

SCHOOL SUPPORTED LEARNING *Guide* SECONDARY



WARWICK
CHRISTIAN COLLEGE
Christ Community Character

Christ

Community

Character

MESSAGE FROM HEAD OF SECONDARY

Dear Parents, Guardians and Students,

As Warwick Christian College has moved to a supported learning environment, all teaching and learning will occur in a different way. Although there will be changes to how we go about our day to day tasks, our mission remains the same. As a College we are still just as dedicated as before to providing a quality, Christian education to each and every one of our students. We are still committed to caring and inspiring our students. And we are still striving to promote Christ, build our Community, and develop students of excellent Character. To do this effectively, we acknowledge that it will require a strong commitment from students, staff and parents, and together we can make this work well. We value our collective relationship with you and look forward to this new opportunity before us.

Over recent days and weeks, our staff have been very proactive in preparing for this transition and I wish to acknowledge their efforts in doing so. They have continued to teach their classes at school while trying to support students at home as best they can. In addition to this, teachers have been attending many professional development opportunities and workshops within the school, while building their supported learning at home platform for their classes.

This Supported Learning guide is designed to address many new procedures that are important to follow. I encourage you to take the time to read this with your child and as always, please make contact with relevant staff should there be any questions.

We look forward to a successful Term 2.

Kind regards,



Jason Gay
Head of Secondary



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EDUCATIONAL SUPPORT

With our stated goal of Educating for Eternity and Equipping for Life, we have put together this School Supported Learning Guide. We hope it answers most of your questions around how we will continue to successfully educate your child/ren when they are not physically in the school.

The information in here has been compiled by a large number of education professionals with the best practices in mind, utilising excellent resources and platforms. Your teacher remains your child's teacher and is ready to help in any way they need.

PREPARATION

Before you start your supported learning program, you need to think about some 'big picture' things:

- Where will I be doing my schoolwork? A variety of options for where you will do your schoolwork may be available to you based on your personal situation. Some options could include: working at your parent's business, a relative's house, in your study, or at the kitchen table. It is desirable that you have the one space for all lessons, free from distractions and having good wireless connectivity to the internet. It is not appropriate to work in your bedroom as Check-Ins will require video conferencing.
- What do I need to begin? In addition to your charged laptop, you should have your class notebooks, hard copy textbooks (Senior students only), stationery, pens etc. It is expected that you will be ready for whatever the day's lessons might require you to use and do.
- What will be my daily routine? You are to follow a Check-in timetable, this is explained below. In addition to this, it is important to have a balance of different activities across the day. This includes time for: your classes, rest, socialising and exercise.

ONLINE CHECK-INS

To assist students with their online learning, teachers will facilitate online "Check-Ins" throughout the week. The Check-Ins will take place on Microsoft Teams through a video meeting. These Check-Ins will be timetabled throughout the day and allow students an opportunity to ask the teacher questions in a group setting. It also allows the teacher to clarify any of the online learning and facilitate any group discussions or group activities.

During these times, it is understood that both teachers and students will be 'in attendance' with the times of lessons identified below. The Check-Ins will begin when specified and will usually last between 15 - 30 minutes. They will be recorded and uploaded onto the class's Team so that students who were unable to attend can watch it later.

Check-ins are scheduled between 8:30am - 12:00pm, Monday to Friday. During times that students do not have a scheduled check-in they are to continue engaging with their online materials. The timetable will be emailed to students before the start of Term 2.

DAILY ROUTINE

Here is a step-by-step plan to help you get going each morning:

1. If you are unable to engage with the online Check-Ins through the day, please inform your teachers.
2. Ten minutes before your day, check that you have the right equipment for each subject that is about to begin and ensure your learning environment is free from distractions. Have any questions or concerns ready for your Check-Ins. Open your email and look for any important information from your teachers.
3. Put away your mobile phone (or at least put it on silent so that it is not a distraction). Turn off any other possible distractions around you. TV should be off. Close social media platforms.
4. Ensure you have a clear work space.
5. You're now ready to engage in your learning. Have fun.

As you are already aware, your teachers may use a variety of online platforms. Some of these will include: emails, Learner.Link, Teams etc. Please inform your teacher if you experience any difficulties during the Check-Ins.

- It is important to understand that teachers may not communicate with you before 8.30am and after 3.30pm each day. Good time management is critical to help you organise your day and week. Please allow enough time for your teachers to communicate with you in a timely manner, especially when assessment is due.
- You are required to wear appropriate clothing during the online Check-Ins and that you are not in your bedroom.
- Locate your device within your learning environment and ensure that you have a backdrop that is appropriate. Be mindful of this at ALL times.
- If your teacher is unwell, this will be communicated directly to you via email from your usual teacher for that lesson in advance. When this happens, clear instructions will also be given to you in that same email as to what you will be required to do for that lesson. If there is a prolonged absence, the school will email any students affected to explain an alternative plan.
- Teachers will email parents directly in the event of any misbehaviour, students not completing work, students not participating in Check-Ins when required and a failure to submit any assessment.

WHERE CAN YOU GET HELP?

If you are experiencing any difficulties in understanding what you are meant to do in a lesson/task/subject, what do you do? In the first instance, email your subject teacher and ask for help. When constructing your email, consider the following:

- Always start with a 'Dear (Teacher's title and surname)' and finish with 'Kind regards, (your first name);
- Take your time and choose your words carefully. Remember your teachers are likely to be receiving many emails a day and can't respond as quickly as they might do when you're face to face with them in a classroom;
- Try to avoid sending a separate email for every question you have to a teacher. Take your time and do your best to work out your own solution first, but if you're still confused, collect all your questions into one email, perhaps using a separate bullet point for each (see sample below).

EXAMPLE EMAIL

Dear Mr Saunders,

I've tried to do my Science lesson for this week and I am confused about what Question 2 is asking me to do. Can you please tell me:

- Do I need to write a whole paragraph, or will a sentence do?
- Where you have asked for me to increase the height of the slope, will 10cm be too high?

Kind regards,
Steve

If you usually receive Education Support through the Well (Inclusive Education), the relevant staff will continue to support you where they can. You are able to email them directly for help when needed.

WHERE CAN YOU GET HELP?

PRACTICAL SUBJECTS

There are many subjects in the College that have a large practical component and it will not be possible to replicate these entirely at home. Almost all practical classes do have a theory component and it will be critical that any work set is adhered to. Likewise, some practical work can be completed at home and the relevant subject teachers will keep you informed of their expectations. Please do not think that there will be nothing to do for these subjects.

FINAL COMMENTS

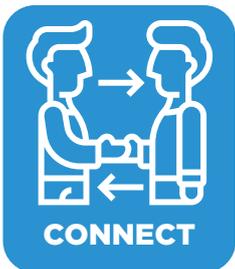
There will be other scenarios that have not been addressed above and this document is by no means exhaustive. Where possible, we will endeavour to keep you abreast of all things as necessary. WCC staff look forward to working with our students in this new mode of Supporting Learning.

WELLBEING SUPPORT

When it comes to student wellbeing, we remain committed to continue providing the best support possible for our students.

Devotions and pastoral sessions will occur daily, while the school counsellor, Mrs Sue Dean, will be working remotely, providing weekly Check-Ins and phone sessions.

The wellbeing of our students is of significance to us. With the current chaos in our society and beyond, all of us are affected and our children and young people are also affected. They need support from parents, family members, carers and teachers. Children and young people will certainly need help to understand what is going on in a way that is appropriate for their age and development. To this end, there are several ways we as a College will support the wellbeing of our students.



- Shift expectations and priorities to focus more on what gives your family meaning, purpose and fulfillment.
- Make space in your day to intentionally spend time with your child.
- Look for opportunities to support your child to connect with friends and loved ones through phone calls, letters and video messages.
- Spend time together in daily devotions, bible reading and prayer.



- Time together is precious so be patient, open and available when you can. If you're working and there's a challenge, acknowledge your child's struggle and ask them if it can wait, then commit to working through it when you can. Keep your commitment to them. Apologise if you don't - children are very forgiving.
- Your words and your presence are so valuable to your child and your wider family.
- By fostering a family team spirit and purpose you can increase self-worth and hope.
- Modelling and fostering a heart of gratitude helps children to develop strong social understanding and care.
- Look outwards - create thank you notes and get well cards for those you care for.



- Even if your family is isolated or quarantined, remind your family of the temporary nature of this experience.
- Be informed about the crisis but limit time spent on news and social media to minimise your family's exposure to the situation.
- When circumstances are difficult or you notice changes in your child's behaviour, firstly acknowledge how they are feeling.
- Be a role model, mirror care and stay calm when talking with your child.
- Listen to their words, watch their actions and don't jump to conclusions.
- Answer questions simply and honestly.
- It is important to acknowledge the normality of their feelings and to correct any distortions of the concerns they express.
- Acknowledge that feelings such as loneliness, boredom, fear of contracting disease, anxiety, stress, and panic are normal reactions to a stressful situation such as a pandemic.



- Evidence suggests that physical activity can increase the ability to cope in difficult situations.
- Give your children several opportunities a day to move about. Play outdoor games or enjoy the classics like elastics, hopscotch, handball and hide and seek.
- If you can't go outside, open your windows for fresh air and take time to look outside.
- Enjoy sensory activities that involve touch, sound, sight and taste, for example, finger knitting, dancing, making slime and cooking.
- Place limits around screen time and avoid smart devices for at least an hour before bed, preferably two hours.



- Try and keep a structure and routine that suits you. Daily routines including bedtime and weekday morning routines provides children with a sense of normality. Get dressed for the school day!
- Foster curiosity. Learning is so much more than formal education and lasts a lifetime! 'Ah ha' moments together are gold!
- Celebrate questions as opportunities to search for answers together.
- Be kind to yourself! Modify your daily activities to meet the current reality of the situation and focus on what you can accomplish.

HOMEROOM

Every school morning at 8:30am, Homeroom teachers will facilitate a Teams meeting to touch base with their students. This meeting will include a short devotion and prayer, any student notices, as well as an opportunity for students to connect with their Homeroom teacher and other students in their grade. It's also an opportunity for the Homeroom teacher to check on the wellbeing of the students and direct them to further support if needed.

CHRISTIAN STUDIES

A weekly Christian Studies class will take place through Teams. Our Christian Studies teachers will lead the students through a discussion and provide an opportunity for students to talk through the current situation in a constructive, and Biblical manner. This class will appear on the timetable.

CONTACTS

Please do not hesitate to communicate with WCC staff if you have any concerns regarding the wellbeing of your child. Key personnel that are accessible include:

Name	Role	Email
Daniel Gilmour	Grade 7	Daniel.Gilmour@warwickcc.qld.edu.au
Jason Gay	Grade 8	Jason.Gay@warwickcc.qld.edu.au
Filipina Ultra	Grade 9	Filipina.Ultra@warwickcc.qld.edu.au
David Hanna	Grade 10	David.Hanna@warwickcc.qld.edu.au
Sally Clifford	Grade 11/12	Sally.Clifford@warwickcc.qld.edu.au
Pat Sheil	Grade 11/12	Pat.Sheil@warwickcc.qld.edu.au
Sue Dean	School Counsellor	Susan.Dean@warwickcc.qld.edu.au
Jeremy Greening	Chaplain	Jeremy.Greening@warwickcc.qld.edu.au
Jason Gay	Head of Secondary	Jason.Gay@warwickcc.qld.edu.au

PARENT SUPPORT

We want our parents to enjoy their time with your children at home without having to feel they need a crash course in teaching. The School Supported learning is designed around parental oversight without the need for parents to actually deliver any of the lessons. However, some of you with younger children may need to offer more support than those with secondary students. We are here to help you - please call or email.

In the coming weeks, the staff of Warwick Christian College will communicate with your child and provide learning activities for them to do at home. Please note that normal communication methods such as the College website, weekly emails and other online tools like the College App will also continue to be used.

How can you help? Just as you always do, continue to love and support your child.

We encourage parents to:

- Read through this plan with your child;
- Establish routines and expectations;
- Define a space for your child to work in;
- Monitor communication from teachers;
- Encourage physical activity and/or exercise;
- Check in with your child throughout the day and remember that their child's teacher and others will be available to help;
- Keep your child connected, whilst practising 'social distancing'; however, reinforce your rules around their social media interactions;
- Familiarise yourself with your child's new timetable. For your information the timetable structure is outlined in the "For Students" section of this document.

Try to create a quiet and comfortable learning space that is conducive to this mode of learning. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period. A space/location for learning should be a public/family space, not in a bedroom. It should be a place that is mostly quiet and has a strong wireless internet signal.

STUDENT RESPONSIBILITIES

Parents please be aware that all responsibilities should be age appropriate and adjusted accordingly. For example, what we would expect of a Year 7 student in terms of independent work, time management and organisation is very different to that of a student in Years 11 or 12. This is by no means an exhaustive list, however, students will be well placed to make steady progress in their Supported Learning if they adhere to these suggested guidelines.

Students are encouraged to:

- Establish and follow a daily routine for learning;
- Identify a safe, comfortable, quiet space in their home where they can work effectively and successfully;
- Monitor their school email to check for information and feedback from teachers;
- Complete tasks with academic integrity, doing their best work;
- Do their best to meet timelines, commitments, and due dates;
- Communicate proactively with their teachers if they cannot meet deadlines or require additional support.

PARENT MONITORING

We encourage you to start and finish each day with a simple chat with your child. These chats should be a regular part of each day and start straight away. Not all students initially respond positively to a different learning environments; some will struggle with too much independence or lack of structure and the Check-Ins help keep them on track.

In the morning, you could ask:

- What are you learning today?
- What are your learning objectives or goals?
- How will you be spending your time?
- What resources do you require?
- What support do you need? In the afternoon, you could ask:
- What did you learn today?

PARENT MONITORING

- Identify one thing that was difficult. Either let it go or come up with a strategy to deal with the same problem if it comes up again.
- Consider three things that went well today. Why were they good?
- Are you okay? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

These specific questions are relevant because they allow your child to process the instructions they have received from their teachers and help them organise themselves and set priorities. Older students may not want to have these discussions with parents (you probably know this already) but please devise a process that works best for both you and them.

MANAGING SCREEN TIME

Screen time refers to the amount of time a user spends on a device to access on-screen activities. It is important to help monitor this and the timetable to be followed is designed to support this. If you are concerned about the amount of time your child is spending in front of their screens for as part of their learning, please contact the Head of Secondary. Students can very easily find themselves completely immersed in some screen time activities such as online socialising and gaming which can negatively impact their ability to negotiate their online learning.

TECHNICAL SUPPORT & COMMUNICATION

For any technical difficulties such as:

1. Logging into applications
2. Forgotten passwords
3. Software issues
4. Hardware issues with school supplied laptops (Grade 5 to 12)

Visit <https://support.ccmschools.app/>

COMMUNICATION

We are keen to maintain regular contact and maintain connection with you and your family.

Teachers may be communicating with your child during this period using:

- Video chat applications such as Microsoft Teams, while also using Learner.Link
- Using the school email
- It is important for you and your child to remember teachers will be available to offer support and guidance during school hours (8.30am-3.30pm)
- We have asked students to collect all their questions into one email for a particular teacher, rather than send a separate email for each question. A sample email has been provided on **page 6 - Where Can You Get Help?** of this document. Where needed help your child to construct this email. Please allow up to 24 hours for a response.

There will be other scenarios that have not been addressed above and this document is by no means exhaustive. Where possible, we will endeavour to keep you abreast of all things as necessary. Please look out for possible updated versions of this booklet if required. Students have been asked to email relevant staff with any questions they may have. WCC staff look forward to working with you as parents in this new capacity.

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