

# COVID-19 Safety Management Plan (COVIDSafe Plan)

**KEY CHANGES IN THIS DOCUMENT ARE HIGHLIGHTED IN YELLOW**

School Details	Details
Name of School	
Date COVIDSafe Plan last reviewed	
Name of health and safety representative (where relevant)	
Name of principal or delegate	
School Health and Safety Committee details (where relevant)	

This **COVID-19 Safety Management Plan (COVIDSafe Plan)** applies to all Victorian government schools, and outlines key health, safety, and wellbeing hazards that schools should manage. It links to the strategies described in the [School Operations Guide](#) and supports schools to plan for and implement the key health and safety controls in the context of coronavirus (COVID-19). This includes implementing the pandemic orders of the Minister for Health and accessing the central and regional supports to reduce transmission risk and to support school staff, students and the school community to be well and COVIDSafe. The latest Coronavirus (COVID-19) advice for schools is available at [COVID-19 advice for schools \(education.vic.gov.au\)](#). A template presentation “Back to School Plan” has been circulated to School Principals to support conversations with staff around COVIDSafe measures in place for Term 1, as well as a template letter to support communicating with parents/carers about going back to school – see [Support and Service \(Schools\) > Coronavirus and learning from home > Communicating with parents and students > Communications support pack \(eduweb.vic.gov.au\)](#)

The [School Operations Guide](#) provides more detailed advice and guidance about these controls and supports, and should be read together with this COVID-19 Safety Management Plan (COVIDSafe Plan). The [coronavirus \(COVID-19\) advice for schools](#) is evolving over time and the [OHS guidance and supports](#) will be continually reviewed and updated as required.

Principals must consult with their local health and safety representative(s), health and safety committee(s) (HSC) (if applicable) and school staff to implement the recommended controls to the maximum extent reasonably practicable. Contact your [Regional OHS Support Officer](#) for assistance with local consultation if required. A [draft agenda](#) has been developed for HSC meetings to assist in facilitating consultation and identifying and managing risks.

COVIDSafe Roles and Responsibilities Posters must be displayed on the school’s OHS noticeboard detailing the shared responsibility of health and safety in schools, and the health and safety measures that should be applied in schools. Posters are available in the [communications support pack](#).

Your local [Regional OHS Support Officers](#) and the Department’s [OHS Advisory Service](#) continue to be available to provide support to your school to implement the latest guidance, tailor this COVID-19 Safety Management Plan (COVIDSafe Plan) to your setting, for suggestions on establishing effective controls, or assist with access to supports, advice and resources.

The DET COVID-19 hotline ([1800 338 663](#)) is available for all Department staff, contractors and parents 8.30am to 5.00pm Monday to Friday (excluding public holidays) for any questions, queries or concerns. Employees may also access the guidance at [COVID-19 Advice Line - FAQs](#).

Employees are encouraged to use [eduSafe Plus](#) to report hazards, incidents and mental and physical injuries to ensure effective and timely resolution of OHS issues, as well to escalate issues for further support, when required. eduSafe Plus reports are being monitored to ensure that support can be provided.

If you or your family need support, personalised over-the-phone or video counselling is available 24/7 through the [Employee Assistance Program \(EAP\)](#). This service is available to all school staff and their immediate families (aged 18 years and over). Staff can book by calling [1300 361 008](#) or by using the live chat function on the [Lifeworks' Australia website](#). Other mental health supports are available on [OHS guidance and supports](#) including supports tailored to respond to COVID-19 and remote working risks.

This plan covers four key areas of risk ('hazard types'):

- Infectious Disease (Infection Prevention and Control)
- Work-Related Violence
- Mental Health and Wellbeing
- Working Alone, in isolation or from Home.

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
<b>Infectious Disease (Infection Prevention and Control)</b>	Staff, students, and others on-site may come into contact with an individual currently unaware that they have coronavirus (COVID-19), and subsequently contract the virus from them.	<p><b><i>Infection prevention and control</i></b></p> <ul style="list-style-type: none"> <li>• Refer to the <a href="#">School Operations Guide</a> for advice on supporting COVIDSafe behaviours and activities on school premises.</li> <li>• Provide information, training, and instruction on health hygiene to staff and students.</li> <li>• Voluntary use of distributed Rapid Antigen Testing kits by staff and students</li> <li>• Persons who are considered suspected or symptomatic cases with Covid-19 must follow the guidelines in the <a href="#">Testing Requirements for Contacts and Exposed Persons</a>.</li> <li>• Staff must report positive test results within eduPay and isolation requirements are to be immediately implemented, based on the <a href="#">School Operations Guide</a> requirements.</li> </ul>	<p><b><i>Infection prevention and control</i></b></p> <ul style="list-style-type: none"> <li>• Circulate the latest health advice and requirements to parents (in multiple languages if appropriate), staff and students (where appropriate).</li> <li>• School to distribute Rapid Antigen Testing kits to parents/carers, who should collect one pack for each child for use for the fortnight, or two packs for each child in a specialist school throughout Term 1 2022. Where parents/carers are unable to attend the school to collect the tests, a pack can be provided directly to a student to take home.</li> <li>• School to review their individual test allocation and track delivery through the <a href="#">test dispatch data portal for schools</a> (login required). This data is updated on a daily basis.</li> <li>• School will be supplied with rapid antigen tests for staff who are employed or contracted directly by a school to</li> </ul>

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		<ul style="list-style-type: none"> <li>• All students and staff who return a positive result from a rapid antigen test should also follow the latest advice at <a href="https://www.coronavirus.vic.gov.au/rapid-antigen-tests">https://www.coronavirus.vic.gov.au/rapid-antigen-tests</a>.</li> <li>• Students in Grade 3 to Grade 6 must wear a face mask indoors, including age-equivalent children in specialist schools and Grades 3 to 6 students in settings such as P-9 or P-12 schools, including students in Outside School Hours Care (OSHC) programs, unless a lawful exception applies. Students must wear face masks even if vaccinated.</li> <li>• For composite classes that include students in and above Grade 3 and below Grade 3, those below Grade 3 are strongly encouraged to wear face masks.</li> <li>• Students in Prep to Grade 2 are strongly recommended to wear a face mask indoors at school or an OSHC program.</li> <li>• Face masks remain strongly recommended but are not required in secondary schools.</li> <li>• Staff in schools with both primary and secondary aged students must wear face masks indoors when working in the primary education settings. School staff will be required to always wear masks indoors.</li> <li>• There is an exemption from this requirement if they are actively teaching and clear enunciation or visibility of their mouth is essential.</li> <li>• Ensure staff complete the <a href="#">School infection prevention and control during coronavirus (COVID-19)</a> LearnED module. This module is also available on <a href="#">FUSE</a> for preservice teachers, casual relief teachers and other staff working in schools who do not have eduPay access.</li> <li>• Staff may complete this module again as a refresher at any time.</li> </ul>	<p>fill a staff absence due to COVID-19 from week five of Term 1 onwards.</p> <ul style="list-style-type: none"> <li>• Communicate the recommended schedule for rapid antigen testing: twice weekly for Primary and Secondary school staff and students and five times weekly for Specialist school staff and students.</li> <li>• Communicate the rapid antigen testing instructions using the “how-to” video which is translated into 33 languages.</li> <li>• Test kits for other non-school employed staff (e.g., regular on-site contractors such as cleaners, construction workers) are not accommodated in each school’s test kit allocation. They may however be provided with tests if the school has sufficient kits available.</li> <li>• Consult with all staff, including the elected HSR and/or OHS Committee (if applicable) about the implementation of controls.</li> <li>• Monitor staff and student face mask compliance and COVIDSafe practices at school.</li> <li>• Use teaching strategies and communications resources to remind staff and students to wear face masks (in accordance with the guidance in the current <a href="#">School Operations Guide</a>) and to practice good hand hygiene.</li> <li>• Sharing of food is not permitted.</li> <li>• Use non-contact greetings (not shaking hands).</li> <li>• Ensure the highest hygiene practices amongst food handlers, as per the Department’s <a href="#">Safe Food Handling Guidance</a>.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Contact the <a href="#">OHS Advisory Service</a> for support for more detailed risk assessments if required to support students with complex needs.</li> <li>• Refer to the current <a href="#">School Operations Guide</a> for guidance on use of shared equipment and other school activities (e.g. playgrounds and shared resources).</li> <li>• Refer to <a href="#">ChemWatch</a> (login required) to access hand sanitiser safety data sheet. Ensure adequate supervision of students using hand sanitiser, and safe storage of supplies.</li> </ul>	<ul style="list-style-type: none"> <li>• It is recommended that schools stagger recesses and lunchtimes and use alternate spaces to increase physical distancing.</li> <li>• Check the availability of hygiene products throughout the school and reorder supplies through COS as needed.</li> <li>• Conduct regular inspections of the school site, using this COVID-19 Safety Management Plan, the <a href="#">School Operations Guide</a> and/or the <a href="#">COVIDSafe Assurance checklist (Word)</a>, to check that recommended risk controls are implemented and working effectively, including displaying on-site signage.</li> <li>• Encourage students, staff and contractors/visitors to bring their own face mask. Ensure there are enough single-use face masks available for staff, students or visitors who do not have their own or to replace masks that get damaged/soiled.</li> <li>• Everyone over 8 years old must wear a face mask when travelling to and from school on public transport, taxis or ride share vehicles.</li> <li>• All staff, students and visitors to schools should continue to practise good 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.</li> </ul>
		<p><b>PPE for staff</b></p>	<p><b>PPE for staff</b></p> <ul style="list-style-type: none"> <li>• School staff should refer to the Department <a href="#">guidance for the use of personal protective equipment (PPE) in education</a> to determine when additional PPE is</li> </ul>

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		<ul style="list-style-type: none"> <li>For information and training relating to the correct use of PPE, school staff should refer to the <a href="#">guidance for staff on the use of PPE in education settings</a>.</li> <li>Staff are also encouraged to watch the <a href="#">PPE Donning and Doffing education video</a>.</li> <li>Encourage staff to access the webinars on infection prevention and control. These are strongly recommended for school staff who regularly provide support in school sick bays, or supervise students with medical conditions. Further information is available at <a href="#">Support and Service (Schools) &gt; Coronavirus and learning from home &gt; School operations &gt; Infection prevention and control online learning (eduweb.vic.gov.au)</a> (login required).</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>Refer to the advice in the <a href="#">School Operations Guide</a> with respect to natural ventilation, mechanical ventilation, combined use of natural and mechanical ventilation at the same time, use of fans, air purifiers, use of outdoor learning areas or environments and poor outdoor air quality.</li> </ul>	<p>required and for information on the correct and safe use of PPE.</p> <ul style="list-style-type: none"> <li>Schools must consistently review their PPE supplies and ensure adequate supplies remain available in the event of a suspected or confirmed case of COVID-19. Schools <a href="#">can buy PPE items</a> through the <a href="#">COS catalogue</a>.</li> <li>Schools must display information and signage at school entrances and in communal areas such as staff rooms encouraging staff and students to wear masks wherever they are required. Posters are available in the <a href="#">communications support pack</a>.</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>Schools are required to increase fresh air flow into indoor spaces (including shared spaces, staff areas and thoroughfares) whenever possible.</li> <li>For information about maximising ventilation in schools, including the appropriate use and placement of air purifiers, please see the <a href="#">Department's Ventilation and Air Purification policy</a> and the <a href="#">How to use an air purifier fact sheet</a>.</li> <li>Maximise the use of outdoor learning areas or environments wherever possible.</li> <li>Implement measures for a comfortable learning environment (thermal, noise, safety) with ventilation strategies in place.</li> <li>Display the <a href="#">Promoting airflow in your school</a> poster around school.</li> </ul>

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			<ul style="list-style-type: none"> <li>For further assistance, contact the Victorian School Building Authority on 1800 896 950 or email <a href="mailto:airpurifiers@education.vic.gov.au">airpurifiers@education.vic.gov.au</a>.</li> <li>Refer to <a href="#">PAL</a> for further information relating to Ventilation and Air Purification.</li> </ul>
		<p><b>Air Purifiers</b></p> <ul style="list-style-type: none"> <li>The Department will continue delivering air purifier units to schools in Term 1, 2022. Further information about air purifiers can be found in the <a href="#">School Operations Guide</a> and on <a href="#">PAL</a>.</li> <li>Please refer to <a href="#">PAL</a> for guidance on where to place air purifiers.</li> </ul> <p><i>Movement of air purifiers</i></p> <ul style="list-style-type: none"> <li>Refer to the Risk Assessment and Safe Work Procedure for Movement of Air Purifiers for manual handing guidance when moving air purifiers around the school.</li> </ul> <p><i>Cleaning and maintenance</i></p> <ul style="list-style-type: none"> <li>Each school is responsible for cleaning and maintaining their air purifiers. Contract cleaners should <u>not</u> clean the air purifier <u>except</u> where noted below.</li> </ul> <p><i>Safety and PPE measures:</i></p> <ul style="list-style-type: none"> <li>It is recommended that cleaning and changing pre-filters and HEPA filters is done in a well-ventilated space. Single-use surgical mask and gloves should be worn, and good hand hygiene performed after cleaning and maintenance.</li> </ul> <p>There are three elements of the purifier that require cleaning and/or replacement:</p> <ul style="list-style-type: none"> <li>Surface: schools should clean the surface of the air purifier regularly in line with the manufacturer's guidance. Contractor</li> </ul>	<p><b>Air Purifiers</b></p> <ul style="list-style-type: none"> <li>Please refer to <a href="#">PAL</a> for guidance on where to place air purifiers.</li> </ul>

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		<p>cleaners should treat the air purifiers in a similar way to other electrical items, which normally includes dusting.</p> <ul style="list-style-type: none"> <li>• Pre-filter: school should clean the pre-filter every 5 to 6 weeks when the air purifier is being used every weekday or twice per term.</li> <li>• HEPA filter: the air purifier will alert when the HEPA filters require replacement, approximately every 6 to 12 months. Schools should undertake the filter change when this occurs. The department will provide replacement HEPA filters to schools throughout Term 1. Instructions for changing filters is provided to schools with each unit in the user manual.</li> <li>• Should a filter require vacuuming, the vacuum cleaner used must be equipped with a HEPA filter.</li> </ul> <p>Further guidance on the use and maintenance of air purifiers is available on <a href="#">PAL</a>.</p> <p><b>Vital COVIDSafe Steps</b></p> <p>For camps and excursions, including adventure activities, schools <u>must</u> conduct a risk assessment – refer to <a href="#">PAL Excursions Policy</a>, which includes a template <a href="#">Risk Assessment for Local and Day Excursions (Word) and camps</a>. The risk assessment should include COVID-19 as a risk when undertaking risk management planning for camps and excursions and outline the controls that will be in place to minimise the risk of COVID-19 transmission.</p> <p>For all other activities, schools should incorporate COVIDSafe risks and controls in this <a href="#">COVID-19 Safety Management Plan (COVIDSafe Plan)</a> when tailoring their planned activities. This includes that in planning for all non-classroom based activities (such as school assemblies) and extra-curricular activities, including out-of-school activities, incursions and learning activities such as sport (swimming), music and the arts, schools must consider the following:</p>	<p><b>Vital COVIDSafe Steps</b></p> <p>Additional controls for non-classroom based activities that schools should consider include:</p> <ul style="list-style-type: none"> <li>• Reducing or limiting the mixing of student cohorts, where possible.</li> <li>• Staggering of groups who participate in the activity.</li> <li>• Activity being undertaken in larger rooms with strict physical distancing.</li> <li>• Schools should consider rostering the use of both staff and student spaces to facilitate this.</li> <li>• Consider opportunities to adapt indoor activities outdoors, for example holding classes outside. Where possible, staff should rest, eat and meet in outdoor areas only.</li> </ul>

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		<ul style="list-style-type: none"> <li>Limiting activity to the smallest possible cohort size (e.g. a single class group, or single school; or smallest possible group or number of schools for interschool activity)</li> <li>Limiting activity to outdoor spaces</li> <li>Holding the activity as infrequently as possible</li> <li>Delaying and rescheduling the event</li> <li>Considering the non-participation of persons (staff or students) at higher risk of progression to severe disease (e.g. who are immunocompromised or have significant coexisting medical conditions)</li> <li>Staggering of groups who participate in the activity</li> <li>Holding the activity in larger rooms with strict physical distancing.</li> <li>Schools should consider current levels of COVID-related absences in their school community and staffing pressures that may be associated with the conduct of the activity</li> </ul>	<ul style="list-style-type: none"> <li>Consider staggered drop-off and pick-up times (noting these should not change standard school hours).</li> <li>Use multiple entry and exit points to prevent bottlenecks of students and minimise parents onsite.</li> <li>Rostering access to shared spaces, limiting time in these spaces and promote breaks outdoors.</li> <li>Signage and rostering so that access to shared physical spaces and food preparation areas can be managed to achieve 1.5 metre physical distancing where possible and to reduce congregation in entry and exit points.</li> <li>Space out staff workstations as much as possible and limit the number of staff in offices to achieve physical distancing of 1.5 metres where possible. This might mean re-locating some staff workstations temporarily to other spaces (such as the library or unused classrooms).</li> <li>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.</li> </ul>
		<p><b>Community use of school facilities</b></p> <ul style="list-style-type: none"> <li>School facilities can be used by the community, including play equipment, and for external hire.</li> <li>Schools are permitted to allow external providers to use or hire school facilities.</li> <li>When hiring out school facilities, schools are required to following the <a href="#">PAL policy</a> regarding vaccination and visitors to schools.</li> </ul>	<p><b>Community use of school facilities</b></p> <ul style="list-style-type: none"> <li>For a summary of the use of school facilities by community and sports groups, please see Section 15 of the <a href="#">School Operations Guide</a>, Table 2.</li> <li>When unsure, providers should be directed to the Victorian government <a href="#">Sector guidance</a> to confirm COVIDSafe requirements.</li> </ul>

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		<ul style="list-style-type: none"> <li>• If an external party is using school facilities during school hours, there should be no mixing between external parties and school staff and students (for example, a swim school should have <b>exclusive use</b> of a school pool and change room for the period of use).</li> </ul> <p><b>Excursions</b></p> <ul style="list-style-type: none"> <li>• Follow the guidance in the <a href="#">School Operations Guide</a> in relation camps and excursions.</li> </ul> <p><b>Use of school facilities by community and sport groups</b></p> <ul style="list-style-type: none"> <li>• Schools are permitted to allow external providers to use or hire school facilities. When hiring out school facilities, schools are required to collect, record and hold vaccination information of all workers, and volunteers that work with children. To meet this requirement, schools do not need to directly sight proof of vaccination of these workers (e.g. digital certificate).</li> <li>• Schools can request that the hiring person or group provide a list with the names and vaccination status of any workers.</li> </ul> <p><b>Swimming Pools and hydrotherapy</b></p> <ul style="list-style-type: none"> <li>• Indoor and outdoor pools can be used across Victoria.</li> <li>• Follow the guidance in the <a href="#">School Operations Guide</a> in relation to the vaccination requirements by staff and students (including for parent volunteers).</li> </ul> <p><b>COVIDSafe and vaccination requirements for visitors and volunteers who perform work</b></p> <p>The third dose vaccination requirements that apply to staff, with the dates set out below, also apply to any visitor or volunteer performing work on school sites. This includes:</p>	<p><b>COVIDSafe requirements for visitors and volunteers</b></p> <ul style="list-style-type: none"> <li>• More information about the collection of vaccination information from visitors and volunteers on school sites is available at <a href="#">COVID-19 Vaccinations – Visitors and Volunteers on School Sites : Policy   education.vic.gov.au</a>, including a template register that</li> </ul>

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		<ul style="list-style-type: none"> <li>• A person contracted to work at an education facility and who will or may be in close proximity to children, students or staff, whether or not engaged by the education operator including casual relief teachers, NDIS providers and auditors (but does not include delivery personnel).</li> <li>• Department staff who attend an education facility (such as allied health personnel)</li> <li>• Staff of any other entity who attends an education facility</li> <li>• Volunteers that attend an education facility and that work in close proximity to children, students or staff (including parent helpers)</li> <li>• Students on placements at an education facility.</li> <li>• Schools must advise visitors and volunteers they must adhere to COVIDSafe requirements: physical distancing, face mask requirements, cough etiquette, and good hand hygiene.</li> </ul> <p><b>Required vaccinations for school staff</b></p> <ul style="list-style-type: none"> <li>• The Victorian Minister for Health has determined that three doses of COVID-19 vaccination is mandatory for staff who work in schools. This includes principals, teachers, administration and education support staff, and visitors and volunteers, including casual relief teachers (CRTs), pre-service teachers, and Out of School Hours Care staff.</li> <li>• There is information about vaccination requirements for school staff available in <a href="#">COVID-19 vaccinations - teaching service and school council employees</a>.</li> <li>• Staff must upload evidence of their vaccination status in eduPay, including a record of their third dose.</li> <li>• Schools must treat health information, including an individual's vaccination status or diagnosed medical condition (such as COVID-19) in accordance with the <a href="#">Schools' Privacy Policy</a>. COVID diagnoses and vaccination statuses are not to</li> </ul>	<p>schools can use for recording vaccination information during visitor and volunteer sign-in.</p> <p><b>Required vaccinations for school staff</b></p> <ul style="list-style-type: none"> <li>• All staff are required to have received three doses of a COVID-19 vaccine unless a medical exemption applies. For staff who became fully vaccinated on or before 25 October 2021, staff must receive a third dose of a COVID-19 vaccine by 25 February 2022, or have a booking to receive a third dose on or before 25 March 2022.</li> <li>• Staff who are not yet eligible for their third dose will be required to receive a third dose within three months and two weeks of receiving their second dose.</li> <li>• Staff required to be vaccinated, but unable to receive their third dose by the nominated deadline because they were quarantining as a close contact, have an additional 14 days from the end of their quarantine</li> </ul>

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		<p>be shared or discussed unless the individual (or their parent/carer) provides consent, or unless schools are legally obliged or authorised to do so (for example, when requested by the Department of Health for contact tracing). Further guidance on the handling of health care information can be found on PAL under <a href="#">Privacy and information sharing – Health care information</a>.</p>	<p>period to receive their third dose and may continue working during this period provided they have a booking for a third dose.</p> <ul style="list-style-type: none"> <li>• Staff required to be vaccinated, but unable to receive their third dose by the nominated deadline because they were recovering from a recent COVID-19 infection, have an additional four months from the end of their isolation period to receive their third dose. Staff should note that following the expiry of their temporary medical exemption, they will have a maximum of two weeks to receive their third dose.</li> <li>• Staff are required to log onto eduPay to record vaccination status or to enter the date of their booking.</li> <li>• A <a href="#">quick reference guide</a> is available to assist staff to upload vaccination evidence and updating vaccination status on eduPay.</li> </ul>
		<p><b><i>Vaccination requirements for parents / carers who do not perform work</i></b></p> <p>Parents, carers and other adult visitors <b>not performing work</b> need to show evidence of two doses of COVID-19 vaccine when entering a school building or have a valid medical exception.</p> <p>The following limited exceptions also apply:</p> <ul style="list-style-type: none"> <li>• when attending to administer medical treatment to their own child when the treatment cannot be administered by the school</li> </ul>	

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		<ul style="list-style-type: none"> <li>when attending to collect their child who is unwell and cannot leave the school building unaccompanied by their parent/carer</li> <li>when attending for a momentary period that does not involve any sustained contact with staff or students, for example, to collect a completed art project, collecting a packet of rapid antigen test or similar.</li> </ul> <p>Proof of vaccination can be checked by a COVID-19 digital certificate (Service Victoria app or smartphone wallet) or printed copy of a digital certificate or immunisation history statement.</p> <p>Parents, carers and other adult visitors attending school sites for drop-off and pick-up who do not enter school buildings do not need to comply with vaccination requirements.</p> <p>Parents, carers and other adult visitors attending a gathering at school, such as a fete, school play or other school ceremony, whether indoors or outdoors, need to show evidence of vaccination on arrival.</p> <p>When parents / carers and other adult visitors do not meet vaccination requirements, the school should hold meetings and other discussions (such as Student Support Group meetings) virtually.</p> <p><b>See the <a href="#">COVID-19 Vaccinations – Visitors and Volunteers on School Sites Policy</a>.</b></p>	
	<p>Staff and students may contract disease by touching surfaces contaminated with coronavirus (COVID-19), following exposure from someone with the virus.</p>	<ul style="list-style-type: none"> <li>Refer to the 'Keeping COVIDSafe at school' measures in the School Operations Guide.</li> <li>Following advice from the Department of Health, the cleaning arrangements for all Victorian government schools will return to the business-as-usual cleaning scope for Term 1, 2022. The business-as-usual cleaning schedule considers the unique risk profile of schools. It involves cleaning a range of items daily and cleaning other items either once-a-week,</li> </ul>	<ul style="list-style-type: none"> <li>Refer to the 'Keeping COVIDSafe at school' measures in the School Operations Guide.</li> <li>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.</li> </ul>

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		<p>twice weekly, or thrice weekly as appropriate, with spot cleaning at other times.</p> <ul style="list-style-type: none"> <li>Evidence gathered since the pandemic began has demonstrated that the risk of surface transmission of COVID-19 is low.</li> <li>If there is an outbreak of COVID-19 in a school, the Department of Health or a Local Public Health Unit will advise schools if additional cleaning is required, based on risk assessment as part of an outbreak management plan.</li> </ul>	<ul style="list-style-type: none"> <li>Cleaning arrangements should be adjusted to each school's requirements, as outlined on PAL.</li> </ul> <p><b>Cleaning following a COVID-19 outbreak</b></p> <ul style="list-style-type: none"> <li>If there is an outbreak of COVID-19 in a school, the Department of Health or a Local Public Health Unit will advise schools if additional cleaning is required, based on risk assessment as part of an outbreak management plan.</li> <li>Any outbreak cleaning that is needed is arranged and paid for by the Victorian School Building Authority (VSBA) and this applies to all Victorian Government schools, both metropolitan and regional.</li> <li>Once advised of the need for outbreak 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.</li> </ul>
Vulnerable workforce or students		<ul style="list-style-type: none"> <li>Refer to the advice in the <a href="#">School Operations Guide</a> in relation to the supports available to assist schools to support medically vulnerable staff and students, including:             <ul style="list-style-type: none"> <li>Those staff members who may be medically vulnerable, or living with or caring for elderly or chronically ill relatives; and</li> <li>Preparation of an up-to-date <a href="#">Student Health Support Plan</a> and accompanying condition-specific health management plan for any students that may be medically vulnerable.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensure consultation with your elected health and safety representative and staff and incorporate into workforce planning.</li> <li>Refer to the guidance in the <a href="#">School Operations Guide</a> to support medically vulnerable staff and students.</li> </ul>
A suspected case may occur among staff and students		<ul style="list-style-type: none"> <li>Refer to the managing suspected cases advice in the <a href="#">School Operations Guide</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate messages to the school community and staff which promote the message that the most important action school communities can take to reduce the risk of transmission of COVID-19 is to</li> </ul>

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
		<ul style="list-style-type: none"> <li>Also see the advice in the Operations Guide <a href="#">regarding management of unwell students and staff.</a></li> </ul>	<p>ensure that any unwell staff, parents / carers and students remain at home and get tested, even with the mildest of symptoms, and that people who are unwell do not attend school sites.</p> <ul style="list-style-type: none"> <li>Refer to the <a href="#">communication support pack</a> for resources to communicate with your school community.</li> <li>Stay in contact with affected staff or families remotely to provide wellbeing support. Guidance and template communications to support schools to communicate and support COVID positive staff are available through your <a href="#">Regional OHS Support Officer.</a></li> <li>Guidance and templates to communicate with the school community is available in the <a href="#">communication support pack.</a></li> </ul>
	<p>Management of confirmed cases and household contacts at school</p>	<ul style="list-style-type: none"> <li>Refer to the management of confirmed cases and household contacts at school in the <a href="#">School Operations Guide.</a></li> <li>Please see the <a href="#">School Operations Guide</a> for <b>Principal actions</b> which must be completed for identification and notification purposes in the event of confirmed COVID-19 cases.</li> </ul>	<ul style="list-style-type: none"> <li>As soon as practicable after becoming aware of a suspected case in a staff member or student – and if that person has attended onsite while displaying symptoms, or 48 hours before they developed symptoms – the principal must:             <ul style="list-style-type: none"> <li>Follow guidance for <a href="#">Management of Students Displaying COVID-19 Symptoms in Education Settings.</a></li> <li>Let the person know they need to follow guidelines in the <a href="#">Testing Requirements for Contacts and Exposed Persons.</a> If applicable the affected person/s should follow the COVID-19 RAT procedure, which recommends a symptomatic person in a workplace takes a COVID-19 test.</li> <li>If the symptomatic person is confirmed to have COVID-19, the principal must follow the steps under the below section, <i>Management of</i></li> </ul> </li> </ul>

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
			<p><i>confirmed cases and household contacts at school.</i></p> <ul style="list-style-type: none"> <li>○ If a CRT tests positive to COVID-19, the CRT should notify the school, their employer (where it is not the school), and the Department of Health.</li> <li>○ Stay in contact with affected staff or families remotely to offer wellbeing support. Guidance and template communications to support schools to communicate and support COVID positive staff are available through your <a href="#">Regional OHS Support Officer</a>.</li> </ul> <ul style="list-style-type: none"> <li>● Guidance and templates to communicate with the school community is available in the <a href="#">communication support pack</a>.</li> </ul> <p>Specific guidance on the Management of Contacts can be found in the <a href="#">School Operations Guide</a>.</p>
	<p>Exemptions for staff who are household contacts</p>	<ul style="list-style-type: none"> <li>● Refer to the advice in the <a href="#">School Operations Guide</a> regarding school staff eligibility for household contact home isolation requirements.</li> <li>● Refer to the <a href="#">School Operations Guide</a> for steps on managing staff absences.</li> <li>● Only applies to fully vaccinated employees.</li> </ul>	<ul style="list-style-type: none"> <li>● These arrangements can only be implemented if the school and staff member agree and the following conditions are met: <ul style="list-style-type: none"> <li>○ The staff member must undertake a daily Rapid Antigen Test (RAT) for five days, return a negative result prior to attending work each day and report the result on eduPay daily.</li> <li>○ The staff member must wear a face mask at all times, with exceptions in the case of eating and drinking, or safety reasons, and a P2/N95 mask is preferred. Schools will be supplied with P2/N95 masks, provision to staff under this category is strongly recommended.</li> </ul> </li> </ul>

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
			<ul style="list-style-type: none"> <li>○ The staff member cannot enter shared break areas and the school must try and facilitate solo break time.</li> <li>○ When travelling to and from work the staff member must not carpool and should, where possible, avoid public transport.</li> <li>○ Where possible, work in areas where transmission risk is lower (outside, where possible and safe, or in large, well-ventilated spaces).</li> <li>○ Other than when attending school, staff must quarantine in accordance with public health requirements.</li> <li>● If at any time a staff member develops symptoms or tests positive on a Rapid Antigen or PCR test, the exemption no longer applies – they are a positive case and must isolate for 7 days</li> </ul>
	<p>Non-Department contractors and their staff may need to enter school grounds to carry out work.</p>	<ul style="list-style-type: none"> <li>● Refer to the advice in the <a href="#">School Operations Guide</a> regarding vaccination requirements for visitors (including CRTs) and contractors attending school sites.</li> </ul>	<ul style="list-style-type: none"> <li>● Visitors to school grounds must comply with vaccination requirements, density limits, face mask requirements and practise respiratory etiquette and good hand hygiene.</li> <li>● Schools should ensure contractors (such as Casual Relief Teachers (CRTs) receive appropriate induction, including in relation to the record keeping requirements on site.</li> <li>● Ensure, so far is as reasonable practicable, that sign in requirements are followed by all contractors and visitors attending site (including parents entering a school building), by communicating with contractors about the requirements.</li> </ul>

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
<b>Working Alone, in Isolation or from Home*</b>	The home work environment may cause injury (noise, lighting, thermal comfort, and slips, trips and falls).	<ul style="list-style-type: none"> <li>Refer to <a href="#">working alone, in isolation or from home policy and procedure</a>.</li> <li>Refer to <a href="#">OHS guidance for working from home</a>.</li> <li>Refer to <a href="#">ergonomic advice</a>.</li> <li>Refer to <a href="#">tips for working from home safely and productively</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Enable reasonable access to available school equipment.</li> <li>Proactively plan with staff who have a known pre-existing injury.</li> <li>Establish protocols for regular check-ins with staff.</li> <li>Encourage staff to access the Working from Home Guide.</li> </ul>
	Staff may suffer musculoskeletal disorders by adopting static postures while using laptops, portable devices or personal computers.	<ul style="list-style-type: none"> <li>Encourage staff to regularly stretch and move during the day.</li> <li>Consult with staff to identify possible adjustments to work/tasks/timetable to reduce static postures and prolonged desk / screen time.</li> </ul>	<ul style="list-style-type: none"> <li>Where possible, encourage and allow time for keeping active while working from home – i.e. times when staff are encouraged to stand up and stretch, or take a short break from their workstations.</li> <li>This many include ending meetings five minutes early to stretch and move, starting meetings or lessons with a stretch session, timetabling movement breaks and (where possible) having phone calls instead of virtual meetings to reduce screen time and eye strain.</li> <li>Proactively plan with staff who have a known pre-existing injury.</li> </ul>
	Increased isolation (on-site and/or at home) may increase risk of injury.	<ul style="list-style-type: none"> <li>Advice and support (including ergonomic advice via videoconference) is available to all staff via the <a href="#">OHS Advisory Service</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Promote the OHS advice and support (including <a href="#">EAP</a> and wellbeing webinars) to staff. Other mental health supports are available at <a href="#">OHS guidance and supports</a>.</li> <li>Establish protocols for regular check-ins with staff.</li> </ul>
	Exposure to family or gendered violence.	<ul style="list-style-type: none"> <li>Assist staff in following the <a href="#">advice and support for employees</a> exposed to family violence.</li> </ul>	<ul style="list-style-type: none"> <li>Establish protocols for regular check-ins with staff.</li> </ul>
	*To be applied in conjunction with Mental Health and Wellbeing and Work-Related Violence hazard sections below.		

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
<p><b>Work-Related Violence</b></p>	<p>Online, over the phone or other remote threatening or aggressive behaviour by students, parents/carers, school staff or other members of school community.</p>	<ul style="list-style-type: none"> <li>• Refer to the <a href="#">Work-Related Violence in Schools Policy</a>, which covers online and on-site behaviour, and the <a href="#">new advice page</a> outlining strategies and resources to help schools prevent and manage unacceptable behaviours from parents and carers.</li> <li>• Refer to the new <a href="#">Respectful Behaviours within the School Community Policy</a>, which promotes the importance of respectful and collaborative relationships between parents, carers and school staff. The new policy and resources will enable schools to communicate clearly articulated expectations for parent and carer behaviour towards school staff.</li> <li>• Consider whether any student supports, including Behaviour Support Plans, require revision in consultation with Student Support Services.</li> <li>• Also refer to <a href="#">Creating Respectful and Safe School Communities</a> (including template <a href="#">Statement of Values</a>), the <a href="#">Respect for School Staff</a> local policy template, and resources available through <a href="#">Respectful Relationships</a> and <a href="#">Schoolwide Positive Behaviour Support</a>.</li> <li>• Proactive and open communications with parents and carers is important to prevent an escalation in behaviours. Refer to <a href="#">Coronavirus (COVID-19) advice for parents, carers and guardians</a>, and to the <a href="#">communications support pack</a>.</li> <li>• Escalated referrals will be managed by the Employee Wellbeing Response Team, and Complex Matter Support Team.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure on-site staff are ready to manage the students that will be attending and that student supports, including reviewing and ensuring Behaviour Support Plans are up to date if required.</li> <li>• Liaise with Student Support Services for Behaviour Support Plan assistance where required.</li> <li>• If wearing a mask when working with students at risk of grabbing or pulling it, use a mask that will release easily, e.g. with hooks over the ears rather than ties around the back of the head. Regularly and explicitly teach students not to touch or attempt to remove others' masks.</li> <li>• Set expectations for behaviour with the school community and promote appropriate ways for parents to raise their concerns.</li> <li>• Display the posters for <a href="#">school staff</a> and for <a href="#">parents/carers</a> to help schools communicate the <a href="#">Respectful Behaviours within the School Community Policy</a> and appropriate behavioural standards with their school community.</li> <li>• Discuss extra supports or strategies for staff who engage with anyone known to present a risk.</li> <li>• Encourage staff to report incidents in eduSafe Plus and IRIS as appropriate, de-brief, and seek escalated support (e.g. through <a href="#">EAP</a>) if required.</li> </ul>
	<p>On-site violence, bullying or harassment by students, parents/carers, school staff or other members of school community.</p>		
	<p>Staff experiencing stress or anxiety stemming from exposure to increasing onsite or online work-related violence and aggression from parents.</p>		

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
	Many parents/carers are likely to be anxious during this time.	<ul style="list-style-type: none"> <li>Refer to the <a href="#">mental health and wellbeing advice on the OHSMS COVID-19 Employee supports page</a>, and the relevant <a href="#">policy and procedure</a>.</li> </ul>	
<b>Mental Health/ Psychosocial Hazards</b>	Leaders managing the anxiety and mental health of others – including students, staff, and members of the school community.	<ul style="list-style-type: none"> <li>Refer to the <a href="#">mental health and wellbeing advice on the OHSMS COVID-19 Employee supports page</a>, and the relevant <a href="#">policy and procedure</a>.</li> <li>Consult with staff to identify causes/sources of workload challenges and to identify possible adjustments.</li> <li>Refer to the <a href="#">Return to Work Coordinator Portal</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Consult, communicate and check-in regularly with staff on how they are feeling with the current situation and what supports might help. Encourage team leaders to be flexible and supportive about work requirements.</li> <li>Have regular conversations to provide as much clarity and flexibility as possible about tasks, priorities and the way work can be delivered.</li> <li>When a transition occurs either to or from remote learning, consider how best to enable staff to respond to the transition and adjust their planning to suit.</li> <li>Talk with staff about how they can limit screen time and consult with staff about strategies for managing emails.</li> <li>Encourage staff to take scheduled screen breaks.</li> <li>Encourage staff to take wellbeing time.</li> <li>Consider the introduction of any new initiatives or additional professional development activities, to be held face-to-face or remotely following guidance in the <a href="#">School Operations Guide</a>. Staff who are attending school under critical workforce exemptions should not attend face-to-face staff meetings or professional development activities.</li> <li>Limit meeting duration and record meetings to enable flexibility in attending.</li> <li>Allow time for staff to access the relevant information, instruction and training.</li> </ul>
	Staff experiencing changes to workload (increase/decrease) from modifications in tasks and priorities.	<ul style="list-style-type: none"> <li>Refer to the <a href="#">Principal Health and Wellbeing services on the OHSMS COVID-19 Employee support page</a>.</li> <li>Refer to the Department's <a href="#">Flexible Work Policy</a>.</li> <li>Refer to <a href="#">School Operations Guide</a>.</li> </ul>	
	Staff experiencing disengagement and low morale regarding clarity of tasks, team roles and evolving priorities.	<ul style="list-style-type: none"> <li>Video-counselling is available via the Employee Assistance Program (<a href="#">EAP</a>) for all staff and their immediate family (aged 18 years and over).</li> <li>Actively use the <a href="#">Students at Risk Planning Tool</a> and the <a href="#">Student check-in resource</a> to identify students who may be vulnerable and require support to maintain engagement and connection.</li> <li>Use edusafe Plus to escalate incidents and risks so that Area support can be provided.</li> </ul>	
	Staff experiencing uncertainty, stress, anxiety from the transition to an altered working environment.	<ul style="list-style-type: none"> <li>The <a href="#">Mental Health Toolkit</a> 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.</li> </ul>	

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
	<p>Staff experiencing uncertainty and anxiety about the COVID-19 risks to their personal health (especially if working onsite).</p> <p>Staff experiencing isolation and changes in levels of support from leaders and colleagues as a result of the changed arrangements.</p> <p>Aggravation of stress caused by pre-existing conditions (e.g. existing mental health conditions, disabilities, vulnerable cohorts, and staff on leave, including Workers' Compensation or sick leave, etc.).</p>	<ul style="list-style-type: none"> <li>The <a href="#">Advice for teachers – supporting student's mental health and wellbeing resource</a> and the <a href="#">Quick Guide to Student Mental Health and Wellbeing Resources</a> highlights the most relevant evidence-based resources for teachers, parents and students.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage staff to use <a href="#">EAP</a>, for themselves and their immediate family, as well as the other supports and resources available by contacting <a href="mailto:employee.wellbeing.response.team@education.vic.gov.au">employee.wellbeing.response.team@education.vic.gov.au</a></li> <li>Ensure there are adjusted return to work strategies for people on sick leave or Workers' Compensation leave.</li> </ul>

## DET USEFUL CONTACTS

Support Area	Phone
Employee Assistance Program (EAP)	1300 361 008
DET COVID-19 Hotline	1800 338 663
Principal Advisory Service	7034 6777
Cleaning	1300 842 754
Incident Support and Operations Centre (ISOC)	1800 126 126
Employee Conduct Branch	7022 0005
Vaccinations (COVID-19)	<p><u>Teaching Service queries:</u> Schools People Services: 1800 641 943.</p> <p><u>Visitors and Volunteer queries:</u> OHS Advisory Service: 1300 074 715</p>
Regional OHS Support Officers	<a href="#">OHS Management System (OHSMS) Overview: 1 Useful OHS contacts for schools   education.vic.gov.au</a>
Staff Health and Safety - OHS Advisory Service	1300 074 715 or <a href="mailto:safety@education.vic.gov.au">safety@education.vic.gov.au</a>
Medical Advisory Service	<p>Staff Related Queries: 1300 495 559</p> <p>Student related queries: 7022 0007</p>
Legal	9637 3146
Finance – School Financial Management Support Unit	<a href="mailto:Schools.finance.support@education.vic.gov.au">Schools.finance.support@education.vic.gov.au</a> or (03) 7022 222
Cleaning	<a href="mailto:cleaning@education.vic.gov.au">cleaning@education.vic.gov.au</a>
OSHC and other early childhood	1800 338 663
Student Transport	<a href="mailto:Student.transport@education.vic.gov.au">Student.transport@education.vic.gov.au</a> or 7022 2247
SEILs	Schools should contact their SEIL to discuss any queries
Media Unit	(03) 8688 7776