



Applecross SHS Online Learning Plan

In the event of a school closure, the following information is provided to ensure that students, staff members, parents and guardians are aware of the approach that we will follow and the resources and support that will be available.

Day 1 of School Closure

The first school day that the school is not operating as normal is to be used as time for planning and getting organised (see below). The School Principal will send an email to all parents and guardians at approximately 10 am each day that the school is closed. This will be the main source of communication for parents.

Tasks for Student

1. Look at the [Checklist for Students](#) and complete tasks 1-4
 - Access [adjusted timetable](#) for Students in Years 7-10 (students can access via SEQTA)
 - Year 11-12 students will follow normal timetable and teachers will communicate directly with students (from Day 2).
2. Establish a home study space and become familiar with the 'rules' for online learning
 - [Getting-Ready-for-Online-Learning-at-Home.pdf \(applecross.wa.edu.au\)](#)
 - [Online-Class-Proper-Conduct.pdf \(applecross.wa.edu.au\)](#)
 - [Set up a learning environment - Department of Education](#)
3. Familiarise yourself with other resources and self-help guides that are available
 - [Online Learning – Applecross Senior High School](#)
 - [COVID-19 – Applecross Senior High School](#)
 - [Connect](#)

Day 2 Onwards

Teachers will be communicating to students through Connect and setting course work as per their normal timetable for the day. Year 7-10 students will have certain periods highlighted as being interactive lessons with their teachers. Other lessons will be for students to do some personal work on assigned activities or for communicating with their teachers via email, Connect or other means communicated to the students by their teachers.

Student health and wellbeing will continue to be an important priority for us during online learning. Year Coordinators and Sub School Program Coordinators will monitor students and be available for parents with any concerns about their child's welfare. This document contains some important information from [Student Services](#).

Student engagement and output in online learning activities will be monitored by their teachers and any concerns will be communicated to parents and Student Services.

There will be no formal assessments during the first week of school closure, although students will be encouraged to self-assess and teachers may set quizzes to test understanding etc.



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Week 2

While we hope that schools will only be closed for a limited time, we will be reviewing the situation and making adjustments on an ongoing basis. If schools were to be closed for longer than a week, we will communicate any changes or additional advice to parents, and teachers will communicate this to students.

Parent Roles

Parents will play an important role in ensuring that students understand the arrangements and have their personal study space organised. We know that some young people will be challenged and may become distressed by the need for schools to close. Parents naturally play an important role in supporting students and in encouraging them to keep things in perspective and adopt a positive mindset. It will be beneficial for students to develop a routine that includes study breaks and physical activity, as well as some relaxation or time for social interaction with others.

I encourage parents to scan the resources below and to read the [Guiding Principles for Online Learning](#) as it is important that we all recognise the need to be patient, flexible and sensitive to the circumstances of all.

Parent Resources

- [Support for parents and carers](#)
- [Learning resources by year level](#)

Student Services Information and Roles

In the event that online learning is necessary, the school will still continue to provide ongoing monitoring and support for student wellbeing in line with the school business plan priority one.

- Our large [Student Services team](#) will continue to work with any specific groups they are involved with and also any individuals they are case managing.
- Parents can liaise directly with [teachers](#) for academic concerns or the [Student Services team](#) via the Year Coordinator for social emotional welfare concerns.
- The school has many resources to support parents that can be found via the following link <https://applecross.wa.edu.au/student-services/wellbeing-team-and-support-services/>
- Parents may also wish to access our [SchoolTV](#) service which has many supportive short videos aimed at helping them.



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Guiding Principles for Online Learning

- Our community will have different levels of capacity to engage with online learning. Families may face very difficult circumstances during this time. Our expectations of learning continuing outside of school must be responsive to our community and to the circumstances of individual families.
- We understand that families must prioritise the health and wellbeing of their children and other relatives. Teachers will consider their circumstances when they communicate with you. We do not want to cause additional stress by our expectations of student learning. It is recognised, however, that continuity of learning may assist with student wellbeing.
- This is a very challenging time for our community, including our staff. Current capacity to deliver learning online will vary considerably and while we are doing everything reasonably possible to prepare our teachers for online delivery, expectations should be fair and reasonable. This cannot be at the expense of staff health and wellbeing or any obligations they may have to their families.
- Positive relationships between students and their teachers are the foundations of effective teaching and learning. All reasonable efforts should be made to maintain connection and care between students and their teachers if schooling is disrupted and/or the school is closed.
- Care for students includes helping them to manage their own concerns about learning and achievement. For example, reassurance needs to be given to Year 11 and 12 students that SCSSA's special provisions and sickness/misadventure processes will ensure no student is unfairly disadvantaged.



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Student Services Team

Year Coordinators

Year	Name
7	<u>Ben Kelly</u>
8	<u>Hayley Myers</u>
9	<u>Candace Dalby</u>
10	<u>Ebony Morrison</u>
11	<u>Lenni Cornejo</u>
12	<u>Lachlan Silberstein</u>

These staff members are responsible for students' pastoral care by monitoring the academic, social and emotional progress of students in their year groups. They provide leadership to the group, develop a student leadership body, promote effective communication and plan social events to bring the year groups together as cohesive and cooperative groups.

Our Year Coordinators encourage all students to achieve their personal best. Year Coordinators communicate with parents about any concerns with attendance, achievement or behaviour so that plans can be put in place to engage the student more effectively

Year Coordinators teach a partial timetable and are therefore happy to return calls and emails in the designated Student Services time. If it is urgent, please contact a Program Coordinator

Chaplains

Name
<u>Aimee Munyard</u>
<u>Andrew Saxton</u>

Our chaplains support young families and parents in time of need. They help build a sense of caring and community within the school and develop a healthy ethos of service to other people. They also manage the mentoring program for young people.

School Psychologist

Name
<u>Gabrielle Lawlor</u> – until 13/08/21
<u>Yvette Tormey</u> – from 13/08/21

The School Psychologist primarily assists the school in optimising student academic and personal skills development to meet their potential. Assistance is provided across the following domains: Mental Health and Wellbeing Learning, Behaviour, Social and Emotional Development. The School Psychologist supports staff (school planning and procedures) and students (counselling and classroom strategies). Targeted strategies and outcomes for students are developed and refined through parent consultations, staff and student consultations, liaison with intra-agency consultants and external support specialists. Please contact the relevant Sub School Program Coordinator to discuss new referrals to the School Psychologist.



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Nurse

Name
Janine Lobby – Term 3 Monday-Thursday
Susan Henderson – Term 3 Friday
Pauline Chambers – Term 4 onwards

As part of the Student Services Team, our school nurse will identify and work with students who have ongoing physical and mental health issues and prepare care plans for students with health issues such as anaphylaxis, asthma, diabetes etc.

The school nurse also provides health education for students and staff to establish a proactive approach to self-management and adult behaviours; provides health assessments, first aid and counselling; and acts as a resource and link for young people to access outside agencies for health issues

Learning Support Coordinator and Education Assistants

Name
Alex McKinnon

The Learning Support Coordinator supports staff to plan, deliver, monitor, assess, and evaluate differentiated teaching and learning programs that meet the educational needs of students' with disabilities and learning difficulties.

They consult, support and collaborate with staff, parents and outside agencies. Building the capacity of staff enables the school to deliver differentiated programs to students with diverse learning needs and ensures they access the curriculum on the same basis as students without disabilities and learning difficulties.

Education Assistants will check in daily with their assigned students, and will be present for the interactive lessons those students attend online.

Program Coordinators

Year	Name
7-8	Lee Jarvinen
9-10	Brad Snell
11-12	Jenny Casserly

Program Coordinators work closely with Associate Principals to coordinate the Student Services team in all planning and operations to fulfil our vision of monitoring and progressing each student's academic, social and emotional development.

They provide support to students and parents concerning all students' education at Applecross Senior High School; monitor and plan for improvements in achievement for all students using data; and reward and acknowledge positive efforts and contributions by students.



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Associate Principals

Year	Name
7-8	Paul Currie
9-10	Toni Jones
11-12	Rex Lilleyman

The Associate Principals each run a sub school of two year groups. They oversee the Heads of Learning Area for academic achievement and the Program Coordinators for student development and wellbeing. They can be contacted regarding the progression of any of your concerns or issues in these areas.

External Support

Many community agencies and support groups are available outside of school, including Headspace, Child and Adolescent Mental Health, Community Health Services, and private counselling services.

Suitable services can be identified through your GP recommendations or searching the web. The local headspace is often a good place to start, and they offer free or low-cost services. This link will help you [find your nearest Headspace centre](#).

Confidential services are also available via the services below, with many online resources available:

- [Kids Helpline](#) 1800 55 1800
- [Lifeline WA](#) 13 11 14
- [Beyond Blue](#) 1300 22 4636
- [Centre for Clinical Interventions](#) 1300 555 788
- [Head to Health](#)
- [Hey Sigmund](#)
- [Reachout Australia](#)