Southern Cross
Catholic Vocational College

CONTINUITY LEARNING PLAN

PLATFORMS IN USE

Canvas.

STUDENT DEVELOPMENT AND GROWTH

By focusing on the key evidenced based elements for successful virtual learning: learner-to-learner engagement, learner-to-group engagement, learner-to-facilitator engagement, learner-to-interactive content engagement, learner-to-assessment engagement, advisee-advisor support, learning guides to support continuous progress, integration of poly-synchronous interactions, using of video conferencing to check-in and at the start and at end of each learning session and consistent look and feel across courses.

COMMUNICATION

- Parents notification through Compass News updates, email and phone contact with advisors
- Email chunking at 8:30, 11:30 and 2:30, Compass news feed daily at 8:30, Canvas course notifications by the Canvas Dashboard, and weekly phone contact with assigned advisor.

STUDENTS WITH INDIVIDUAL NEEDS

How is the school connecting with students who have diverse learning needs?

Social and emotional needs:

Additional contact with Learning Support team members by phone and within courses, regular contact with wellbeing and engagement advisor, reports to wellbeing team and counsellor support.

Learning needs:

- Additional contact with Learning Support team members by phone and within courses, regular contact with wellbeing and engagement advisor.
- Differentiation of Learning Activities within Learning Guides, focus on continuous progress through learning stages, setting of project-based extension activities.

Students without internet access and/or devices at home:

- Provision of a device or financial support for access.

WELLBEING SUPPORT

At Southern Cross we do not separate wellbeing from learning. Strategies identified above ensure that a comprehensive wrap around service for engagement and wellbeing is provided.

ATTENDANCE AND PARTICIPATION

Check-in and check-out to all learning sessions, use of non-verbal feedback emoticons during video conferencing, automatic tracking of completion of interactive activities and submissions, Canvas analytics of individual student participation at course level.

How is non-attendance in relation to remote learning being managed?

- Regular timetable schedule maintained, check-in and checkout of each learning session.
- Maintenance of class register for attendance.
- Canvas participation and completion analytics.
- Learning Facilitators make direct contact each session.
- Absences followed up by student and parental calls by Advisee or Mentors to ascertain reason for absence.

CATHOLIC FAITH LIFE AND CULTURE

- We have live streamed the Angelus to the community.
- Holy week liturgies are available online.
- Learning Facilitators are encouraged at check in to lead prayer.
- Catholic Studies (Year 12) and Studies in Catholic Thought (Year 11) both operate interactively in an online environment.

- The College has established the Southern Cross Catholic Virtual College using the Canvas Learning Management System

- All courses have a presence on the SCCVC Learning Management System

- The majority of Vocational Education and Training (VET) courses, in collaboration with the SCS Registered Training Organisation, are available to Southern Cross and external students. We are working with the Registered Training Organisation to put all Vocational Education and Training (VET) courses in the SCCVC Learning Management System environment.

- Zoom has been natively integrated into the SCCVC Learning Management System environment to allow synchronous video conferencing (ZVC) directly from within each course.

- Course Chat also allows for synchronous communication between students and Learning Facilitators.

- Discussion, quizzes and assignments are used to provide for asynchronous engagement with the content and learning.

- Preliminary and HSC non-Vocational Education and Training (VET) courses have work organised into Learning Guides (LG). Each LG is approximately two weeks work and provides opportunities for poly-synchronous interaction with learners.

- Each LG comprises a series of Learning Activities (LA) informed by set learning intentions and in the main is self-directed to allow for continuous progress.

- LA involves both static and dynamic content as well as opportunities for poly-synchronous interaction.

- The College timetable remains intact and guides session times for students and Learning Facilitators.

- Learning Facilitators make contact with students during their scheduled lesson time. Each Learning Facilitator keeps a record of session attendance.

- Learning Facilitators are encouraged to use Zoom at the commencement and conclusion of a session.

- The Canvas analytics feature allows Learning Facilitators to track and monitor student participation and completion of work such as quizzes and assignments.

- Assessment tasks can also be completed through the Canvas interface.

- Additional student support is provided by an Advisor System. Each member of staff is allocated 3-4 students to conduct a weekly engagement and wellbeing check-in. Identified concerns are followed up by the Learning Facilitator, Mentor or a Wellbeing Leader.

- An official staff communications channel has been set up in Canvas.

- The College has developed an online Canvas Training Package and is providing just-in-time professional learning for staff

- There is a daily check-in for staff via the SCCVC Communications Channel.

- Digital pedagogy continues to evolve.

REMOTE LEARNING CLASSROOM STRATEGIES

APPROACH

- Learners have access to courses through their Canvas dashboard.

- It is recommended that Learning Facilitators begin and end scheduled sessions with a ZVC.

- The ZVC is used to:
  - Introduce a LG and/or an LA
  - Introduce and the direct teaching of a concept
  - Check-in on the status of learner progress.

- Progress throughout a session is monitored through course chat, moderated discussions and the completion of quizzes and assignments.

- Identification of students at-risk from low levels of participation or non-completion of tasks is monitored by course analytics and automatic reporting of overdue or non-submitted tasks.

OVERVIEW

Southern Cross Catholic Vocational College (SCCVC)has been at the forefront of responding to learning in a virtual environment. Virtual learning is not a new concept for SCCVC as the majority of our VET offerings were already operating in this virtual learning environment.

The virtual learning platform is a one stop shop where course content, coursework and assessments are all housed. Southern Cross has built in feedback and learning checkpoints into all courses to track and monitor student learning progress, engagement and wellbeing. The recently added Grade Guardian feature also helps the Student Success Leader identify when learning interventions are required to support future student learning.

The virtual learning system allows for both real-time and asynchronous interaction between students and Learning Facilitators. Video conferencing and Course Chats are used to interact with students in real time and Discussion boards are used at other times. Both methods provide for effective communication between students and Learning Facilitators.

The structure of courses in the virtual learning environment, brings about consistency for the students. Each course is organised using Learning Guides. Each Learning Guide consists of between 6 and 8 Learning Activities, approximately two weeks of work. The Learning Guides also contain Learning Checkpoints, interactive quizzes and assignments, used to monitor the level of student mastery. Learning Guides allow for continuous progress and for the students to work at their own pace.

The College has also implemented an innovative use of Video Conferencing, "Zooming" to help personalise the learning. Learning sessions start with a 10 to 15 minute "Check-in" between the Learning Facilitator and the Students to outline the learning required and conclude with a "Check-out" to summarise the learning that has occured. Video Conferencing is also used for Learning Lessons when teaching a new concept or direct facilitation is required.

The College has also implemented an Engagement and Wellbeing Check-in system in which regular contact is made with each student on a weekly basis. Interventions are made should anything be identified at the weekly Check-in.

The Learning Support and Wellbeing Teams are providing more frequent contact and support to those students who require additional assistance. The Student Success Project (SSP) has been brought forward and will be fully implemented in Term Two. Each student has been allocated a Student Success Project Leader who will support students in setting goals, and making sure that they are on track with their learning, academic care and wellbeing.

The SSP aims to promote school connectedness and aspirations of our students, while acknowledging the uniqueness of each student.

The College recognises that this is about more than just on-line learning. The approach is underpinned by well researched best practice in virtual learning, and the support necessary to ensure student engagement, wellbeing and long term success.

Tony Patton
Principal