

COOLBELLUP LEARNING CENTRE COVID -19
COVID-19 RESPONSE and REMOTE LEARNING PLAN



Coolbellup
Learning Centre
Learning For Life

March 2022

CLC COVID-19 RESPONSE and REMOTE LEARNING PLAN

Rationale:

The ongoing Covid-19 pandemic remains a significant health and well-being threat to the broader community, and therefore is a clear and present risk to the orderly operations of schools. Therefore, it is imperative that a *Response Plan* and *Operational Guidelines* are in place that enables Coolbellup Learning Centre to be ready for any future disruption to face to face teaching. The following plan follows an '*abundance of caution*' approach. It articulates and builds upon the processes followed by our school during the two week shut-down in Term 1 2020; triggered by the Covid-19 pandemic. It is subject to ongoing review.

Leadership

Our school response will be led by our Covid-19 Leadership Team (COLT); The team consists of;

1. Principal;
 2. Teacher Representative;
 3. Manager of Corporate Services (MCS) Team; and
 4. OHS Officer/s.
- The Principal will lead COLT; and in the event of being unable to perform these duties, will arrange for a replacement to be deputised and coordinate/negotiate roles within the COLT.
 - Our planned response to future outbreaks will be contingent on the up-to-date advice and direction(s) of the Director General of Education WA (DoE).

Universal Measures

The school will continue to follow risk minimisation strategies as the community continues to live with the pandemic. It is the responsibility of every staff member and a clear expectation of visitors to follow these. The developmental needs of our student cohort, means that staff leadership and modelling of appropriate behaviours is crucial. The following universal measures are in place at Coolbellup Learning Centre;

- School Administration will maintain consistent and prominent messaging around physical distancing, good health and hygiene;
- All staff will ensure that achievable health and hygiene practices are embedded in classroom routines; and
- MCS ensures school cleaning follows the relevant government procedures

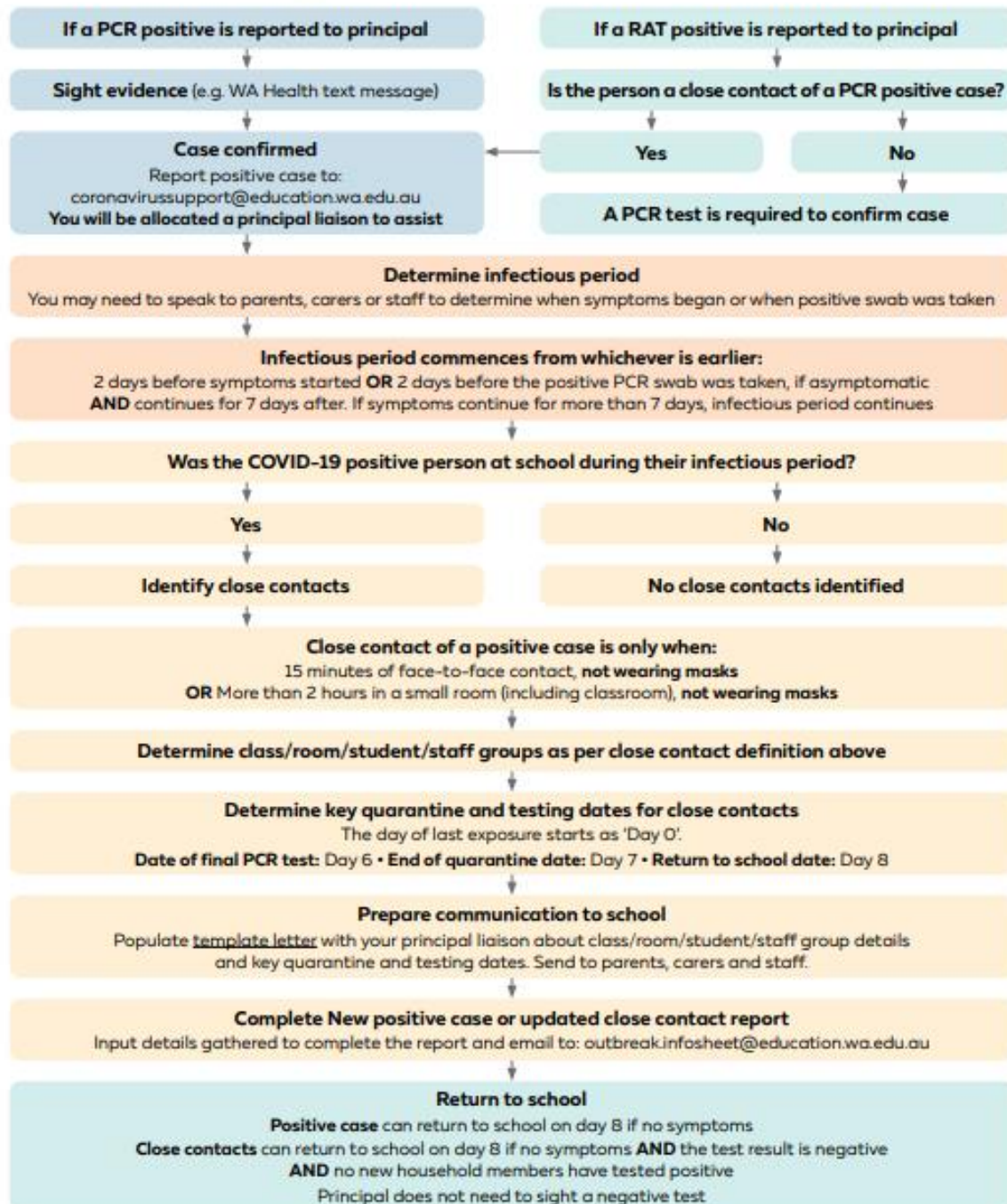
Preparatory Measures

COLT will:

- Possess up to date working knowledge of current Departmental procedures relating to COVID 19 (IKON);
- Identify factors likely to impact the day-to-day running of the school;
- Prepare school closure checklist (IKON);
- Maintain emergency communication telephone and email contact lists for all stakeholders in both electronic and hard copy formats;
- Engage with the school community, including staff, parents, school board and community groups to provide clear understandings of this Plan;
- Familiarise staff with the COVID-19 process flow chart for schools and office sites (via IKON); and
- Make available *Webex* on all teacher computers and familiarise staff with its use to facilitate possible future remote meetings.
- Each member will have a group of staff to support in the event of our school being closed or individual working from home agreements in place.



COVID-19 positive – a guide for principals



Further information and assistance: Contact your principal liaison if you require assistance. For information on quarantine, isolation and testing, refer to: healthy.wa.gov.au/quarantine-isolation



School-based close contact in a high caseload environment

Testing and isolation advice for schools

Close contact definitions in schools

Face-to-face

At least 15 minutes face-to-face contact where a mask was not worn by the exposed person and the person with COVID-19.

Small indoor space/classroom/no mask

Greater than two hours within a small indoor space or classroom environment, where masks have been removed for this period by the exposed person and the person with COVID-19 (note: others wearing masks in this scenario would not be a contact).

Advised by WA Health

Someone who is directed by WA Health that they are a close contact.

Confirmed positive case

Notify your school and isolate for a minimum of 7 days.

- At Day 7, if symptoms are present remain in isolation until symptoms clear.
- If no symptoms after Day 7, leave isolation and no testing is required.



Symptomatic close contact

Notify your school. Quarantine for a full 7 days from the last date of contact with positive case; and take a PCR test or a RAT on Day 1 or as soon as possible:

- if positive – refer to **Confirmed positive case**
- if negative PCR, continue to quarantine
- if negative RAT, continue to quarantine and take RAT in 24 hours
 - if RAT positive – refer to **Confirmed positive case**. You must report your positive RAT.*
 - if RAT negative – continue to quarantine.

Take a PCR test on Day 6 or a RAT on Day 7:

- if positive – refer to **Confirmed positive case**. You must report your positive RAT.*
- if negative – and no new household members have tested positive – quarantine ends after Day 7, and people should monitor for symptoms.

***Report your positive RAT to WA Health at www.healthywa.wa.gov.au/ratregister**



Asymptomatic close contact

Notify your school. Quarantine for a full 7 days from the last date of contact with positive case; and take a PCR test or a RAT on Day 1 or as soon as possible:

- if positive – refer to **Confirmed positive case**
- if negative PCR, continue to quarantine
- if negative RAT, continue to quarantine and take RAT in 24 hours
 - if RAT positive – refer to **Confirmed positive case**. You must report your positive RAT.*
 - if RAT negative – continue to quarantine.

Take a PCR test on Day 6 or a RAT on Day 7:

- if positive – refer to **Confirmed positive case**. You must report your positive RAT.*
- if negative – and no new household members have tested positive – quarantine ends after Day 7, and people should monitor for symptoms.

If symptoms develop, refer to **Symptomatic close contact**.

Symptomatic (not a close contact)

Get a PCR test immediately and isolate until the result is returned:

- if positive, refer to **Confirmed positive case**
- if negative, not required to isolate but should stay home where possible until symptoms clear.

If you take a RAT because a PCR test is unavailable:

- if positive, refer to **Confirmed positive case**. You must report your positive RAT.*
- if negative, continue to isolate and repeat RAT in 24 hours – if negative after this follow-up test, you are not required to isolate but should stay home until symptoms clear.

CLC Business Continuity Plan

In the event of confirmed positive cases COLT enact the CLC Business Continuity Plan as below:

To be used in conjunction with the Coolbellup Learning Centre's COVID Response Plan

	Maintaining Teacher and Learning	Staff availability	Reduce or cease school activities
Level 0 - Isolated cases in the community Reducing movement across the site	Current operating environment	Staff to give as much notice as possible if they plan to take leave. Utilise Relief staff across the site.	<ul style="list-style-type: none"> • No Excursion • Limited Incursions. • Limit cross phase activities. • Socially distance if possible during duty time. Whilst still maintaining student wellbeing and safety. • No Assembly • Restrict face to face meetings with parents – meetings can occur on the phone.
Level 1 Up to 5+ staff on sick leave (unable to replace) and increasing	Start to collapse classes across phases into hubs Early years: LA8 & LA7 Hub A Junior: LA5 & LA6 Hub B Senior: LA3 & LA16 Hub C	DOTT provided across the phase hubs: TBA All face to Face teaching DOTT Providers: allocated based on availability Hub A: Hub B: Hub C:	<ul style="list-style-type: none"> • All excursion and incursion cease. • EA duty to change to HUB duty. • Alternative HUB DOTT timetable to be deployed that limits DOTT teachers to Hubs. • DOTT may need to be internal payment and/or if needed to banked and paid back at a later date. Special project time will be ceased. • All meetings to move to WebEx • No professional learning off site • Parents to drop off and pick up at gates • STOP Therapy on site.
Level 2 10+ staff sick leave (unable to replace) and increasing	Collapsing classes to hub classes Early year – LA 8 Senior – LA 16 Juniors – LA5	No Dual mode teaching Admin to advise which teachers will deliver face to face	<ul style="list-style-type: none"> • Admin to request additional staff from regional office and to communicate staffing shortages. • Initiate CLC separate break times and locations for students and staff. Stop cross over at break times and to help with duty of care for tagged students. <ul style="list-style-type: none"> ○ EC – Kindy playground ○ Junior –Nature playground ○ Senior – Oval playground • All meeting on WebEx – All staff communication to be put through email. • No external providers on site – Therapists etc. • No professional learning or performance development • Respond to the Department reporting requirements • List areas not to be used
Level 3 15+ staff sick leave and increasing	Move to offsite learning where possible Maintain Hubs.	Level 3 EA to be asked to run class/groups/hubs with general supervisions.	Admin to request School Closure to regional office.

Coolbellup Learning Centre Business Continuity Plan Communication

Level of closure	Required action	who	Comments
Class – individual positive case	Contact DoE SMERO Contact CCS Principal Contact Students Families Contact staff working in the Room: Teaching Staff Education Assistants Therapists Relief staff Cleaners/Gardeners Contact the School Community School Bus Services School Council	Principal Principal Principal Principal MCS Principal Principal(Teachers) MCS (EA) MCS Principal Principal Principal	Email/Seesaw/Schoolzine for individual class group information Schoolzine to be used as much as possible for whole school communication. Priority to be given to vulnerable students and staff.
Learning Area/Hub	Contact DoE SMERO Contact CCS Principal Contact Students Families Contact staff working in the Room: Teaching Staff Education Assistants Therapists Relief staff Cleaners/Gardeners Contact the School Community School Bus Services School Council	Principal Principal Principal Principal MCS Principal Principal(Teachers) MCS (EA) MCS Principal Principal Principal	Schoolzine to be used to communicate as much as possible. Priority to be given to vulnerable students and staff
Whole school	Follow school closure plan		

Coolbellup Learning Centre Business Continuity Plan - Communications

Administration only	Contact regional office for Principal support Request relief Principal Classroom staff to move into Admin roles support by remaining admin staff Contact CCS Principal/ Admin team Contact parent/community Request MCS support from Regional Office and/or CCS MCS	Principal /MCS Principal Teacher to Principal School officer to MCS EA to School Officer Relief Principal Relief Principal Relief MCS	Teacher to stand in as Principal if appropriate: Sarah Tower (Term2 onward) Julie Painter Casey Gardiner Juliet Stratton If outside Principal needed Jodie Hills 6216 4100 Adrian Piers 040 828 4936 Admin to move to Azure Virtual Desktop to support critical function Kath Batt to stand in as MCS if appropriate. Donna Brindley to library officer if appropriate. Sandra Bottrell to fill in at front desk if appropriate.
Staff only (no Students)	Contact Regional Office Contact Students Families Contact staff working in the Room: Teaching Staff Education Assistants Therapists Relief staff Cleaners/Gardeners Contact the School Community	Principal Principal Principal Principal MCS Principal Principal(Teachers) MCS (EA) MCS Principal	Admin to move to Azure Virtual Desktop to support critical function Advise CCS Principal of changes All teachers to ensure relief Folders contact all critical information for the class – IBMP, IEP Handover Documents, Daily/ Weekly Timetables, Duty information Medical information Relevant Staff contact information

DoE will provide the Principal with directions, advice, and support in respect to partial school closures and communication processes; these could include:

- a. Immediate school closure, pending assessment and contact tracing processes.
- b. The school undergoing a deep- cleaning process.
- c. Preparations made for the safe return of students and staff.
- d. Restriction, to essential purposes only, of all external personnel and visitors.

The need for **Remote Learning** is determined by the Department of Education (DoE); and will depend on the duration of the closure or isolation. Accordingly, the Principal will:

- Be informed by Director General in respect to the anticipated length of the closure and any special considerations required; and
- As required, lead COLT to efficiently activate **Remote Learning** processes, to ensure every opportunity for the continuity of learning.

Communication Measures

Once a positive case has been identified and the Principal has been briefed by the Health Department, a COLT meeting will be convened.

Immediate – COLT’s key actions will include:

1. Briefing the Regional Education Director, Ken Perris and Coordinator Regional Operations, Dianne Richards South Metropolitan Regional Office (SMERO),
2. Principal to email coronavirussupport@education.wa.edu.au to notify of positive case
3. Advise staff of positive case and contributing factors, message to be reinforced via “*all staff email*”;
4. Contacting all parents /carers by all modes including, telephone, email; *Schoolzine Blast*;
5. Informing other key stakeholders, including;
 - School Bus Services,
 - School Council Chair, and
 - Therapy Agencies.

Medium-Term-COLT will:

1. Activate Remote Learning Plan;
2. Update all stakeholders using all communication modes;
3. Action DoE directives re: essential workers; and implement pandemic leave management processes;
4. Allocate staff-support supervisory roles for all staff; to identify and provide support any vulnerable staff, including *PeopleSense*;
5. Form a School Closure Activity Team (SCAT); tasked with implementing a range of remote and socially distant, safe activities to maintain staff morale. Keep in touch via the *CLC What’s App* Group.

Long-Term-COLT will:

1. Activate COLT team wellbeing check-ins that include knowledge of supports available, including *PeopleSense - Manager Assist*; SMERO etc.; and
2. Principal maintains regular contact with Regional Office – Ken Perris (RED) 0408 918 019 and/or Di Richards - 0409105583.

Communicate and care for the school community with a focus on wellbeing

Principal:

- Establish the COLT
- Once the Principal has been briefed by the Director General they will liaise with the COLT re: contacting/briefing staff and families
- If shutdown occurs over a weekend or holiday period, the Principal will use the “all staff email” and the “LC What’s App Group” to inform staff.
- Vulnerable staff will be supported which will include access to leave including COVID leave where applicable.
- The Principal will maintain own wellbeing and that of the response team, through accessing collegiate support, networks, Regional and Central Services, as needed
- The Principal will maintain regular contact with Regional Office – Ken Perris (Director of Education) 0408 918 019 or Dianne Richards (CRO) 0409 105 583
- Regular updates will be provided to families. The frequency of contact will depend on information received from the Department
- Ongoing liaison with Shared Site Principal CCS

Manager Corporate Services:

- Admin will ensure they have a hard copy of the school contacts list (phone contacts) and the email contact list at home. All staff to have a digital and hard copy of the Communication – Telephone Tree readily available both at home and school.
- The Emergency Communication Tree is also available if an urgent message needs to be communicated.
- Liaise with CCS Manager of Corporate Services regarding Cleaning, Hygiene and other areas of common need.
- Principal and MCS review budget to prioritise funds needed for the provision of RL resources
- Adequate stocks of Personal Protective Equipment (PPE), sanitizer, liquid soap, paper towels, disinfectant to last a school term.
- The MCS will ensure that they have contact with suppliers to ensure extra PPE requirements AND that they contact these suppliers immediately that an outbreak is confirmed to ensure that the school has continuity of supply.

School Officer:

- School Officer will ensure that student and staff contact details are up to date and readily accessible in hard and soft copy.
- Assist the MCS as requested

Teachers:

- Ensure all updated contact information received is shared immediately with the MCS/School Officer
- Prepare home learning packages based on student IEPs

All Staff:

- Maintain and model all hygiene procedures.
- Follow all policy, procedures and guidelines as instructed.

Continuity of Teaching and Learning – Remote Learning Plan

COLT:

Home capacity for Remote Learning and mode(s) of delivery preference are established, and reviewed (*CLC Parent/Carer Home Preparedness survey & Learning from Home Matrix*)

- Teachers are supported to create IEP based work packages in line with this **Remote Learning (RL) Plan**
- Roles and responsibilities are established
- The COLT will work with staff to ensure that the *Home Learning Support Package-Parent/Carer Information, CLC Curriculum and Support Provisions and Suggested Daily Schedule for Home Learning* are updated and circulated.

Principal

- Will liaise regularly with families and seek feedback on their preference for the provision of student learning in preparation for possible closures, based on the initial COVID-19 restrictions, remote learning and school closures.
- Principal and MCS review budget to prioritise funds needed for the provision of RL resources
- Where time is not allocated to all schools CLC will work with classes to provide time so that we can respond as quickly as possible in response to an outbreak.
- The Principal and MCS will review the budget and consider prioritise funds to ensure the provision of digital devices or infrastructure as part of the normal school finance procedures.
- The Principal will liaise with families and therapy providers in response to DoE guidelines and the CLC processes in response to these guidelines. Where therapists can come onsite any guidelines including the use of PPE will need to be agreed upon. CLC Protocol documents will be shared with all agencies for sign-off as required.

Manager Corporate Services

- Principal and MCS review budget to prioritise funds needed for the provision of RL resources
- Adequate stocks of Personal Protective Equipment (PPE), sanitizer, liquid soap, paper towels, disinfectant to last a school term
- Pre-emptive processes are in place to inform staff and parents that, where possible, any monies paid will be returned to families.

School Officer

- Support the MCS to deliver provisions and resources

Teachers:

- Use *Learning from Home Environmental Matrix* to plan for Remote Learning Packages
- Take steps to maximise parent /carer enrolment on *SeeSaw*
- Ensure that Remote Learning Packages include activities and assessments for all learning areas
- Have a working knowledge of the *Connected Learning Hub* (IKON)
- Use *CLC Phone Contact Pro forma* to review and adjust Home Learning Packages

Education Assistants

- Provide assistance to the COLT and teachers to prepare work packages, and resource to accompany packages.

All Staff:

- Staff are familiar of *Learning from Home Information for Parents*)
- All staff are members of the CLC What's App Group

- All staff will be responsible to ensure that use of appropriate PPE is used at all time. Excursions, camps and other extra-curricular activities (*CLC Safe Work Procedures*)

Implementation

The following processes will be activated in the event of a lengthy school closure due to the pandemic.

COLT will ensure

- The Remote Learning Plan is activated
- Remote Learning Packages based on individual learning needs, are issued to homes

Teachers will ensure

- Teachers follow the individual Remote Learning plans for each of their students devised via survey (*IEP based*)
- Teachers routinely connect with individual students in accordance with identified home preferences (*CLC Reviewing Home Learning Matrix*)
- Teachers and/or COLT will post regular updates/activities to the *SeeSaw* platform

Principal will ensure

- Communication with external providers in respect to site restrictions and programing
- Remains up-to-date with Director General's instructions via WebEx and IKON
- Staff are communicated to in a timely manner.

Manager Corporate Services will ensure

- MCS team to contact suppliers for additional PPE, sanitizer, liquid soap, paper towels, disinfectant to ensure continuity of supply
- Remains up-to-date with Director General's instructions via WebEx and IKON

All Staff will ensure

- They are familiar with the DoE & CLC Plan for the reopening and the *School Re-opening Checklist (IKON)*.

Recovery

Following a school closure COLT will reopen Coolbellup Learning Centre by;

- Following the Directions of the Director General;
- Adhering to the *School Re-opening Checklist* available on IKON;
- Liaising with Regional Office - Ken Perris (*Regional Education Director*) 0408 918 019 and/or (*Coordinator Regional Operations*) Di Richards – 0409105583;
- Informing all staff of the return to *School Re-opening Checklist* and protocols;
- Activating communication processes to advise parents/carers of school re-opening procedures and requirements;
- Activating communication processes inform other key stakeholders, including; School Bus Services, School Council Chair, and Therapy Agencies, as above.

Risk Planning

Principal

Will ensure that COVID-19 risk plans are in place for the following:

- Community Volunteers on school site
- Therapists on school site
- Community Access for Students or School staff
- Parents accessing school site or Excursions and camps
- University and TAFE student placements within the school
- Any other relevant activities
- The Principal will, with the COLT, review and update the risk plans regularly in line with current information from DoEWA, the WA Government and the AHPPC

- Along with the COLT, develop timeline for ongoing awareness training and regular review of COVID-19 risk planning.

Appendices



Home Learning Support Package Term 1 2022 Parent/Carer Information

Due to the current COVID-19 situation in Perth our school is getting prepared in the event that our students are required to undertake remote learning. This package contains at least two weeks' worth of learning activities and any relevant login information for online learning subscriptions. We understand that learning at home is very different – no one expects you to provide six hours of schooling. Much of the functional learning can be done incidentally to your regular/new daily routines. **Please keep this package somewhere safe and only start using it if your child is directed to participate in remote learning due to being COVID positive or isolating because they are a close contact of a positive case.**

This package of activities has been compiled based on your child's IEP goals and the group goals for additional Learning Areas – such as Science, Art etc.

- The activities are designed to be done multiple times – repetition being part of the learning strategy. We have supplied resources wherever possible for the activity and made suggestions where you can use home items.
- There is a combination of online and paper based activities supplied.
- We have included a simple assessment sheet for each activity – you only need record the basics – such as the level of assistance required for your child to complete the activity. *Don't panic about the date column – we are not going to check up on you!* (We do want you to return the assessment sheets to us – so keep them somewhere safe please)
- Many activities can be replicated using resources you have at home. For example, a language activity using a particular story can be completed using *any story books you may have* – this means the one activity provided is actually numerous activities in one.
- In addition to the pack you have access to Reading Eggs and Maths Seeds online – your access code is the same for both programs – you can work through activities at your own pace.
- We have links on our website to additional education support specific learning websites which you may wish to look at.
<https://www.coolbelluplearningcentre.wa.edu.au/>
 - Home Learning tab
 - ASEPA Link Button
 - Links tab
- We have also included a suggested timetable in this package– it is not mandatory – it is a guide only.
- Our Recipe Book – *Garden to Plate*, we made in 2019 and has simple recipes your child has making during cooking classes – using some of the produce grown at school. A copy of the book is also on our website under the *Home Learning Support* tab.
- If remote learning is extended:

- We will start placing activities on SeeSaw – you will be notified when these are available.
- We will keep you updated via *Blasts* – make sure you have the Schoolzine App downloaded to your phone. Updates will also be on our website.

We are forever hopeful that these packs will not be needed and that students will be able to continue to attend face-to-face classes. On behalf of our wonderful CLC team - Stay safe.

Principal
2022

Learning from home environmental matrix

Student name: _____ Parent Name _____

Date: ___/___/2022

This matrix is not to be used as a formal assessment with families. It is a document to inform teacher planning and strategies to best engage parents/carers and students learning from home.

	0	1	2	3	4	5
Phone or email contact	Parent does not have access to a phone or email	Parent has access but does not respond	Parent will respond occasionally or to specific people	Parent will respond most contact within a few days	Parent is responsive but reserved	Parent is involved in open two way communication with the classroom teacher
		Parent does not make contact	Parent will only contact with a concern and bypass the teacher	Parent will contact teacher to discuss concerns	Parent will contact the teacher with general questions	
Photos	Parent does not have the technology to view photos	Parent has technology to view photos but doesn't know how	Parent knows how to view photos but chooses not to	Parent views photos with their child	Parent responds and engages with photos	Parents shares their own photos
Videos Can you access?	Parent does not have the technology to view videos	Parent has technology to view videos but doesn't know how	Parent knows how to view videos but chooses not to	Parent views videos with their child	Parent responds and engages with videos	Parents shares their own videos
Other electronic media and documents	Parent does not have the technology to access	Parent has technology to access but doesn't know how	Parent knows how to access but chooses not to	Parent accesses with their child	Parent responds and engages with materials	Parents shares their own media and documents back
Physical resources	Parent cannot or will not accept resources	Parent accepts resources but does not use them	Parent gives resources to their child	Parent supports child to complete work	Parents collaborates with the teacher to improve delivery	Parents provides feedback and evidence
AAC availability	Student does not have a robust communication system at home	Student has a system at home but it is packed away	System is brought out when requested (e.g. during videoconference)	System is out for specific activities (e.g. meals, learning)	System is available across most locations but not all	System is available in all locations
Other						
Other						

CLC Phone Contact proforma

Parent Name:

Reviewing Home Learning

Date:

Time:

Learning Areas	0	1	2	3	4	5
Communication Literacy	Not completing any tasks As student behaviour too difficult	Not completing any tasks at home situation too difficult	Completing some tasks weekly	Completing some tasks daily	Completing most tasks daily	Completing all tasks daily
Parent/carer Needs Communications Literacy						
Numeracy	Not completing any tasks As student behaviour too difficult	Not completing any tasks at home situation too difficult	Completing some tasks weekly	Completing some tasks daily	Completing most tasks daily	Completing all tasks daily
Parent/carer Needs Numeracy						
Reading Eggs	Not using No access	Not using Too difficult to do at home	Completing some tasks weekly	Completing some tasks Daily	Completing most tasks daily	Completing extra tasks
Parent/carer Needs						
Maths Seeds	Not using No access	Not using Too difficult to do at home	Completing some tasks weekly	Completing some tasks Daily	Completing most tasks daily	Completing extra tasks
Parent/carer Needs						

CLC Phone Contact proforma

Parent Name:

Reviewing Home Learning

Date:

Time:

Learning Areas	0	1	2	3	4	5
Science STEAM	Not completing any tasks As student behaviour too difficult	Not completing any tasks at home situation too difficult	Completing some tasks weekly	Completing some tasks daily	Completing most tasks daily	Completing all tasks daily
Parent/carer Needs Communications Science STEAM						
HASS	Not completing any tasks As student behaviour too difficult	Not completing any tasks at home situation too difficult	Completing some tasks weekly	Completing some tasks daily	Completing most tasks daily	Completing all tasks daily
Parent/carer Needs HAS						
Art	Not using No resources	Not using Too difficult to do at home	Completing some tasks weekly	Completing some tasks Daily	Completing most tasks daily	Completing extra tasks
Parent/carer Needs Ar						
Other Online sites: (list sites)	Not using No access	Not using Too difficult to do at home	Completing some tasks weekly	Completing some tasks Daily	Completing most tasks daily	Completing extra tasks
Parent/carer Needs						

CLC Phone Contact proforma

Parent Name:

Reviewing Home Learning

Date:

Time:

General Areas	Parent/Carer	Student Name:	Sibling/s	Other
Health & Wellbeing				
Parent/carer Needs Health & Wellbeing				
(other Issues)				
Parent/carer Needs				
(other Issues)				
Parent/carer Needs				

Suggested Daily Schedule for Home Learning-Education Support

Remember that children thrive and work best in routine. This timetable is a **guide** to help you and **your family to come up with a timetable that suits you**. Within this timetable an allowance for approximately 30 minutes of literacy needs to be made depending on the age and abilities of your child/children. Education Support students will include using AAC devices, practice their writing skills, reading, literacy apps on the iPad/computer and recounting the sequencing of events (E.g. cooking a cake, morning routine, etc.) In your weekly timetable you could also include particular days to wash their bed linen, wash clothes, vacuum, sweep, clean their room and/or clean particular areas of the house. Remember, keeping in contact with loved ones and friends is important. Phone calls, single and family chats via computer, Skype, Messenger, etc. You can still sing and wish Birthdays and other special occasions using various technologies. Children can still make cards and write messages in them to give next time they see each other.

Before 9am	Wake up	Breakfast-encourage independence	
		<ul style="list-style-type: none"> getting bowl/plate pouring/spreading wiping surfaces down washing dishes 	<ul style="list-style-type: none"> packing away <p>Make bed- Teach and work beside them to make their own bed.</p> <p>Get dressed and put pyjamas away</p>
9:00-10:00	Outdoor time	Ideas: <ul style="list-style-type: none"> fitness program (suited to the abilities of your child) yard play-sand, water, swing, games playing ball (practice different skills-e.g. throwing, catching, passing, kicking, etc.), 	<ul style="list-style-type: none"> bike riding, scooter gardening (E.g. start your own vegetable, flower or rock garden) build a cubby house using sheets, etc. Sensory Activities/breaks
10:00-11:00	Structured Learning Time	<ul style="list-style-type: none"> School Packaged activities Practice English and Maths skills (encourage holding writing implements correctly and writing on a line) Encourage communication-using their words, AAC devices, visuals, sign language 	<ul style="list-style-type: none"> Reading Eggs, Maths Seeds, Device Activities Reading and Story time Writing and reading apps on-line Sensory Activities/breaks Therapy programs
11.00 11.10	Sensory Break	E.g. swing, puzzle, book, water play, sand, sensory toys	
11:10-11:40	LUNCH	Encourage independence and hygiene <ul style="list-style-type: none"> Setting up Making their own lunch 	<ul style="list-style-type: none"> Eating independently Using manners Using utensils properly
11:40-12:30	Creative time	Ideas: <ul style="list-style-type: none"> Pattern making 	<ul style="list-style-type: none"> cooking, baking

		<ul style="list-style-type: none"> • threading • books • drawing • Lego • Blocks • Crafts 	<ul style="list-style-type: none"> • music • recycled materials creations • bubbles • dance and movement songs on You Tube • Sensory Activities
12:30-1:30	Structured Learning Time	I-Pad and computer based activities- Reading Eggs, Maths Seeds, Device Activities Therapy programs	
1:30-1:45	SNACK	Encourage healthy eating as much as possible (Crunch'n'Sip)	
1:45-2.15	Quiet time	<p>Ideas:</p> <ul style="list-style-type: none"> • Read a book (talk about the book, get your child to guess what might happen next, encourage them to spell out words/sentences verbally, AAC devices and/or signing) • Puzzles 	<ul style="list-style-type: none"> • Rest • Relaxation/mindfulness app, YouTube mindfulness, movement clips at Cosmic Kids Yoga Adventures or Go Noodle. https://www.youtube.com/user/CosmicKidsYoga www.gonoodle.com
2:15-3:00	Structured Learning Time	<ul style="list-style-type: none"> • School packaged activities • Money skills- Teaching Money app on IPad, setting up your own little shop, use your own money to add/subtract, go through supermarket catalogues • Therapy programs 	<ul style="list-style-type: none"> • Sensory Activities/breaks • Journal Writing-Get your child/children to write/draw/photograph a daily journal of their activities throughout the day. • Technology-IPad activities - Reading Eggs, Maths Seeds, Device Activities
	Outdoor time	<p>For example:</p> <ul style="list-style-type: none"> • family walk • yard play • ball play 	<ul style="list-style-type: none"> • bike ride, scooter • gardening • games/sensory activities • playing with pets
	Chore time	<p>For example:</p> <ul style="list-style-type: none"> • clean rooms • pack away toys • take garbage out 	<ul style="list-style-type: none"> • pet care • vacuum/sweep • washing, drying and putting away dishes • wipe table and chairs.
	Free time		

CLC Curriculum and Support Provisions 2022

An overview of alternate delivery of curriculum and support.

Proposed additional offerings shaded pink

Topics→ Providers ↓	Curriculum Coverage	Health & Wellbeing	Information Updates
CLC Website: www.Coolbelluplearningcentre.wa.edu.au	Home Learning Support Tab on our website – ideas & Links	Links for families Covid Updates	Website regularly updated
	Links to other Ed Support specific sites - Home Learning Support page - Links page		
CLC Teacher Provided	IEP's – Sent home	Home Phone check ins	Communication books - ongoing
	PDF recipe Books emailed & on CLC Website		
	IEP activity packs – <i>sent home</i>		
Online Platforms	Reading Eggs Ongoing availability	Schoolzine – Newsletters and Blasts	Schoolzine – Newsletters and Blasts
	Maths Seeds Ongoing availability	Schoolzine APP – important updates via Blasts	Schoolzine APP – important updates via Blasts
	SeeSaw Ongoing		
	SeeSaw - Increased activity based tasks		
DoE Website www.education.wa.edu.au/learning-at-home	Learning at home website	Links on the Learning at home website	Updates on the DoE Website https://www.education.wa.edu.au/
Therapy Providers and Support Agencies Speech OT	Individual Agencies you are linked to are offering adjusted support. Parents provided therapist 's programs.		
	Non- DoE Therapy to take place off school site		