideas.

REMEMBER: Every family is unique and every family will establish routines that work best for them during this unprecedented time. It's up to your family to decide what the learning day will look like. However, aim to establish regular routines and expectations so that there is clarity about what needs to happen throughout the day.

Assessment

Whilst learning at home, students will be required to complete assessment tasks. These tasks will be clearly identified and outlined. Students will receive a task sheet with criteria attached and students will be required to submit via their Seesaw class. Assessment task conditions may vary from subject to subject and these will be outlined on each task sheet.

FAMILY AND STUDENT WELLBEING

This year has certainly posed many challenges to us all, especially parents. Here are some ways we can help our family cope during these challenging times.

Be aware of and find ways to manage your own stress. Children look to adults for behavioural clues that tell them how concerned they should be about anything unknown or difficult. Therefore, it is important that we have support people to turn to and healthy coping mechanisms when we are feeling anxious ourselves so that our stress does not become contagious.

Whilst we cannot offer guarantees in relation to what is going to happen in the coming days or weeks, we can empower you to manage the array of emotions through the **CARE** approach.

Choices – Channel anxiety into useful action by practising the recommended preventative strategies, limiting exposure to media reports, maintaining normal routines (as much as possible) and finding healthy distractions.

Agenda – Develop and discuss plans for how your family will deal with increased restrictions and a change to their learning routines and home structures.

Resilience – Find ways to focus on the positives (e.g. taking time to be grateful), enjoy some humour and encourage your family to turn their attention to supporting others during difficulty. An act of kindness in itself can provide us with purpose and build connections with others and the community.

Emotional Support – Keep an eye on how your children are feeling and remind them you are there to listen to their concerns. Look for signs they are not doing well – sleep issues, appetite changes, behaviour difficulties are just a few things that indicate your child may need some extra reassurance and support.

Additionally, here is a link to a helpful guide for parents in managing stress and worries.

<https://www.brave-online.com/wp-content/uploads/2020/03/BRAVE-Infographic.pdf>

ONLINE SAFETY

Families are going to be spending more time than ever interacting and connecting online. Therefore, it is imperative that we continue to educate ourselves, and our children about safe online behaviours. Here is a helpful link for parents that require support in this area.

<https://www.esafety.gov.au/parents>

CONTINUITY OF SUPPORT

Below are some helpful links should you require emergency or ongoing support.

There is an extensive range of online digital mental health resources. This document assists in navigating what help is out there and how to access it.

<https://www.emhprac.org.au/wp-content/uploads/2020/03/Full-COVID-19-Factsheet-.pdf>

If you are looking for specific support in relation to food resourcing, housing or health. The below link is invaluable in sourcing assistance that is personalised to your family's support needs.

<https://askizzy.org.au>



At Foxwell State Secondary College we take great pride in our ability to leverage digital pedagogies, allowing for excellence in educational outcomes. Our school's pedagogy and curriculum are specifically designed with iPad placed as the central learning tool for both students and teachers. Teachers use them as an environment to facilitate engagement in the learning process. Due to our embedded digital pedagogies philosophy, we are well placed at Foxwell State Secondary College to ensure the continuity of teaching and learning and business operations. We do this through our already established commitment to the following digital learning platforms. The following information briefly outlines the purpose of each platform.



At Foxwell State Secondary College, Seesaw is our first point of call for digital curriculum delivery. Seesaw is a powerful classroom app that allows for meaningful student engagement. It allows teachers, students and parents/carers the ability to interact in an online environment where teachers can deliver curriculum activities for students and provide feedback on work completed. Parents/carers are able to view this work and also interact with their students electronically via the platform.

Students may contact classroom teachers via Seesaw for support by either commenting on the activity or by 'posting' a note to the teacher. This communication is between the teacher and student only and not viewable by all classroom members.

Teachers are available to respond to student and parent/carer questions between the hours of 9.00am and 3.00pm and within a timely manner.

Video 'How to guides' will be made available for parents, carers and students for all Seesaw functionalities.



SHAREPOINT

At Foxwell State Secondary College we will from time to time use the SharePoint application to share digital resources with students. Teachers will outline in Seesaw when they have assigned a digital resource through SharePoint.

SharePoint can be accessed as a webpage, or as a downloaded application on both student and parent/carer devices. Once downloaded a student's school email address is required for log in.



EDUCATION PERFECT

Education Perfect is a rich library of interactive, motivating and engaging activities directly aligned with the Australian Curriculum. Content in Education Perfect is carefully scaffolded to allow all students to experience success, while providing for higher order thinking and independent learning. In Education Perfect, teachers curate and customise learning activities to meet the needs of every learner in their classroom. Student responses to activities provide teachers detailed insights in to student progress, allowing them to make informed decisions to tailor their student's learning need.

Activities in Education Perfect are known as 'assessments'. These activities do not contribute to summative report card results, rather are tools for assessing student progress to allow teachers to support the individual needs of each student.

Teachers will outline in Seesaw when they have assigned an Education Perfect activity to students.



JACARANDA PLUS

Jacaranda Plus in partnership with Jacaranda LearnOn is a powerful digital learning tool that transforms trusted Jacaranda textbook content in to interactive and personalised activities for students. Teachers can assign activities to groups or individuals that are tailored to student needs. Content and activity assignments will be outlined in Seesaw.



CLICK VIEW

ClickView provides students with access to a library of video resources aligned to the Australian Curriculum. Through ClickView, teachers can curate educational videos from around the world and also produce their own video material.



GOOD NOTES

GoodNotes transforms iPads in to digital notebooks for students where they can record their learning in both typed and handwritten form. All student work must be completed in GoodNotes. Files can be exported to PDF form and uploaded to SeeSaw.