

Introduction

At Ashmore State School, we plan to deliver high-quality education and continue to ensure your sons and daughters are engaged in learning.

Our Ashmore State School Online Learning Plan guides the experience students will have if online learning is required. While the Online Learning Plan does not fully replicate onsite learning, our teachers will deliver instruction that allows students to meet expected standards.

Ashmore State School Online Learning Plan experience aligns with the Australian Curriculum. Our students are empowered to make choices about how they are engaged online and have options for Collaboration. The teachers will continue to provide authentic tasks; that encourage intellectual risks while persevering through challenges; be supported with modelling, differentiation, specific feedback, and opportunities for reflection and revision; and, will continue to grow to be passionate, intrinsically motivated, and resilient. The success of our Online Learning Plan endeavour is a partnership and dependent on careful planning by our dedicated staff, appropriate student motivation and engagement, and strong parent support for this alternative mode of instruction. The aim of our Online Learning Plan is to maintain student academic progress and attend to student social and emotional wellbeing.

The purpose of this document is to outline how Ashmore State School will continue to offer a blended learning model, which includes both an online and paper Approach to support our families needs.

With the use of Seesaw as our online platform, activities can be delivered in a range of modes. Students are also familiar with reflecting and recording work samples, as are our families.

Seesaw online tasks create opportunities for students to participate in engagements with their teachers and classmates, to allow for social interactions as well as accessing the curriculum.

Learning Studies from the U.S. Department of Education indicates that blends of online and face-to-face instruction, on average, had stronger learning outcomes than did face-to-face instruction alone.

Our Ashmore State School Seesaw Online Learning Plan guides the experience students will have when the school remains open, but the grounds are closed, or we have moved to online learning.





Firstly, our teaching staff are committed to monitoring the Ashmore State School Online Learning Plan and student experience. The tools used for monitoring may include, but are not limited to:

- Data on student engagement from digital learning platforms – (Seesaw report), announcements and emails– these provide data on student engagement; and
- Feedback from students, parents, and teachers to help us understand how the plan is impacting student, family and teacher

experiences, and to provide data on what improvements we might make going forward.

The Ashmore State School Online Learning Plan will include:

- A process to teach remotely until resumption of normal operations;
- Details regarding the expectations required of both teachers and families for the successful continuation of student learning and family communication; and

- Year level learning plans via Seesaw that address developmentally appropriate and meaningful student learning experiences.

The following online platforms support both the Online Learning Plan and teacher/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

- Education Queensland email is the communication tools used to contact and communicate with students and Teachers;
- Seesaw feedback and videos are the online learning platforms used across the school; and
- Emails and Seesaw online collaboration platforms for remote instructional planning.

In addition to the above resources, we encourage teachers, students, and parents to contact:

If you have technical difficulties or require IT support please contact your child's class teacher. Please expect a response in a timely manner. Please note specific at home device or internet issues are the responsibility of each individual parent.

Overview

Schooling is always a partnership. In an online learning environment, this partnership becomes the champion of learning. Over the course of this Online Learning Plan time period, our teachers will partner with parents to engage students in experiences that stretch their understanding and expand how they approach new learning.

Teachers will continue to carry forward their instrumental role in guiding, supporting, and challenging students to take on new responsibilities and to become excited about new learning. Our families will have options and sources for flexibility that will give them choice and ownership as the Online Learning Plan experience progresses. Teachers will communicate with parents through email and Seesaw and to engage students in rich learning tasks.

The Inclusive Education Team will continue to provide support across the school through Reading, Phonics, Mathematics and Gifted and Talented programs and Case Management of Inclusive Education students. They will ensure that Inclusive Education students can access the curriculum and continue to maintain established relationships with their Class Teacher, Case Manager and Teacher Aide's, whilst supporting the students' wellbeing. The Inclusive Education Team will check in regularly with the Inclusive Education parents to maintain connections and support and provide guidance where required.



Roles and Responsibilities *for Students and Parents*

Roles and Responsibilities Students

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s;
- Check appropriate online platforms (Seesaw, booklet) for information on courses, assignments, resources **daily**;
- Attend Seesaw, as much as possible, in accordance with the expectations set
- Identify a comfortable and quiet space to study/learn or that is appropriate to the task set;
- Engage in all learning posted with academic honesty;
- Submit all work in accordance with provided timeline and/or due dates (this may mean provide Seesaw reflections); and
- Ensure own social and emotional balance by keeping healthy habits (this can be done by utilising the Wellbeing support booklet or by accessing Smiling Minds/alternative activities)

Roles and Responsibilities Parents

Parents/Carers can best support their child/children in their learning by:

- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime);
- Engaging in conversations on posted materials, assignments and keeping in contact with the teacher through emails/Seesaw;
- Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening);
- Encouraging attendance, as much as possible, to the regular Seesaw offered by each of their child's teacher/s; and

- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.

Role of Parents in Reflecting with Students

All students are still developing independence, so a teacher-parent partnership is necessary for students to engage in Online Seesaw Learning Plan tasks and to access online resources. The designed learning tasks and activities will provide direction and support to families with the understanding that task completion depends on each individual families' circumstances. We recognise that parents may have more than one child to guide, therefore we have framed the support for the learning experience within one day not to exceed 3 hours of computer time usage. Please understand that this is **a guide only**, and as students' progress in age, their time-on-task should increase proportionately. Students can also complete work in their exercise books including revision and reading. This time on computers is to be used to inform and help prepare the student to engage in the learning tasks that the teacher has designed on that given day.

We ask parents for the following support:

- Read the updates from your child's teachers;
- Increase your familiarity with Seesaw as our primary online instructional tool;
- Read home learning tasks and activities posted on Seesaw with your child;
- Help your child log in to Seesaw sessions for interactive lessons and activities with teachers and classmates;

- Designate a place in your home or where you are temporarily located so your child can work independently on his/her assigned tasks and complete independent reading each day;
- Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure his/her understanding of the content and of the process they are being asked to engage in to demonstrate their learning;
- Remind your child to email his/her teachers (using MIS Webmail) if your child, or you, have questions or if you need extra help and support; and
- Email your child's classroom or home room teacher if you or your child has questions, and/or if your child needs extra help and support. Our teachers, although spread across the Gold Coast, will be present online to help and support as soon as we can.

It is important to keep in mind that the quality of this experience is most closely associated with how deeply the child is connecting to the experience. This level of engagement need not take a lot of time; it does, however, take care and intent.

In the event that assessment needs to be completed in order to finalise a unit of work, we will ensure full instructions for all assignments, examinations and formative tests is provided.

To ensure that you are connected to and understand the online learning platform Seesaw, please view this link:
<https://web.seesaw.me/parents>

Assessment

Normally the conditions for assessment include specifics regarding exam requirements, equipment and also timing.

All assessment needs to be completed as and when required by the classroom teachers (again, we will be flexible where we can be), but please do note that any assessment that is not completed on

school grounds will be annotated as such. Reporting grades will be composed of all assessment; those completed under school conditions, and those completed at home conditions. They will be considered in moderation and decisions will be made on final grades that have an overall general trend of achievement across the subject.

Given our evolving situation, we need to remind parents and students that while assessment is a point in time, learning and improvement across a subject is a longer term goal for every student. The feedback that students receive from any completed task compliments this and assists students to develop their skills not just for this assessment, but for beyond.

Assessment via the Online Learning Plan will adhere to the following:

Assessment Guidelines:

- Assessments must be completed in accordance to the teacher instructions
- Assessments are done independently. Parent support should be in the line with teacher direction.
 - Assessments are submitted on time and must follow instructions from your teacher

Prep to Year 6 Online Learning Schedule

for Parents

This document is to be populated in a way that provides an overview of the instructions being delivered by teachers and the expected activities to be completed by students. The activities are to include a range of online tasks, worksheets, productive and receptive activities, justifications, reflections and more. This is an accountability measure for educators and for students when reviewing what they have completed.

This is an example of one daily session, prepared by our teachers for online planning/teaching and assessing.

You will have access to your child's Online Planning through the classroom teacher and via SeeSaw.

Ashmore State School School Closure- Curriculum Plan					
Year Level: PREP	Week: 1 Term 2				
	Day 1	Day 2	Day 3	Day 4	Day 5
Session 1	Teacher Instruction: 	Teacher Instruction: How to Teach a Child to Read (A Parent's Guide) https://www.youtube.com/watch?v=M5S87VPX_4 Suggestion of books to use: Books from home, Sunshine Online, Literacy Planet, www.speld.org	Teacher Instruction: Practice your sight words you are working on now as well as the ones you have already learnt.	Teacher Instruction: 	Teacher Instruction: How to Teach a Child to Read (A Parent's Guide) https://www.youtube.com/watch?v=M5S87VPX_4 Suggestion of books to use: Books from home, Sunshine Online, Literacy Planet, www.speld.org
	Student Tasks: <ul style="list-style-type: none"> Find 5 things around your home/discuss things that have the sound /ai/ in them <i>Example:</i> snails in the garden, mail, what causes you pain? Do some painting. Draw a picture and write a recount of what you did on the weekend. Start your recount with: On the weekend I...If you want to write about two or more things you did on the weekend you can Writing reminders: Finger spaces Correct letter formation Sound out words you don't know how to spell 	Student Tasks: <ul style="list-style-type: none"> Find 5 things around your home that start with the sound /j/ <i>Example:</i> jam, juice, jelly, jar Read a book with a parent/carer. Before reading warm up: get ready to read, look at the cover and title, predict what the book is going to be about, look for words you know and tricky words. Access Literacy Planet and work on the activities assigned to you. 	Student Tasks: <ul style="list-style-type: none"> Find 5 things around your home/discuss things that have the sound /oa/ in them <i>Example:</i> boats, goats, soap, can you float? Make some toast, <u>What</u> is the name of your road? Practice your sight words by cutting letters out of newspapers/magazines and making the word; writing them using rainbow colours; using chalk or some water and a paint brush and writing them outside; playing memory (choose one activity to do each week) 	Student Tasks: <ul style="list-style-type: none"> Draw a picture and write a recount of something you have had fun doing at home this week. If you want to write about a few different things you have had fun doing. Writing reminders: Finger spaces Correct letter formation Sound out words you don't know how to spell Access Literacy Planet and work on the activities assigned to you. 	Student Tasks: <ul style="list-style-type: none"> Read a book with a parent/carer. Visualising: can you imagine the story in your mind? Talking about if you can imagine it actually happening? Access Literacy Planet and work on the activities assigned to you. Sight words: video/record yourself saying your colour sight words to see if you can move onto the next words

Online Resources

Standard Communication Expectations for Online Learning

Teachers/Students/Parents

- Whilst students are learning online, they will be expected to check in with their teacher daily. Seesaw is a perfect platform for interaction with the teacher through comments, emojis, likes completing quizzes and uploading photos, work samples and reflection videos. The teacher will keep a record of daily contact to ensure all students are supported and accounted for. Parents will also need to maintain daily contact and interaction on Seesaw as this is
- If a student has not connected with class tasks, the teacher will attempt to contact the parent to gain a reasonable solution.

Deputy Principals

- Deputy Principals and teachers remain in consistent contact to support the students and parents.
- Deputy Principals continue to have regular contact with teachers, GO and other relevant staff in order to support students.

Inclusion Team

- IET and DP have negotiated caseload contact and use a shared document to update records. Oneschool weekly summary of communication is made for caseload (as negotiated). Relevant staff and DP are referred in.
- IET sets regular check ins with caseload students/parents on a case by case need (as negotiated with relevant DP).
- IET to continue communication with external supports for caseloads (AVT, Speech, OT, Physio)
- SET meetings to occur every week (or as cases arise), on an agreed upon medium. Actions of these meetings are to be follow up on by relevant staff (IET, CT, SLP, DP, ETC).

GO

- GO to ensure students with a safety plan have support tasks and appropriate links to external support services.
- Sets regular check ins with complex case students/parents on a case by case need.
- GO to continue communication with external supports for caseloads.

TAs (Prep, Inclusion, General, STEM, EAL/D, Closing the Gap)

- Working online with small groups or individuals – teacher directed
- Communication with teacher daily

Principal

- Daily communication with the Leadership Team
- Consistent updates to staff as received by governing bodies
- Continued direction and support regarding expectations for all staff
- Continued outward communication to school community and relevant stakeholders

[illegible]

Ashmore State School's main mode of communication will be Seesaw. Teachers will present lessons and instructions, update parents and give student feedback on their learning through this platform.

<https://web.seesaw.me/>



Seesaw

Seesaw - Student driven digital portfolios and simple parent communication. For iOS, Android, Kindle Fire, Chromebooks and Computers with Chrome or Firefox. Free for teachers!
web.seesaw.me

Other resources that will be incorporated into daily lessons and all students have passwords for are:

Mathletics

<https://www.mathletics.com/au/>

Literacy Planet

<https://www.literacyplanet.com/au/>



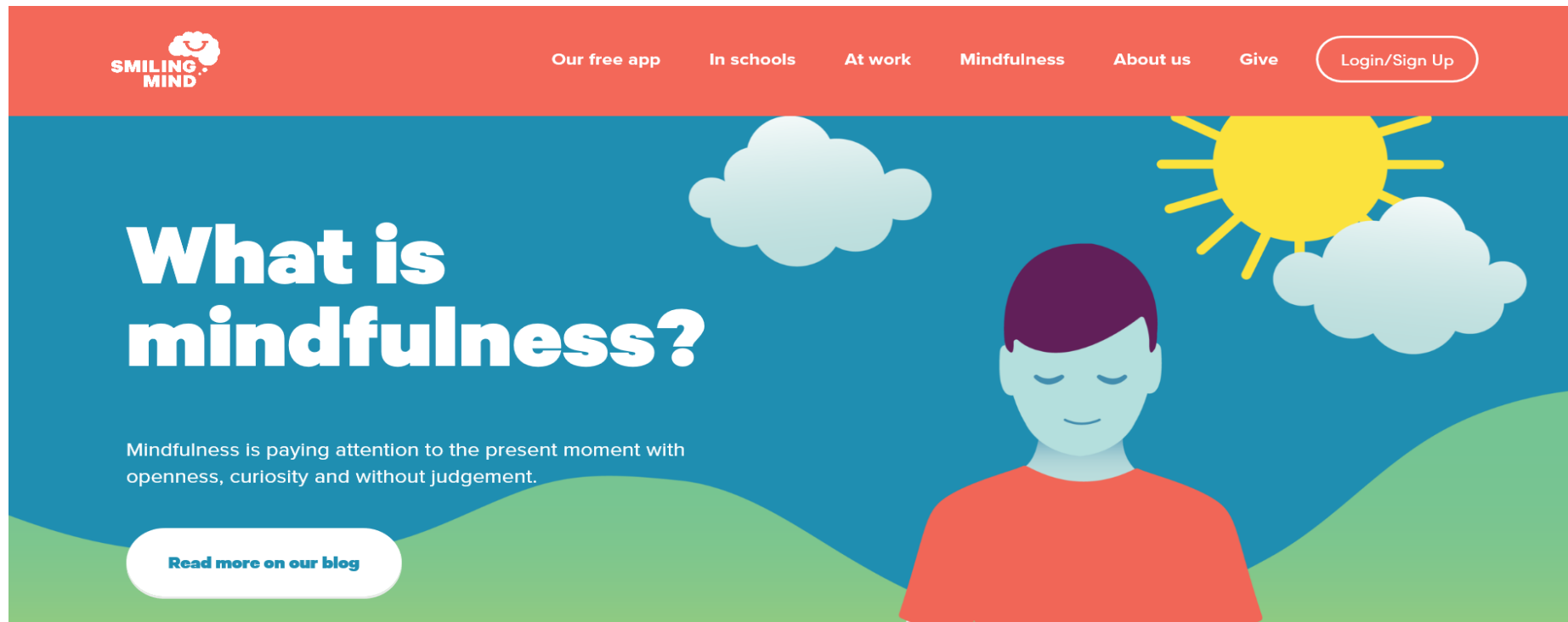
Online & Interactive Literacy Program | LiteracyPlanet

Looking for an engaging online literacy program for primary and secondary students? Find out why teachers love LiteracyPlanet now.
www.literacyplanet.com

There is also a great Department of Education website for families, to access appropriate year level specific school work, if required. It is being continually updated.

Online Resources

<https://www.smilingmind.com.au/smiling-mind-app>



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Ashmore State School

Independent Public School

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