

COVID-19

MBC SENIOR SCHOOL CONTINUATION
OF CURRICULUM PLANNING



OPENING REMARKS

Media release 18/3:

The National Cabinet has accepted the advice of the AHPPC that schools should remain open at this time.

Specifically the National Cabinet has agreed that “pre-emptive closures are not proportionate or effective as a public health intervention to prevent community transmission of COVID-19 at this time.”

National Cabinet also noted AHPPC advice that “More than 70 countries around the world have implemented either nationwide or localised school closures, at different times in the evolution of the local COVID-19 epidemic, however it should be noted the majority of these have not been successful in controlling the outbreak. Some of these countries are now considering their position in relation to re-opening schools.”

- Monitoring information: using reliable sources only
- Approach: '*Vigilant but not alarmist*' with a '*practical problem-solving approach*' and '*care for the community*'
- Prepared for closure scenarios e.g.
 - 24 hours shut down and clean
 - A partial shutdown (staff on site but students required to be at home)
 - A full shut down (staff and students required to stay at home)

A shut down would only be enacted if the College was directed to do so by the Departments of Education or Health.

- Communications: 4pm daily; or as required



ONLINE CURRICULUM DELIVERY: SEQTA & TEAMS

- In the event of a school closure during term time, the College will move to *online curriculum delivery*
- There are two main parts to this delivery
 - 1. SEQTA
 - 2. Microsoft Teams



SEQTA

- During a school shutdown, SEQTA will be the main ‘hub’ in terms of learning resources, communication around key content and messaging ensuring that students are aware of work that needs to be completed. Content provided by teachers may include –
 - Detailed descriptions of content and curriculum requirements (for example through attached notes/PowerPoint presentations/web-based linked etc.)
 - Activities for students to complete
 - Forward-planned lessons to ensure continuity of content should a staff member themselves become ill.

- COURSES
- 10 DESIGN GRAPHICS
- BUSINESS & MONEY MINDS
- CHRISTIAN EDUCATION
- DRAMA EDUCATION
- ENGLISH SPECIALIST
- FOOD TECHNOLOGY
- HEALTH EDUCATION
- HUMANITIES
- MATHEMATICS SPECIALIST
- SCIENCE
- VISUAL COMMUNICATION
- YEAR 10 PHYSICAL EDUCATION
- 2019S2 >
- 2019S1 >
- 2018S2 >
- 2018S1 >
- 2017S2 >

List of courses

- Today
- 1 P2 16 Mar
Task 2 short story due; Australian Text Study: Poetry- 'My Country' and 'Australia'; intro to Task 3
- 8 T1 W8
- 1 P2 23 Mar
Australian Text Study: Poetry- 'The New True Anthem'; intro to Task 3b
- 9 T1 W9
- 1 P2 30 Mar
Poetry Close Reading; Task 3b; composing journal entry #2
- 10 T1 W10
- 1 P2 6 Apr
Australian Text Study: The Shifting Heart by Richard Beynon- context and introduction, read play
- 11 T2 W1
- 1 P6 29 Apr
Australian Text Study: The Shifting Heart by Richard Beynon
- 12 T2 W2
- 1 P2 4 May
Australian Text Study: The Shifting Heart by Richard Beynon- character studies; the play in performance (dramatic conventions)

List of lessons

Task 2 short story due; Australian Text Study: Poetry- 'My Country' and 'Australia'; intro to Task 3

Lesson outline

Weekly outline:

- Monday:** revision of poetic devices; 'My Country' by Dorothea Mackellar
- Tuesday:** complete analysis of 'My Country'
- Wednesday:** 'Australia' by Ania Walwicz- comparative paragraph (*Compare the way Walwicz and Mackellar use poetic techniques and/or structure to present a particular attitude towards Australia*)
- Friday:** intro to Task 3a: research into Youtube podcast format

Learning Intentions:

- know a range of poetic devices
- understand the main features of construction for 'My Country' and 'Australia'
- compare the way the two poem present attitudes towards Australia- compare both content and construction
- understand the requirements of Task 3 and know some features of Youtube podcasts

Success Criteria:

- success in poetic devices Kahoot!
- annotated copies of 'My Country' and 'Australia'- notes on construction and ideas
- comparative paragraph
- plan for Task 3

Homework

Draft stories due for feedback by Tuesday of Week 7



Resources (click to open)

Lesson details / activities to complete



TEAMS

- Lesson delivery will happen through Microsoft Teams for **ALL** Upper School (Year 11/12) WACE and VET courses and **ALL** 7-10 MESH courses. Other courses may also create a Team to supplement delivery (and many already have), but are not required to do so. If no Team is created, SEQTA will have detailed curriculum content and activities, and teachers can be contacted via email for clarification.



TEAMS

- Within a class Team, teachers will be able to deliver content and lessons and interact in real-time with students in the following ways –
 - Video or audio conferencing
 - Explanations and assistance to students through the ‘posts’ and ‘chat’ features (including real-time discussion with the group)
 - Hosting of files and resources through the ‘files’ section
- Teachers will be actively monitoring their class Team during the timetabled class time for that class. Students will be expected to be online and ‘present’ for the lesson so that they can receive instruction from the teacher and take part in the activities as directed.



ONLINE CURRICULUM DELIVERY: SEQTA & TEAMS

- Student expectations:
 - Follow their timetable
 - Be engaged and present in the lesson
 - Work on the materials and tasks assigned for that lesson
 - Ask questions and communicate when they are unsure



PROXIMITY / MESSAGES TO STUDENTS AROUND PRECAUTIONS

- School – as normal as we can make it; with some adjustments
- Events & excursions
- Social Distancing
- Hand and other hygiene; BYO drink bottles
- College cleaning: the contracted company has a defined pandemic strategy, and one for a case of possible exposure. Extra cleaning is occurring. We have ordered extra products on cycle.



PASTORAL

- Inbox for COVID-19 enquiries: coronahelp@mbc.wa.edu.au
- Attendance – how you can help?
- Management procedures if unsatisfactory online classroom etiquette – what the students learned today.
- Increase potential of anxiety, OCD and other disorders on the mental health spectrum – how we can help, both our students and yourselves.

QUESTIONS:

- Will students still have access to Chaplains/Counsellors/Psychologists?

Yes. Either students or parents can contact the College for support. We will initiate a suitable point of connection e.g. phone; via Teams; or if absolutely necessary, in person with appropriate protocols.

- What if my home Internet connection fails during a team 'meeting'/class?

Students have been asked to notify their teacher ASAP; then move straight onto SEQTA to keep the continuity of learning.

- How do students ask questions during class (on microphone)?

We've encouraged them to ask their teachers this week, but some general protocols include typing on the message board that either they have a question (whereby the teacher can unmute the class) or type the actual question in and the teacher can answer for the whole class.

- Break times and bathroom breaks?

Normal recess and lunch is scheduled. If a student needs to go to the bathroom that's ok – but please don't take your device with you!

QUESTIONS:

- **Will study nights happen from home?**

We are looking at this currently. There is nothing stopping students getting together in Teams of their own creation for this purpose, or we may create our own 'Study Night' team. A number of senior students have already set up study teams ready to go for certain subjects.

- **Will students be following their normal daily schedule if/when learning from home?**

Yes. We feel it adds stability of routine (much needed by many students) and allows students to know when their teacher is available. They can always email teachers around this, but by following the schedule, everyone knows when teachers are delivering content and/or instructions, are available for assistance and they also know when their class is working on key content so they can work together.

- **When is the right time for my child to come back to school if they are currently ill?**

Whilst it is a judgement call, we are recommending it to be once symptoms of illness are abating. The usual colds have commenced and at school we are taking a conservative approach and sending students home if they present as unwell. If your child has a cold with a cough, please keep them at home until the cough is lessening. If it is a regular asthma cough which is routine for that child, they may come to school. If the child is still blowing their nose and running high temperatures, please keep them at home.

QUESTIONS:

- **My child suffers from an asthma cough, should I send him/her to school?**

If the child has an asthma cough which is routine for that child, they may come to school – with notes please.

- **Is there an opportunity for students who are currently at home to be using Teams for lessons happening at school?**

This is currently increasing for senior classes, as we trial this processes during the week. Whilst staff are delivering lessons, planning a month in advance and increasing content on SEQTA this is not a requirement in our trial week, but some are testing the process for future.

- **Will an iPad be okay for students to use Teams with at home?**

Yes.

- **Will there be a remote learning practice session on teams for students at school?**

Yes; throughout this week students will be trialling for various subjects.

QUESTIONS:

- **Will there be a practice session for students from home?**

We are looking at this. Given the movement of things we may not have that luxury, but we are considering it.

- **Are kids still playing ball sports?**

Yes. We want them moving in breaks. Many things are being washed.

- **What are parents options for remote learning for students being isolated voluntarily?**

If a choice is made to keep students at home, we ask families to notify us, and then we will send them a preparatory document. Essentially, in that case, learning will occur via SEQTA.

- **Is there the opportunity for after school tutoring to be done using teams?**

A possibility. Currently it is difficult with regular tutoring occurring with students all present having various needs, but we will look at this as things unfold.

- **What about the Learning Support students?**

Yes, Learning Support would continue via Teams. Staff will be available for assistance.

- **Can my child answer my calls (to check in on him/her) during the day, whilst he's in class?**

If necessary, yes; although please be aware that they may not be always able to answer depending on what is happening in their online lesson. We are encouraging our students to remain focused during lessons as much as possible. If they are 'muted' and the class is working without direct instruction taking place, it would be fine to take a quick call.