

School Operations Guide

Term 1, 2021 (15 – 17 February)



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For all Victorian Catholic schools

Transition to remote and flexible learning

On Friday 12 February the Victorian Government announced new directions to help reduce community movement and prevent the spread of COVID-19.

As a result, in line with the directions issued from Victoria's Chief Health Officer, all Victorian schools will move to a period of remote and flexible provision from Monday 15 February to Wednesday 17 February inclusive.

All students will be learning from home from 15–17 February, except for students in the following categories

- Children whose parents are considered essential workers as listed, cannot work from home and where no other supervision arrangements can be made
- Vulnerable children, including:
 - children in out-of-home care
 - children deemed by Child Protection and/or Family Services to be at risk of harm
 - children identified by the school as vulnerable (including via referral from a family violence agency, homelessness or youth justice service or mental health or other health service).

Home and on-site learning programs

During this period, schools should, to the extent possible, enable continuity of learning from home. This can include remote learning programs and/or the provision of learning materials.

The learning program delivered on-site should be the same as the learning program delivered to students undertaking remote learning.

On-site supervision

On-site supervision will be available at all government schools, but only for students in the categories listed above, for the purpose of providing continuity of teaching, learning and support.

When on-site supervision is provided, hand sanitiser will be available at the entry points to classrooms and education will be provided on hand hygiene. Physical distancing will be implemented in classrooms to the extent feasible and unwell students will be excluded from attending.

The learning program delivered on-site will be the same as the learning program delivered to students undertaking remote learning. Students attending on-site will be supervised by staff on-site but follow the teaching and learning program provided by their classroom teacher.

Students attending on-site must be supervised at all times by staff with either current Victorian Institute of Teaching (VIT) registration or a Working with Children Check. Education Support staff can provide direct support to and supervision of students, provided they have access to support from a VIT registered teacher.

Home provision

The parent or carer is responsible for students' general safety at home or elsewhere.

Students and parents/families should be given clear information about how and when they will receive learning materials and feedback.

Schools should create and communicate a schedule or calendar that shows what is expected of students in relation to the completion of learning tasks.

Attendance

Attendance should be recorded daily for those on-site and learning from home.

[CECV Recording Attendance Advice](#) for Term 1 is available on the CEVN website.

Term 1 onsite arrangements – school staff

It continues to be the principal's responsibility to make the school-based decisions required to deliver Government education objectives as per the current [Victorian Catholic Education Multi-Enterprise Agreement 2018](#) (VCEMEA 2018).

Where teachers and support staff are not required on-site, they must work from home.

Where possible, school leadership should be represented on-site. Principals will need to ensure that there are sufficient staff on-site to run the school's teaching and learning programs. Principals should consult their staff to identify those willing and able to work on-site. They should ensure staff are consulted on, and have input into, the ways work may be organised and allocated.

Staff work hours at home should be consistent with the attendance arrangements already in place at each school and determined in accordance with the school's local consultative arrangements. Schools should communicate these hours of work to parents/carers and indicate that teachers and support staff are not required and will not necessarily be available to students or families/ carers outside these hours. Staff working from home, including teachers and education support staff, will not visit or work in students' homes. Working alone or in isolation from others presents hazards of which employees should be made aware, including impacts on mental wellbeing. Principals and school staff are encouraged to develop a program of regular contact with staff who are working from home.

If it is necessary to identify which staff are to work on-site either for a specified day or days or as part of a roster to meet the above requirements, the school should follow procedures

determined at the school using the school's consultative procedures or in the absence of local arrangements the following process should be used:

- The principal will notify all staff they are seeking volunteers to be available to work onsite for a specified day or days or as part of a roster.
- Where it has been identified that there are insufficient staff to meet the needs of the school, the principal should provide an opportunity for the employees to provide reasons why they should not be considered for work on-site for a specified day or days or as part of a roster.
- The principal should take into account the overall work needs of the school and the submissions from should individual employees in accordance with the above in determining which staff will be required to work on-site for a specified day or days or as part of a roster.
- The principal should make every effort to ensure that an employee is not identified to work on-site where there are compelling personal compassionate grounds pertaining to that employee.

School staff working on-site to support a school's supervision program are able to have their children attend their usual school for those days they are working on-site and where no other supervision arrangements can be made.

Staff who may be medically vulnerable

As per the advice of the Victorian Chief Health Officer, given the current low risk of COVID-19 transmission in the community, those with medical vulnerabilities (or their carers) can feel reassured that they can safely return to working and learning on school sites.

As with other members of the community, teachers and other school staff may be at greater risk of more serious illness if they contract COVID-19 and they are:

- aged 70 years and older
- aged 65 years and older with chronic medical conditions
- of any age and have a compromised immune system
- Aboriginal and Torres Strait Islander and aged over 50 years with one or more chronic medical conditions.

Staff in the above categories should seek advice from their medical practitioner in relation to their onsite attendance. Where the employee is unable to work either on site or remotely, they can access personal leave by providing a medical certificate.

Similarly, staff who are living with or caring for elderly or chronically ill relatives should seek advice from the medical practitioner of the person for whom they are caring to determine if they can attend on site or should work remotely. They should provide a medical certificate if they are seeking to access personal leave.

For more information, see the [Frequently asked questions on employee entitlements – COVID-19](#) on the CECV website.

Camps, playgrounds, pools and other school facilities and activities

School camps and excursions cannot take place during this period. The exception to this are camps that commenced prior to 11:59pm on 12 February; these can continue but camp activities must be consistent with the restrictions in place for the wider community. Once the camp has concluded, participants should travel directly to their residence and stay at home if this occurs while restrictions remain in place. Where possible, travel should be avoided during the circuit breaker period. If travel home from the camp facility is necessary during the circuit breaker period, students and staff should travel directly home and once home, only leave for the permitted reasons.

Playgrounds remain open for school use and can be made available for community use out of school hours.

Drinking fountains can remain open.

School pools should be closed for this period.

Community groups are not permitted to use school facilities at this time (indoor or outdoor).

School tours should not be conducted on-site for prospective students and their families at this time.

Non-essential visitors should be excluded from school sites for this period.

Non-essential meetings, and all school events, gatherings and assemblies should be deferred or held remotely.

School bus services across the state will continue to operate as normal.

Other curriculum settings such as the Victorian School of Languages and Science Centres should provide remote learning programs and activities where possible, with staff working from home.

VET and VCAL classes must operate remotely.

Health and safety measures

COVIDSafe principles for schools should continue to be followed for on-site supervision.

The principles for maintaining a COVIDSafe school apply to all Victorian schools: specialist and mainstream, government, independent and Catholic. They are aligned with Victoria's COVIDSafe principles for business and acknowledge the unique school setting as both a place of work for staff and a learning environment for children and young people, drawing on local and international literature.

As COVID-19 is a new virus, new scientific research is regularly emerging. Currently, the World Health Organization suggests that COVID-19 can be transmitted by contact with droplets or airborne aerosols from an infected person, and contaminated surfaces. Airborne aerosols are tiny particles that float in the air. This understanding may change as more research emerges and more is learned about COVID-19.

A combination of strategies is required to minimise transmission risk. No single strategy completely reduces risk and not every measure will be possible in all educational settings. Where some controls are not feasible, others should be enhanced. Strategies should also be adjusted over time in line with the changing risk of transmission in the community.

Additional measures to promote COVIDSafe activities should be implemented on school premises for students and staff continuing to receive on site supervision, including:

- limiting school access to outside visitors where possible
- reduce mixing between groups
- create workforce bubbles*

Further advice on maintaining a COVIDSafe school and explanation of these principles can be found on www.coronavirus.vic.gov.au and the [CEVN website](#).

Reinforce COVIDSafe behaviours	Create COVIDSafe spaces	Promote COVIDSafe activities	Respond to COVID-19 risk
<ul style="list-style-type: none"> • stay home when unwell • practise good hygiene* • ensure physical distancing (1.5 m)* • wear a face mask* when required or recommended • avoid interactions in enclosed spaces* 	<ul style="list-style-type: none"> • make hand hygiene easy • keep surfaces clean and implement enhanced environmental cleaning and disinfection • promote outdoor air ventilation and do not have air conditioners on recirculate 	<ul style="list-style-type: none"> • move activities outdoors where possible, weather permitting • adapt, modify or defer higher risk activities • limit school access to outside visitors where possible • reduce mixing between groups • create workforce bubbles* 	<ul style="list-style-type: none"> • keep records and act quickly if someone becomes unwell* • use personal protective equipment • clean and disinfect appropriately if a staff member or student has been unwell while at school • manage individual risk

* These items denote Victorian government [COVIDSafe principles for business](#) and may require adaptation for the school context.

Reinforce COVIDSafe behaviours

Key behaviours required for reducing COVID-19 transmission risk include staying home when unwell, performing regular hand hygiene and, where possible, pursuing strategies to support physical distancing. Face masks are recommended when physical distance cannot be maintained.

Education settings are uniquely placed to integrate these messages into everyday learning and practice, through role-modelling and formal and informal learning opportunities.

Students and staff should continue to be vigilant and remain home if unwell.

Hand hygiene remains one of the critical measures to reduce COVID-19 transmission. Hands should be cleaned with an alcohol-based hand sanitiser or washed with soap and water for 20 seconds.

Students and staff should be encouraged to cough or sneeze into their elbow or a tissue.

Physical distancing should be encouraged where possible and density limits implemented in office spaces and areas generally accessed by the public, such as reception.

Stay home when unwell

The most important action school communities can take to reduce the risk of transmission of COVID-19 is to ensure that any unwell staff and students remain at home and get tested, even with the mildest of symptoms.

Students with underlying conditions (such as hay fever or asthma)

If a student has persistent symptoms due to an underlying condition such as hay fever or asthma, the student should still be tested for COVID-19 if they develop symptoms that are different to or worse than their usual symptoms. Students whose symptoms are clearly typical for their underlying condition can continue to attend school.

Parents/carers should also consider getting a medical certificate from the child's treating GP to confirm that it is safe for them to attend school with persistent symptoms that may overlap with some of the symptoms of COVID-19 such as cough or runny nose.

Young children with persistent mild symptoms

For younger children (in Prep to Year 2) who have had a negative COVID-19 test that was taken after they developed symptoms, the decision about return to school should be made in conjunction with the child's treating GP. If the GP is satisfied the child has recovered from their acute illness, is otherwise well and does not need a repeat COVID-19 test, the child can return even if they are not completely free of symptoms. Any worsening of symptoms will require review and repeat COVID-19 testing, if considered appropriate by the doctor.

Students with a negative COVID-19 test whose symptoms have completely resolved do not need a medical certificate to return to school.

Practise good hygiene

All staff, students and visitors to schools should undertake regular hand hygiene, particularly on arrival to school, before and after eating, after blowing their nose, coughing, sneezing or using the toilet. This should be directed or supervised by staff for young students or where required.

Sharing of food is not recommended. Where this occurs, individual portions should be encouraged alongside strict hand hygiene.

Use non-contact greetings (not shaking hands, hugging or kissing).

Ensure the highest hygiene practices among food handlers where these services are operating, as per [Safe Food Handling Guidance](#).

Ensure physical distancing

A variety of strategies to support physical distancing among all students and staff should be pursued, where possible.

Staff must practise physical distancing between themselves and other staff members or adults to the extent that is reasonably practicable. Staff should physically distance themselves from students where appropriate and feasible.

Students **should** practise physical distancing where possible. Maintaining a physical distance of 1.5 meters will not always be practical in the school environment and this may be particularly challenging in the younger years of primary school. In these contexts, a combination of health and safety measures should be utilised to reduce risk.

Density limits do not apply in classrooms and other spaces for the purposes of student use, including corridors and other shared areas.

Density limits of one person per two square metres apply to staff areas, such as staff lunchrooms and areas accessed by the public, such as reception areas. For public areas, signage must be displayed to indicate the maximum number of members of the public that may be present in the space at a single time.

Strategies that can be considered to support physical distancing include:

- carefully managing the movement of adults through school reception and staffrooms, and the timing of staff arrival and departure
- where multiple staff are required in a classroom, reminding staff to maintain physical distancing from each other as much as practical
- providing signage and rostering so that access to shared physical spaces and food preparation areas can be managed
- reminding students, staff and visitors, including through signage, of the importance of physical distancing where possible
- reconfiguring class spaces where possible and using all available space in the school
- marking the floor indicating physical distancing in appropriate locations (e.g. canteens)

- acting to reduce the congregation of adults around the school and reduce congestion. Schools can do this through strategies such as using multiple entry/exit points, creating spaces for egress in different areas of the school and providing appropriate signage to communicate expected behaviours
- communicating the strategies in place to parents through local signage and communications to school communities to remind staff, students and families of the need for behaviours that support physical distancing.

Avoid interactions in close spaces

Space out staff workstations as much as possible and limit the number of staff in offices. This might mean relocating staff to other spaces (e.g. the library or unused classrooms).

Consider opportunities to adapt indoor activities outdoors, for example having outdoor meetings, holding classes outside, and encouraging staff and students to eat outside.

Use signage to promote physical distancing in more confined spaces such as locker bays, changing rooms and canteens.

For activities occurring outdoors, schools should follow the outdoor activities guidance and support staff and students to use a combination of sun protection measures when UV levels are 3 or above.

Face masks in schools

Please see the Department of Health [website](#) for the latest face mask requirements, as advice may change at short notice.

As per the directions of the Victorian Chief Health Officer from 11:59pm, Wednesday 3 February 2021:

- School staff and secondary school students aged 12 or older must carry a face mask at all times and wear a face mask indoors when at school, including when attending an Outside School Hours Care (OSHC) program, unless an exception applies.
- Children under 12 years of age and students at primary school are not required to wear face masks when at school, or when attending an OHSC program.
- Face masks are mandatory for all school staff and school students aged 12 or older on public transport and when in taxis or ride share vehicles. This includes travelling to and from school on public transport or in a vehicle with others not from your household.
- There are a [number of lawful excuses for not wearing a face mask](#), including for staff and students who are unable to wear a face mask due to the nature of their disability. This includes students or staff who have a medical condition, such as a breathing problem, a serious skin condition on the face, or a mental health condition.
- School staff are not required to wear face masks while teaching or caring, but those who wish to do so, can. Staff must wear face masks in indoor areas of the school when not teaching or caring.

- Visitors to school sites must also wear masks when indoors. Please ensure anyone on your school site is aware of the updated face mask requirements.
- Health, wellbeing and inclusion staff are required to wear face masks indoors, unless an exemption applies, including the need for 'clear enunciation or visibility of their mouth' (for example, when undertaking a speech therapy intervention or working with individuals who are deaf or hard of hearing).
- Those required to wear a face mask indoors must wear a fitted face mask when singing indoors.
- It is important to follow the Victorian Chief Health Officer's directions on wearing face masks, and there are steps that can be taken to improve comfort during warmer weather:
 - Keep hydrated with water.
 - Use a single-use mask, or a reusable cloth face mask made from 3 layers is preferred.
 - Wash your reusable mask frequently to maintain effectiveness and bring a spare so you can change your mask if it gets damp or wet.

A face mask must cover the nose and mouth. Face shields, scarves or bandanas do not meet these requirements.

More information

Schools must display information and signage at school entrances and in communal areas such as staffrooms as reminders for staff to wear face masks when not teaching.

School staff should refer to the CECV's [Guidance for the use of personal protective equipment in education](#) to determine when additional personal protective equipment (PPE) is required and for information on the correct and safe use of PPE.

Create COVIDSafe spaces

The spaces where staff and students teach, learn and play have an important role in protecting against COVID-19 transmission, particularly surface and airborne transmission.

Reducing the need to interact with high-touch surfaces, regular environmental cleaning and cleaning of high-touch surfaces and good hand hygiene can protect against surface transmission.

Promote use of hand hygiene facilities by keeping them well-stocked and in readily accessible locations, for example at the entrance to buildings. Hand sanitiser should be accessible in every occupied room, particularly where access to running water and soap is not readily available.

Outdoor air ventilation should be increased whenever possible, including in bathrooms, to dilute the concentration of an airborne virus and to filter air recirculating in a space. Wherever possible, switch air handling units with central recirculation to 100% outdoor air and avoid use of fans in shared spaces. Where this is not possible, windows should be open as much as possible. Further advice on ventilation can be found on the Department of Health website: [Coronavirus \(COVID-19\) transmission from air-circulating, wind-blowing devices and activities](#).

Make hand hygiene easy

Hand sanitiser should be made available at entry points to classrooms, and age appropriate education and reminders should be provided on hand hygiene.

If soap and water are not readily available, hand sanitiser that contains at least 60 per cent alcohol should be made accessible.

Keep surfaces clean

As per the 'Cleaning and personal hygiene products' section of this Operations Guide, additional cleaning arrangements will continue in Term 1, however the scope will differ to Term 4, in line with public health advice.

COVIDSafe routine cleaning will be in place from Term 1, which involves daily end-of-school-day cleaning, with a particular focus on cleaning and disinfecting of high-touch surfaces, and the inclusion of some elements that were not cleaned every day prior to the coronavirus (COVID-19) pandemic.

Schools should consider the necessity of using shared equipment at this time. Such items may include shared computers, class sets of teaching and learning materials, and musical instruments. If used, strict hand hygiene should be followed before and after use. Risk can be further minimised by users of high-touch shared equipment wiping items down where appropriate, for example using a disinfectant/detergent wipe or cloth.

Consider adjusting how staff and students interact within the built environment to reduce contact with certain surfaces. For example, a simple measure such as keeping a door open will reduce the need for multiple people to touch the door handle.

Consider use of plexiglass as a physical barrier at the school reception and canteen where practical and feasible.

Promote outdoor air ventilation

Schools are strongly encouraged to increase fresh air into indoor spaces whenever possible and to maximise the use of outdoor learning areas or environments.

Where possible, air recirculation should be eliminated or minimised by setting air conditioning units to use external air rather than recycling.

Door jambs should be used where possible to keep air circulating and avoid the need to close and open doors.

Further advice to assist with managing ventilation is available from the Department of Health: [Coronavirus \(COVID-19\) transmission from air-circulating, wind-blowing devices and activities](#).

Promote COVIDSafe activities

Some school-based activities may need to be altered, deferred or delivered remotely to reduce COVID-19 transmission risk. Decisions regarding the types of activities that take place should consider the potential risk associated with the activity, the level of community transmission and available modifications to minimise risk.

Where appropriate and weather permitting, opportunities for outdoor learning and working should be considered as alternatives to interactions indoors due to improved ventilation.

Singing and playing wind and brass instruments can occur with strategies to reduce risk such as physical distancing, moving outdoors, increasing ventilation, reducing the number of people or reducing the length of time an activity is conducted for. Further advice on ways to reduce risk can be found in [Coronavirus \(COVID-19\) transmission from air-circulating, wind-blowing devices and activities](#).

Large events involving members of the wider school community (i.e. parents/carers) should be planned in line with relevant restrictions in the community, adhering to indoor and outdoor patron limits as well as density limits.

Adapt, modify or defer higher risk activities

Physical activity, sports and swimming

Swimming pools cannot be used at this time.

All sporting events should be postponed.

Students receiving on site supervision can participate in outdoor, non-contact physical activity.

Singing, brass, woodwind classes and groups

These activities must be postponed or occur remotely at this time.

Provision of routine care and first aid

Physical distancing is not practical when providing direct care. In this situation, standard precautions, including hand hygiene, are important for infection control.

Standard precautions are advised when coming into contact with someone for the purpose of providing routine care and/or assistance (for example, the use of gloves for nappy-changing, toileting or feeding).

Standard precautions as per the DET's [Infectious Diseases policy](#) and related CECV policies should be adopted when providing first aid. For example, use gloves and an apron when dealing with blood or body fluids/substances.

Always wash hands with soap and water or use hand sanitiser before and after performing routine care or first aid.

Liturgies

Liturgies are **not** able to be held at schools.

Your diocese may have produced COVIDSafe guidelines to assist clergy and faithful with questions pertaining to specific areas of liturgy and ministry. See the following websites for more information:

- [Catholic Archdiocese of Melbourne](#) (also refer to the [COVID-19 Update](#) of 7 October)
- [Catholic Diocese of Ballarat](#)
- [Catholic Diocese of Sale](#)
- [Catholic Diocese of Sandhurst](#).

Limit school access to outside visitors where possible

Visitors to school premises should be limited to essential school services and operations.

Visitors to school grounds must comply with physical distancing and face mask requirements set, and practise good hand hygiene.

The density limit of 1 person per 4 square metres should be applied to any spaces and activities being attended by parent/carers and other visitors. The density limit applies to all persons in the space, including students.

To support contact tracing, schools must keep a record of all staff, students and visitors who attend on-site for more than 15 minutes. Schools must record the name, contact details, date, and time of attendance at school, as well as the areas of the school that the person attended. Schools can use existing mechanisms such as visitor sign-in procedures, student attendance records and staffing rosters to record this information. Electronic record keeping is strongly recommended. The Victorian Government has also developed a QR Code Service, which is free to use and can assist with requirements to keep records. Further information is available at: <https://www.coronavirus.vic.gov.au/victorian-government-qr-code-service>

Reduce mixing between groups and create workforce bubbles

Mixing of staff and students between rooms should be avoided by staggering lunch breaks.

Where multiple staff are required in a classroom, remind staff to maintain physical distancing from each other as much as practical.

Schools should consider ways to cohort staff working on site into workforce bubbles, for example: having the same group of staff working on the same day.

Staff should not work across multiple schools.

Respond to COVID-19 risk

Any staff member or student who becomes unwell while at school with symptoms of COVID-19 must return home immediately and get tested, with a designated space(s) made available on school premises to support isolation where required.

Staff or students most at risk of severe illness as a result of COVID-19 infection should continue to individually assess appropriateness for onsite attendance with support from their medical practitioner, noting that these assessments should be reviewed alongside notable changes to COVID-19 in Victoria. Further information can be found in [Advice for schools and families on medical vulnerability during the coronavirus \(COVID-19\) pandemic](#).

Good record-keeping in schools, including for any visitors, enables the prompt identification of individuals who may have been in contact with a confirmed case.

PPE should be used in line with the CECV's [Guidance for the use of personal protective equipment in education](#), with staff trained to understand when and how to use PPE appropriately.

Schools must notify their diocesan education office of a suspected or confirmed case of COVID-19 in a school, providing requested information and taking required actions.

Appropriate cleaning must take place following a confirmed case on school premises.

Further information about the required steps for the management of unwell students and staff can be found in the [Managing illness in schools and early childhood services during the coronavirus \(COVID-19\) pandemic](#) fact sheet.

Management of an unwell student or staff member

It is important that any staff member or student who becomes unwell while at school gets tested and returns home. While it is unlikely that a staff member or student who is unwell with flu-like symptoms will have COVID-19, there are some sensible steps schools can take while a student awaits collection by a parent or carer as a precaution:

- Staff and students experiencing symptoms compatible with COVID-19, such as fever, cough or sore throat, should be isolated in an appropriate space with suitable supervision and students should be collected by a parent/carers as soon as possible. Urgent medical attention should be sought where indicated. It is not suitable for an unwell student to travel home unsupervised.
- Where staff or students are experiencing symptoms compatible with COVID-19, the important actions to follow include performing hand hygiene, maintaining physical distance and putting on a surgical face mask (both staff and student where appropriate). See the CECV's [Guidance for the use of personal protective equipment in education](#).
- In the context of schools supporting students with complex health needs, if the care of an unwell child or young person is to be prolonged (for example, because it will take some hours for a parent to collect a child) and maintaining distance is not practical when

providing supervision or direct care, a surgical face mask, gloves, gown and eye protection are recommended to be worn by the staff member.

- Face masks should not be used in situations where an individual is unable to safely or practically tolerate a face mask (for example, a child with complex medical needs including existing respiratory needs). Children who are two years or younger must not wear face masks as they are a choking and suffocation risk.
- Health care plans, where relevant, should be updated to provide additional advice on monitoring and identification of the unwell child in the context of COVID-19.
- If a staff member is unsure whether a student is unwell, it is advisable in the first instance to contact the parent/carer to discuss any concerns about the health status of the student and, taking a precautionary approach, to request the parent/carer collect their child if concerns remain.
- Staff or students experiencing symptoms compatible with COVID-19 should be encouraged to seek the advice of their healthcare professional who can advise on next steps.
- Where staff or students have been tested, they must isolate until they receive their test result.
- Staff and students are generally not required to present a medical certificate stating they are fit to return to an education setting after a period of illness; however, staff and students should not return until symptoms resolve. Staff continue to be required to present a medical certificate in accordance with personal leave policy for periods of absence on personal leave.
- Cleaning guidance according to the situation of the case should be followed. If a student spreads droplets (for example by sneezing, coughing or vomiting), clean surfaces immediately with disinfectant wipes while wearing gloves.

Managing a suspected or confirmed case of COVID-19

Your diocesan education office has comprehensive procedures in place with the Department of Health to manage suspected or confirmed cases of COVID-19 in schools.

Contact your diocesan education office to report an incident if a student or staff member tests positive to COVID-19. Schools do not need to take further action, until directed to do so.

Your diocesan education office will notify WorkSafe on behalf of the affected school.

WorkSafe may be in contact with the affected school to ensure the school is following the health and safety guidance outlined in this document and has implemented their COVID-19 Safety Management Plan.

Monitoring of close contacts in schools

To minimise further community spread of COVID-19, the Department of Health has introduced a new system for the identification, notification and monitoring of close contacts (primary and secondary).

In line with this, schools will now be advised if a student at their school has been identified by the Department of Health as a close contact of a person with COVID-19.

Close contacts are notified directly by the Department of Health regarding requirements for quarantine and testing; the student should not attend school until they are advised by the Department of Health that their quarantine has concluded. Students should bring a Department of Health clearance letter as proof their quarantine has ended and they can return to school.

Schools will be asked to confirm that the student identified as a close contact is not attending school during this time. If the student is attending school, they must be sent home. The school is not required to close.

Appendix 2 – Quick reference of permitted school activities

COVIDSafe behaviours

Key actions for schools	All Victorian Catholic schools
Temperature checks	NO
Face masks	YES Indoors and outdoors
Working across multiple sites	NO

Create COVIDSafe spaces

Key actions for schools	All Victorian Catholic schools
COVIDSafe routine cleaning	YES
Enhanced hand hygiene facilities	YES
Enhanced ventilation	YES
Community use of school playground	YES
Community use of school facilities (indoors and outdoors)	NO
Libraries (for borrowing and as a learning space)	NO

Promote COVIDSafe activities

Key actions for schools	All Victorian Catholic schools
Visitors	NO
Preservice teachers	YES
Health, wellbeing and inclusion visits	ESSENTIAL VISITS ONLY
School tours	NO
Excursions	NO
Swimming and other pool use	NO
Incursions	NO
School photos	NO
Camps and overnight stays	NO
Assemblies and liturgies (whole school and year level)	NO
Liturgies (single class)	NO
Kinder transition program (small group)	NO
Year 7 transition programs	NO
Non-contact sports (indoors)	NO
Contact sports (indoors)	NO
Contact sports (outdoors)	NO

Key actions for schools	All Victorian Catholic schools
Non-contact sports (outdoors)	NO
Interschool sport (outdoors only)	NO
Intraschool sport	NO
Other interschool activity (debating)	NO
Singing, brass and woodwind classes and groups	NO
Professional development (face-to-face)	NO

Respond to COVID-19 risk

Key actions for schools	All Victorian Catholic schools
Keep visitor records	YES
Maintain adequate PPE supply	YES