

School Operations Guide

Victorian government schools

Updated: 17 February 2021, in effect from 18 February 2021



Education
and Training

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FOR ALL VICTORIAN GOVERNMENT SCHOOLS

1 School operations for Term 1

The 2021 Operations Guide supports schools to plan for continued safe and effective operations in 2021.

The advice in the guide aligns with Victorian COVID-19 restrictions under 'COVID Safe Summer'.

Detailed health and safety advice for schools is embedded within this document. A summary of this advice is available ([Health and safety advice for all Victorian schools](#)) and applies to all Victorian schools.

The Quick Reference of Permitted School Activities at the end of this document summarises permitted and restricted activities.

2 Attendance

All students are expected to attend on site.

See 'Students who may be medically vulnerable' section of this Operations Guide (section below) for further information regarding attendance for students with medical vulnerabilities.

[Attendance recording advice](#) is available on the Policy and Advisory Library (PAL). Further advice outlining the attendance responsibilities of the school and of parents and carers, and the circumstances in which schools may need to support individual students to learn from home is also available on [PAL](#).

Extended student absence during on-site learning provision

When on-site learning is permitted, schools are not expected to provide remote and flexible learning where parents or carers of students elect to keep their child at home, except where this is based on medical advice.

Student absence due to border restrictions

The Victorian Government has introduced a new permit scheme for all domestic travel into Victoria. In some cases, this may limit the ability of Victorian students to return from interstate if they have visited a designated 'Red Zone', or they may be required to undertake home-based quarantine on return. In such instances, schools should provide materials to support these students to continue their learning remotely, until such time that they are permitted to return to school.

coronavirus.vic.gov.au/victorian-travel-permit-system-faqs

Other student absences

Where a parent or carer indicates that a student will be absent for an extended period and this is not based on medical advice, schools can make the learning materials developed for and provided in the on-site program available for use at home, where this does not require additional work, preparation or production by teachers.

Students absent for an extended period will be able to submit their learning exercises and work for comment and feedback if learning materials have been provided, according to the same timelines set for those participating in on-site learning. Teachers can provide comment and feedback in the same way that they would for students participating in on-site provision.

In the case that parents or carers make a choice for students not to attend on-site learning and where this decision is not based on medical advice – teachers, and, where relevant, education support staff, will not be expected and should not be requested by parents or carers or students to provide additional advice or support to students. This includes additional advice or support about the learning materials provided. This includes by email, phone or other forms of digital communication.

Students who may be medically vulnerable

As per the advice of the Victorian Chief Health Officer, students with medical vulnerabilities can feel reassured that they can safely learn on site at school when there is low risk of COVID-19 transmission in the community.

An individual assessment is always recommended and decisions regarding school attendance should be informed by the nature of a child or young person's condition, its severity and intensity of required treatment. In most cases, the presence of common conditions of childhood, such as asthma, epilepsy or Type 1 diabetes, should not preclude a student from attending face-to-face learning.

In keeping with expert public health advice, some students may be at higher risk for severe outcomes or complications of COVID-19, for example those with chronic medical conditions. Any student with a chronic medical condition should seek advice from their medical practitioner about attending school on site at different stages in the COVID-19 pandemic. Given most of these conditions are rare in children, it should be an uncommon event for a child to be determined by a medical practitioner to be unable to return to school due to an ongoing medical reason raising concerns about COVID-19, outside of an acute illness.

Assessments should be reviewed alongside notable changes to COVID-19 transmission in Victoria.

Schools must ensure students with medical needs have an up-to-date [Student Health Support Plan](#) and accompanying condition-specific health management plan (such as an [Asthma Action Plan](#)), based on medical advice from the student's medical or health practitioner, and consultation with the student and parents and carers.

Please see the [Health Care Needs](#) policy for further information on the student health support planning process. For additional information to support decision-making, see:

- [Asthma Australia](#)
- [Royal Children's Hospital – advice for respiratory patients](#)
- [JDRF – Coronavirus and children with T1 diabetes.](#)

3 Term 1 on-site arrangements – school staff

School staff should continue normal duties on-site in accordance with the *Victorian Government Schools Agreement 2017*. Some exceptions apply for medically vulnerable staff as outlined below.

The principal retains full authority for the management of the school workforce, and it continues to be the principal's responsibility to make the school-based decisions required to deliver Victorian Government education objectives in accordance with the *Victorian Government Schools Agreement 2017*.

Staff who may be medically vulnerable

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

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 if they are:

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

Staff in the above categories should seek advice from their medical practitioner about their on-site attendance.

Where the employee is unable to work on-site, they should provide a medical certificate if they are seeking to work remotely or access personal leave. Staff who are aged 70 years and older do not need to provide a medical certificate if they are seeking to work remotely.

Similarly, staff who are caring for an elderly or chronically ill relative or household member do not automatically need to refrain from working on site; they should consult with the treating medical practitioner of the person for whom they are caring, to seek advice about working on site. They should provide a medical certificate if they are seeking to work remotely or access personal leave.

These arrangements should be reviewed regularly at the school level during the term and each time restrictions are eased further as risks of transmission and case numbers decrease.

The [Medical Advisory Service](#) is a specialised support service for principals to help them fulfil their responsibilities in relation to employee health.

Teachers working remotely

Teachers working from home can undertake a range of duties consistent with their employment. This could include the following.

- Curriculum development and planning, such as lesson plans in the relevant study area.
- Development and preparation of learning materials and assessment tasks. For example, allocate the teacher to work with a small group of on-site teachers for an ongoing focus (such as Year 8 A-D English classes preparation, correction, assessments).
- Marking of assessments and reviewing student progress.
- Facilitating small group or individual learning support to complement classroom instruction.
- Leading or co-teaching with in-classroom staff using videoconferencing and other technologies.
- Providing peer observation and feedback to other teachers.
- Coordinating professional development activities for staff.
- Support for English as an Additional Language (EAL) students, such as 1:1 work over WebEx.
- Preparation, development and reviewing reporting.
- Individual or small group counselling to support subject selection, course selection or careers counselling (secondary schools).

Working from home allowance

Employees who continue to work remotely are eligible to receive the working from home allowance. The allowance is comprised of a one-off \$100 payment for home office expenses as

well as \$20 per week for home office consumables and utilities. This \$20 per week will be paid on a pro-rata basis based on an employee's time fraction.

Employees on any type of leave (paid or unpaid) will not qualify for the payment, until their leave ends, and they commence or resume working remotely.

Reimbursement of travel and accommodation costs for Casual Relief Teachers (CRTs)

To increase the pool of available CRTs in regional schools, the Department is trialling a process of reimbursing regional schools for CRT costs of travel/mileage and accommodation. This trial will continue to run. It will not apply to schools within the metropolitan Melbourne area.

Schools will be responsible for the payment of the CRT's salary. This arrangement will apply to schools designated by the Department as 'regional'. A list of eligible schools is available.

Claims for reimbursement of travel/mileage and accommodation costs may be made by schools that engage CRTs either via an agency or as school council employees.

The Department has advised the agencies of the trial period, the eligible schools and the reimbursement criteria. Where the reimbursement criteria have been met, schools should lodge claims via the [Schools Targeted Funding Governance \(STFG\) Portal](#).

4 Other school and curriculum settings

Victorian School of Languages and community language schools

The Victorian School of Languages and community language schools can resume on-site learning for all students.

Tech Schools, KIOSC and Science and Mathematics Specialist Centres

Tech Schools, KIOSC and Science and Mathematics Specialist Centres can resume standard on-site delivery.

Mobile Area Resources Centres (MARC) and Mobile Art and Craft Centres (MACC)

MARC and MACC services can operate.

VCE/VCAL/VET students in TAFEs, non-school senior secondary providers and other training organisations

Students in years 10 to 12 can participate in their VCE or VCAL classes, including VET studies, where these are held in other schools. They can also attend these classes at Registered Training Organisations (RTOs).

Structured Workplace Learning (SWL) and work experience

All structured workplace learning (SWL) is able to occur on-site for all students.

Work experience can re-commence for all students. For more information, refer to the [SWL and work experience during coronavirus \(COVID-19\) web page](#).

5 Mental health and wellbeing

The mental health and wellbeing of principals, teachers, school staff and students is a priority.

For students

- The [Mental Health Toolkit](#) has advice and resources to support student mental health and wellbeing. This includes advice on positive mental health promotion, curriculum support, how to identify and access support as well as parent and student-specific pages.
- In addition, the [Quick Guide to Student Mental Health and Wellbeing Resources](#) highlights the most relevant evidence-based resources for teachers, parents and students.

For staff

The Department continues to provide its full suite of services to support staff mental health and wellbeing. This includes services and resources to address individual needs, as well as tools and supports to help guide staff through this time.

Specific examples include:

- **for principal class employees:** [Proactive Wellbeing Supervision service](#), which has been extended to include assistant principals during 2020, the [Early Intervention Program](#) for more intensive support, and all other [Principal Health and Wellbeing services](#)
- **for all staff:** personalised over-the-phone and video counselling through the [Employee Assistance Program](#)
- **for all staff and all people managers:** webinars for all staff and people managers.

More information and the full list of supports and services can be found on the [COVID-19 Health, Safety and Wellbeing Support for Schools](#) page.

6 COVIDSafe Plan

The [Safety Management Plan for COVID-19 \(COVIDSafe Plan\)](#) applies to all schools, outlines the key health and safety risks and links to the latest guidance.

In conjunction with this Operations Guide, it sets out the approach for managing safety risks in schools in accordance with the minimum requirements for COVIDSafe Plans.

The COVIDSafe Plan has been updated to align with the changes to the advice set out in this Operations Guide.

The Department's [OHS Advisory Service or local Regional OHS Support Officers](#) can assist in tailoring the plan to individual school needs.

Principals must consult with their local Health and Safety Representative(s) and Health and Safety Committee(s) (if applicable) to implement the health and safety guidance to the extent reasonably practicable and escalate unresolved issues via eduSafe. The Department is proactively monitoring eduSafe to provide support.

Principals can also promote the [COVID-19 Health, Safety and Wellbeing Support for Schools](#) page.

Local [Regional OHS Support Officers](#) can be contacted for assistance with local consultation if required.

A [draft agenda](#) has been developed for Health and Safety Committee (HSC) meetings to assist in facilitating consultation and identifying and managing risks.

Safety information and training

Any Department staff working on site in schools who did not complete the eLearn module School Infection Prevention and Control During COVID-19 in Term 4, 2020, must complete the module as soon as possible at the beginning of Term 1.

The module is available on LearnED via [eduPay login](#) and will take about 20 minutes to complete. A parallel module is now also [available on FUSE](#) for preservice teachers, casual relief teachers and other staff working in schools who do not have eduPay access.

Principals should review completion records through LearnED and manage non-completion through existing performance development plan (PDP) conversations. Should managers or principals need help to monitor staff progress and completion rates, a short [LearnED LMS for Managers](#) module, including a number of detailed [Quick Reference Guides](#), is available.

COVIDSafe Roles and Responsibilities posters will be made available to schools in the [communications support pack](#). Posters have been updated to align with the changes to advice set out in this Operations Guide and must be displayed on the school's OHS noticeboard detailing the shared responsibility of health and safety, and the health and safety measures that should be applied in schools.

Required actions for suspected cases of COVID-19 in staff in schools

Staff members who are unwell must stay home. 'Suspected case' means a person who is displaying one or more symptoms of COVID-19. The symptoms to watch out for are:

- fever
- chills or sweats
- cough
- sore throat
- shortness of breath
- runny nose
- loss or change in sense of smell or taste.

Some people may also experience headache, muscle soreness, stuffy nose, nausea, vomiting and diarrhoea.

As soon as practicable after becoming aware of a suspected case in a staff member, and that the staff member has attended on a school site whilst symptomatic, or 48 hours prior to the onset of symptoms, the principal must take the following four actions:

1. **Advise the staff member to self-isolate, by travelling home immediately.** If immediate travel home is not possible, the staff member must be directed to self-isolate at school, in a separate room where possible, while wearing a face mask and remaining at least 1.5 metres from any other person, until they can travel home.
2. **Advise the staff member to be tested for COVID-19 as soon as practicable**, and to self-isolate while awaiting the result of that test.
3. Manage the risk posed by the suspected case, including by **ensuring high-touch areas frequently used by the staff member have been cleaned since they were last on site**, including areas used by the staff member e.g. their workspace AND any high-touch surfaces likely to have been frequented by the staff member. Please contact the VSBA School Cleaning team if required on cleaning@education.vic.gov.au.
4. **Inform all staff on site** (including the Health and Safety Representative) to be **vigilant about the onset of symptoms**. If they become unwell, they must notify their principal, get tested and self-isolate. A [draft email](#) and [further information on consulting with your staff](#) is available.

HEALTH AND SAFETY MEASURES

7 COVIDSafe principles for schools

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.

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 (1.5m) * 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 regular environmental cleaning. 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 <p>Not currently required with low community transmission:</p> <ul style="list-style-type: none"> <i>Limit school access to outside visitors where possible</i> <i>Reduce mixing between groups</i> <i>Create workforce bubbles*</i> 	<ul style="list-style-type: none"> Keep records and act quickly if someone becomes unwell* Use personal protective equipment where indicated Clean and disinfect appropriately if a staff member or student has been unwell at school Manage individual risk

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

8 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.

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. Further information can be found in [Managing illness in schools and early childhood services during the COVID-19 pandemic](#).

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.

Congestion within the school and at entry points should be avoided where feasible by adjusting drop-off and pick-up processes, signage and one-way flow of individuals in more confined spaces such as locker bays and canteens.

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 and staff with underlying conditions (such as hay fever or asthma)

If a student or staff member 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.

Parents/carers and staff should also consider getting a medical certificate from their 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

Younger children (pre-school up to Grade 2) may have prolonged post-viral symptoms such as a runny nose or cough and may return to school following a negative COVID-19 test even if they are not completely free of symptoms. They will need a medical certificate from their GP to confirm they are otherwise well or have recovered from their acute illness.

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 the school.

For further information for schools and to distribute to families see: [Managing illness in schools and early childhood services during the COVID-19 pandemic](#).

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. Staff should direct or supervise young students 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 amongst food handlers where these services are operating, as per the Department's [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 1.5m 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.

A face mask provides protection when physical distance cannot be maintained. Physical distancing is not practical when providing direct care. In this situation a face mask together with standard precautions, including hand hygiene, are important for infection control.

Students **should** practise physical distancing where possible. Maintaining a physical distance of 1.5 metres will not always be practical in the school environment and 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:

- the careful management of movement of adults through school reception and staff rooms, and 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
- 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, using all available space in the school
- marking the floor indicating physical distancing in appropriate locations (e.g. canteens).
- actions to reduce the congregation of adults around the school and reduce congestion. Schools can do this through strategies such as the use of multiple entry/exit points, creating spaces for egress in different areas of the school and appropriate signage to communicate expected behaviours.

- communicate 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. Posters and a parent letter are available in the [communications support pack](#).

Avoid interactions in close spaces

Space out staff workstations as much as possible and limit the number of staff in offices. This might mean re-locating staff to other spaces (such as the library or unused classrooms).

Consider opportunities to adapt indoor activities outdoors, for example having outdoor meetings, holding classes outside, 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 in the [Occupational Health and Safety Management System](#) 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 17 February 2021:

- School staff when not teaching and secondary school students aged 12 or older, **must** wear a face mask at school, unless an exception applies:
 - in all indoor spaces
 - in all outdoor spaces when 1.5metre physical distance cannot be maintained.
- Visitors to school sites must also observe this guidance. Please ensure anyone on your school site is aware of the updated face mask requirements.
- 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.
- 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.**

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

Face masks and hot weather

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 face mask made from 100 per cent cotton, for increased breathability.
- Wash your reusable mask frequently to maintain effectiveness and bring a spare so you can change your mask if it gets damp or wet.
- Take mask breaks throughout the day, when you're in settings that do not require them to be worn.

More information

Schools must display information and signage at school entrances and in communal areas such as staff rooms encouraging staff and students to wear masks when physical distancing of 1.5m cannot be maintained. Posters are available in the [communications support pack](#).

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

9 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 in [COVID-19 transmission from air-circulating, wind-blown devices and activities](#).

Make hand hygiene easy

Hand sanitiser should be made available at entry points to classrooms. Age-appropriate education and reminders about hand hygiene should be provided.

If soap and water are not readily available, hand sanitiser that contains at least 60 percent 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 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 with users wiping down items 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 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: [COVID-19 transmission from air-circulating, wind-blowing devices and activities](#)

10 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 [COVID-19 transmission from air-circulating, wind-blowing devices and activities](#).

Large events involving wider members of 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

Visitors to school premises (including interschool activities)

Visitors to school grounds must comply with physical distancing and face mask recommendations set out in this Operations Guide, and practise good hand hygiene.

There is no requirement to limit the number or type of visitors to school premises, however the density limit of 1 person per 2 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. 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:

coronavirus.vic.gov.au/victorian-government-qr-code-service

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 to provide routine care and/or assistance (for example, the use of gloves for nappy-changing, toileting or feeding).

Standard precautions as per the Department's [Infectious Diseases policy](#) and related 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 a hand sanitiser before and after performing routine care or first aid.

Assemblies, award ceremonies and other large gatherings

If an event is held **with external guests** (parents/carers/visitors) then the overall attendee limit (inclusive of guests, staff and students) must be based on available floor space of the venue; with the density limit of one person per two square metres applied.

If an event is held exclusively with students and staff **from a single school** during or outside of school hours, density limits do not apply to the venue or dancefloor, regardless of whether the event is held at school or at a hospitality venue, entertainment facility or community facilities.

School formals

School formals are permitted.

If held on school premises and attended **exclusively by students and staff from a single school**, venue density limits do not apply to the venue or dance floor.

If held at an external hospitality venue, entertainment facility or community facility the school will need to abide by the restrictions on the type of venue, including restrictions on dancing — dance

floors must operate with a density limit of one person per four square metres, up to a maximum of 50 people on the dancefloor at a time.

Public events on school premises

A public event is defined as an organised public gathering for a common purpose, which is conducted on a one-off or periodic basis, open to members of the public, publicly announced or advertised, and may be subject to specific license, approvals or permits.

Any activity that meets this definition may be required to comply with the [Public Events Framework](#).

Use of school facilities

Schools may approve use of indoor and outdoor facilities on school property if the use aligns with Department of Health advice for the relevant activity and use complies with existing operational requirements as contained in relevant sections of the Policy and Advisory Library (PAL). School principals should work with their community users to ensure the appropriate cleaning requirements are in place, including the timing of any additional professional cleaning services required. See DET webpage on '[use of school facilities](#)' for further information.

Use of woodwind and brass instruments, singing, voice projection and dance

Use of wind and brass instruments, singing and voice projection does entail risk of potential spread of aerosols and droplets.

Musical instruments may be used, and group singing is permitted without specified limits. However, schools must consider and implement measures that may prevent or significantly reduce the risk of infection transmission as outlined by the Department of Health's [COVID-19 transmission from air-circulating, wind-blowing devices and activities](#). Measures include physical distancing, moving outdoors, increasing ventilation, reducing the number of people, or reducing the length of time of the activity.

[The Department of Health currently advises](#) when participating in a music or singing rehearsal or lesson it is recommended that individuals keep at least two metres from others in the rehearsal or lesson. Those required to wear a face mask indoors **must wear a fitted face mask when singing indoors**.

Sport and recreation

Outdoor facilities are recommended for physical education and recreational play where possible.

Limit use of changing rooms by allowing students to wear sports uniforms for the entire day, stagger use of facilities to reduce occupancy and promote hand hygiene in and around these facilities.

Hand hygiene must be practised before and after use of any sporting equipment.

All interschool sports (indoor and outdoor) are now permitted. In line with community advice, reasonable precautions are still advised to reduce the risk of COVID-19 transmission with sporting activity. Schools should follow Sport and Recreation Victoria [guidance](#) when planning sporting activities and interschool sport.

Updated advice from [School Sport Victoria](#) is available.

Swimming pools and aquatic facilities can be used by students, with the following safety measures in place:

- use of the changing facilities should be staggered to limit the number of students in the changing rooms at one time

- schools with their own pool on site should be aware of [changes to the Public Health and Wellbeing Regulations](#) governing category 1 facilities (including schools) that includes a requirement to register aquatic facilities with local government
- venue caps or density limits do not apply if a facility is being used exclusively by a single school for educational purposes.

Professional development and staff meetings

Face-to-face professional development and staff meetings can recommence. The density limit of one person per two square metres should apply to spaces used by staff for these activities.

Virtual alternatives should continue to be considered where appropriate and practical.

Excursions

Excursions are permitted across Victoria for all schools. There are no restrictions on travel between metropolitan Melbourne and regional Victoria.

There is no limit on group sizes, but excursions must be conducted in line with any specific capacity limits on venues that are being used.

External venues will maintain responsibility to ensure that appropriate health and safety, and cleaning measures are in place at the venue. School staff and students should ensure they continue to practice appropriate safety measures while at external venues, such as wearing a face mask in line with health advice, practicing physical distancing and performing regular hand hygiene.

Camps

School camps, including to attend remote campuses, are permitted across Victoria for all schools. There are no restrictions on travel between metropolitan Melbourne and regional Victoria.

Multiple schools can attend a single facility.

Further advice is available on the [School Camps web page](#).

For both camps and excursions, travel to and from any the Department of Health-identified high-risk locations (when community transmission is occurring in areas of Victoria) should be deferred.

Interstate travel

Travel restrictions between states and territories and in some remote areas of Australia are in place. These restrictions are implemented by individual state and territory governments and are subject to change at very short notice. Schools must refer to [the Department of Health travel advice](#) and the relevant state/territory specific restrictions before confirming travel plans or bookings.

From 5:59pm on 11 January 2021, there is a requirement to apply for a permit to enter Victoria from any location in Australia – this includes Victorians who are returning from interstate travel. The [Victorian travel permit system](#) is based on a traffic light system, which allows for areas across Australia to be designated as green, orange or red according to their COVID-19 risk, in line with public health advice.

Schools should reconsider travel plans to locations currently listed as a red zone or orange zone:

- if at the time of travel, a location is listed as a red zone, staff and students should not travel to this location
- if at the time of travel, a location is listed as an orange zone, staff and students should reconsider travel.

Schools should also work closely with their community and insurer when determining the appropriateness of interstate travel during 2021, considering:

- uncertainty of local epidemiology
- health and wellbeing of staff and students
- risk of financial loss (see further advice in 'Insurance' below).

Overseas travel

On 25 March 2020 the Department of Home Affairs imposed a ban on Australians travelling overseas. Many other countries have also closed their borders to overseas travellers. Victorian schools should not make overseas travel plans and should anticipate the overseas travel ban to be in place for some time.

Insurance

In addition to following [the Department of Health travel advice](#) schools should actively manage financial risk associated with travel by ensuring that they have adequate insurance, where possible. Most insurers will **not** cover for losses related to COVID-19 or government-directed travel restrictions.

The Department has travel insurance arrangements with the Victorian Managed Insurance Authority (VMIA). While VMIA will **not** cover losses related to COVID-19, the policy generally provides broader cover than that available through commercial insurers. Information on travel insurance can be found [here](#). Schools should always consider the terms of coverage and any exclusions or limitations before accepting insurance.

11 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 on-site 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 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.

Personal protective equipment (PPE) should be used in line [Guidance for the use of Personal Protective Equipment in education settings](#), with staff trained to understand when and how to use PPE appropriately.

Schools must notify the Department 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 this guide and in the [Managing illness in schools and early childhood services during the 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. There are sensible steps schools can take while a student awaits collection by a parent or carer as a precaution.

- Staff and students experiencing compatible symptoms 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 or carer 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 compatible symptoms with COVID-19, the important actions to follow include hand hygiene, physical distance and putting on a surgical face mask (both staff and student where appropriate). See the Department'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, the staff member should wear surgical face mask, gloves, gown and eye protection. See the Department's [guidance for the use of Personal Protective Equipment in education](#).
- 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 they should contact the parent or carer to discuss any concerns, and taking a precautionary approach, request the parent or carer to collect their child if concerns remain.
- Staff or students experiencing COVID-19 symptoms should be advised to get tested, see [Managing illness in schools and early childhood services during the COVID-19 pandemic](#).
- 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.
- Follow cleaning guidance according to the situation of the case. 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

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

- Contact the Department by calling 1800 126 126 to report an IRIS incident alert if a student or staff member tests positive to COVID-19. Schools do not need to take further action, until directed to do so.
- The Department 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. Please contact the OHS Advisory Service (1300 074 715) for support in managing occupational health and safety matters.

Monitoring of close contacts in schools

To minimise further community transmission 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 contacted 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 copy of the clearance message (text, email or letter) they receive from the Department of Health indicating that their quarantine period has ended when they 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 immediately and notify their Area Executive Director. The school is not required to close due to a close contact attending.

Supporting students during quarantine

Schools are asked to provide support to the close contact student and their family during the quarantine period to facilitate continued engagement in learning and address wellbeing needs.

The relevant Area Executive Director will work with the school to confirm that the student is following quarantine directions, as well as provide support to the student and family as needed.

Further information is available from the Department of Health on primary close contacts, secondary close contacts, quarantine periods and more. See dhhs.vic.gov.au/how-stay-safe-and-well-covid-19

12 School site closures

The Department works closely with individual schools and the Department of Health to manage and respond to reported cases of COVID-19 that may include exposure to the virus at a school site.

The Department's rapid school site closure, cleaning and contact tracing process, agreed with the Department of Health, reduces the risk of any transmission occurring at a school site and ensures that school sites can reopen, and staff and students can return to on-site learning as quickly and safely as possible.

In the event of a confirmed case, schools should prepare for the possibility that at some point they may be required to close a school site due to a person who has tested positive for COVID-19 having attended that site.

If a site closure is required, you will be informed by your regional director and will be provided with full support by the Department's regional and area teams. You will be assigned a case manager to support you through the process. The case manager may be your SEIL or another regional staff member.

Support will include communication material to send to your school community to inform them of the closure, provide updates as required and advise when the site will reopen.

Drafting a one-page plan that considers how you will inform staff, school council, community and any organisations that use your site, such as out-of-school-hours care providers, will assist.

Some simple steps can ensure that schools are able to manage the site closure process effectively and support continuity of learning and support for both students and staff.

Infectious cleaning

In most cases where a school site closes due to a positive case, some or all the school site will undergo an 'infectious clean', also known as a deep clean. This clean is arranged and paid for by the Victorian School Building Authority (VSBA) and this applies to all Victorian Government schools, both metropolitan and regional.

Once advised of the need for cleaning to occur, the VSBA will contact the principal as soon as possible to make arrangements.

The cleaning is conducted in accordance with guidelines that have been developed with the Department of Health.

As part of these guidelines, paper is not thrown away. If needed, to allow cleaning of high-touch surfaces, paper is packed away (by cleaners in personal protective equipment) or, for surfaces that would not normally be touched (for example, posters on the wall), paper is left in situ.

Schools should close spaces that are not needed and only use the administrative and teaching spaces required to implement any physical distancing requirements and maintain effective learning conditions.

To support the delivery of an 'infectious clean' if it should be required, it is recommended that school staff working on site:

- keep their desks neat and tidy
- file important documents before they leave each day
- take personal belongings home each day (such as jackets, shoes, hats, gloves and face masks)
- do not leave food or food containers out in the open (such as tea bags, biscuits and fruit)
- store away unused shared and loose items (such as toys, musical instruments and sporting equipment)
- keep personal cutlery in a sealed container, not left out on a workstation.

Ensuring access to technology and essential learning materials

To support continuity of engagement and learning in the event of a school site closure, staff and students should be encouraged to take their laptop, iPad or other device home each day, along with textbooks or any other essential learning materials.

Remote learning platforms (such as Seesaw and Google Classrooms) at schools should be kept up to date to support continuity of learning in the event of an extended school site closure (more than two days).

Support for contact tracing

If a school site is required to close, it is likely that the principal will be asked to support contact tracing through providing details of identified close contacts.

Easy access to class lists, records of people who have attended the site and being able to provide contact details will support this.

13 Cleaning and personal hygiene products

COVIDSafe routine cleaning will be introduced in Term 1, 2021, which involves daily end-of-school-day cleaning, with a particular focus on cleaning and disinfecting of high-touch surfaces, including some elements that were not cleaned every day prior to the COVID-19 pandemic.

Progressive cleaning of high-touch surfaces throughout the school day is no longer required, noting that schools have in place a range of complementary COVIDSafe strategies to reduce transmission risk.

For schools under the metropolitan area-based model, the Victorian School Building Authority (VSBA) will ensure cleaning providers provide COVIDSafe routine cleaning.

For regional schools, COVIDSafe routine cleaning, which includes increased frequency of cleaning and altered schedules, should be arranged by schools with their cleaning provider. Schools have been advised of additional funding for their school to undertake this cleaning prior to the commencement of Term 1, 2021.

Schools should refer to the [COVIDSafe routine cleaning guidelines](#) or contact the Department for any questions at: cleaning@education.vic.gov.au. See also the [Cleaning policy](#) on PAL.

Personal hygiene products

For the procurement of personal hygiene products (such as soap, toilet paper and hand sanitiser), schools should actively monitor cleaning and hygiene supplies and reorder in advance of needing access to additional materials.

Schools should continue to use their usual supplier: the State Purchase Contract supplier for office supplies, Complete Office Supplies (COS), or retail outlets in the first instance.

If unavailable, schools can purchase products from their cleaning providers. If supplies are unavailable, schools should contact the Department at cleaning@education.vic.gov.au.

See [Access to cleaning supplies and services](#) for advice on COVIDSafe cleaning, information about personal hygiene products and [Procurement tips for high-demand items](#) for advice about procurement of consumables. See also the [Personal Hygiene](#) policy on PAL.

Infectious cleaning, in the event of a confirmed case of COVID-19

See 'School site closures' section of this Operations Guide.

14 School buses and transport

The Department and the Department of Transport continue to work closely with the Department of Health and transport operators to implement measures to limit the risk of COVID-19 so that students can feel confident travelling on school transport.

Transport operators will continue enhanced cleaning across all services to ensure that high-touch surfaces such as handrails and seating areas are regularly disinfected.

Physical distancing is to be maintained for adult bus staff (driver and other attendants) where practical.

Physical distancing should be exercised by parents and school staff at bus stops, interchanges and school bus loading areas.

Students should:

- not use transport if unwell

- practise hand hygiene before and after using transport (prior to leaving home and at the end of the school day)
- practise physical distancing at bus stops, train stations and interchange locations for other shared transport services where practical.

Students 12 years and older must wear face masks whilst travelling. Where possible, siblings should be seated together. Bus staff will not monitor the wearing of face masks or bus seating plans, but are encouraged to discuss these arrangements with schools if needed.

Schools are reminded of the 40km speed limit for school zones and school crossings.

15 Maintenance, construction and building upgrades

School capital and maintenance projects

All projects (VSBA and school-led) can resume in line with all relevant [COVIDSafe restrictions](#). Builders and architects of VSBA-led projects have been advised of this resumption and advised to monitor [Construction sector guidance](#) for updates, and proceed in line with government direction.

16 Outside School Hours Care

Outside school hours care (OSHC) may operate before and after school and holiday programs, following public health directions and applying the operational health and safety advice to schools.

For further information, see [Outside school hours care during COVID-19](#).

17 Access to devices

Staff and students using laptops and other portable devices should be encouraged to take them home at the end of the school day and over weekends.

Where students in government schools have been loaned a device (for example, a laptop or tablet) during remote and flexible learning, the student can now permanently retain that device.

This includes all school-owned and Department provided devices that were loaned to students.

If schools have retrieved loaned devices from students, these must be returned to the student as soon as possible.

Recent budget announcements included investment to contribute to either the cost of replacing loaned school-owned devices (laptops or tablets) or the investment in other equipment to support learning needs.

Information has been sent to schools, with a factsheet and FAQs available [here](#).

18 Mobile phone policy

During the period of learning from home, students may have become used to using mobile phones during the school day.

It is critical that students and staff understand that the Department's [Students Using Mobile Phones Policy](#) remains in place to ensure appropriate use of technology.

The policy helps create a safe environment for students to learn without distractions or inappropriate mobile phone use (such as cyberbullying), as well as greater opportunities for social interaction and physical activity during recess and lunchtimes.

Schools are managed environments that include records of student, staff and visitor attendance, which can support contact tracing. Phones can be turned on before and after school, with the COVIDSafe app activated when school finishes.

Schools should remind staff and students to clean their phones regularly.

19 Key contacts

Schools should contact their SEIL to discuss any queries.

Staff health and safety: Local consultation must continue with staff, Health and Safety Representatives and OHS Committees (if applicable). For further advice and support contact your local [Regional OHS Support Officers](#) or the Department's [OHS Advisory Service](#) phone 1300 074 715 or email safety@education.vic.gov.au.

DET COVID-19 hotline: The Department's dedicated COVID-19 phone advice line on 1800 338 663 can address or appropriately refer calls, including about OSHC and other early childhood matters. This operates from 8am to 6pm, seven days a week.

International students (both onshore students and offshore students engaging in remote learning): international@education.vic.gov.au or (03) 7022 1000

Finance: schools.finance.support@education.vic.gov.au or (03) 7022 2222

Cleaning: cleaning@education.vic.gov.au

Student transport: student.transport@education.vic.gov.au or (03) 7022 2247.

APPENDIX 1 – ARRANGEMENTS FOR REMOTE AND FLEXIBLE LEARNING AT HOME

Parents and carers are 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 will create and communicate a schedule or calendar that shows what is expected of students in relation to the completion of learning tasks.
- For students with disability, students in out-of-home care and Koorie students, schools and the parents or carers should continue to work together via the [Student Support Group](#) (maintaining a current [Individual Education Plan \(IEP\)](#)) to identify and plan responses for areas of need.
- If there are medically vulnerable students in classes who may not be able to return to on-site schooling when other students have returned (based on medical advice), schools must consider supporting continuity of their education.
- Principals and school staff must:
 - identify risks that are reasonably foreseeable for students who are learning at home
 - take reasonable steps that are in the school's control to prevent reasonably foreseeable harm to students
 - for more information, see fact sheet: [Child Safety, Reportable Conduct and Duty of Care in Remote Online Learning Environments](#), which provides advice to all staff about how to support child safety in remote learning environments
 - if school staff become aware of an incident, receive a disclosure or form a reasonable belief that a child has been abused or is at risk of abuse, they must follow all normal procedures for responding to and reporting child abuse, including the [Four Critical Actions for Schools](#).

APPENDIX 2 – QUICK REFERENCE OF PERMITTED SCHOOL ACTIVITIES

COVIDSafe behaviours

Key actions for schools	All Victorian schools
Temperature checks	NO
Face masks	YES Mandatory indoors Mandatory outdoors when physical distance (1.5m) cannot be maintained. (See <i>Face masks in school</i> for further information)
Working across multiple sites	YES

Create COVIDSafe spaces

Key actions for schools	All Victorian 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)	YES
Libraries (for borrowing and as a learning space)	YES

Promote COVIDSafe activities

Key actions for schools	All Victorian schools
Visitors	YES
Pre-service teacher placements	YES
Health, wellbeing, inclusion visits	YES
School tours	YES
Excursions	YES
Community pool use (outdoor pool)	YES
Community pool use (indoor pool)	YES
Incursions	YES
School photos	YES
Camps and overnight stays	YES

Assemblies (whole school and year level)	LIMITED Density limits apply with external guests
Formals	LIMITED Density limits apply with external guests or if held at external venues
Graduation ceremonies	LIMITED Density limits apply with external guests
Kinder transition program	YES
Year 7 transition programs	YES
Sports (indoor, outdoor, contact and non-contact)	YES
	YES
	YES
	YES
Interschool and intraschool sports	YES
Other interschool activity (such as debating)	YES
Singing, brass and woodwind classes and groups	YES Music activities including group singing and wind instrument use can take place with health and safety measures in place in line with the Department of Health advice. Face masks must be worn when singing indoors.
Swimming (school-based pool)	YES
Professional development and staff meetings (face to face)	YES

Respond to COVID-19 risk

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