

Term 2, 2020

Operating guidelines for Queensland state schools



Home-based learning

From 20 April 2020, Queensland students will be undertaking a home-based learning model for the first five weeks of Term 2.

During this period all students who are able to learn from home should do so.

The following guidelines have been developed to assist Queensland state schools.



Students

From the start of Term 2 until 22 May 2020 inclusive, all students will be learning from home, except for students in the following categories.

- Children of essential workers on days when they are not able to be supervised at home and no other arrangements can be made. Essential worker means any worker who must continue to attend their workplace for essential business during this time.
- Vulnerable children including children identified by schools or who:
 - are currently receiving services from Child Safety, including children who are subject to a child protection order
 - are subject to a youth justice order.
- Children in [designated Indigenous communities](#).

Where the student is learning at home, the parent or carer is responsible for the student's safety and wellbeing at home or elsewhere.

Advice regarding the model of learning for the remainder of Term 2, 2020 will be provided by the department by mid-May 2020.



Curriculum and supervision

On-site supervision, with access to the school's home-based learning materials, will be available at all schools for students in the categories listed above.

Students who attend school during this period will receive support to participate in the same learning program that is being delivered by their classroom teachers to students who are learning at home.

Students will be taught a modified curriculum from the Australian Curriculum. The following daily *minimum guidelines* are expected to be met. The durations provided refer



to the time estimated for a student to undertake the activity (the lesson duration may be shorter) each day.

Prep – Year 2					
Australian Curriculum	English / literacy activities	Maths / numeracy activities	Science	Health and Physical Education/Other	
	45-60min	30-45min	30min	30min	
Year 3 – 6					
Australian Curriculum	English / literacy activities	Maths / numeracy activities	Science	Health and Physical Education	Other
	45-60min	30-45min	30min	30min	40min
Years 7 – 10					
Australian Curriculum	English / literacy activities	Maths / numeracy activities	Science	Health and Physical Education	Other
	60-70min	45-60min	30min	30min	40min

Schools will decide which curriculum areas should be covered in the 40 minutes for other learning areas (such as Humanities and Social Sciences HASS) for Years 3-10 students, including how often these areas should be alternated.

Schools will communicate directly with students and their parents/carers about how and when they will receive learning materials and teacher feedback. This should include clear and consistent advice about what is expected of students to complete the learning tasks — ideally in a schedule or calendar format.

Assessment and reporting for Term 2 and Semester 1 will be adjusted by teachers to reflect the nature of learning over this time. The department provided further advice regarding this issue in Week 1, Term 2.

Teaching and learning resources to assist teachers to deliver remote learning continue to be updated on [The Learning Place](#).

The department is working with television networks to develop new televised educational programs that will be broadcast on TV a number of days a week. Further information about these programs will be made available in the near future.

The department's [learning@home](#) site is available to assist parents and carers with additional activities they can do with their child at home.



Advice from the Queensland Curriculum and Assessment Authority (QCAA)

As schools with senior secondary students would be aware, the QCAA Board has decided that one of the three internal assessments would be removed from the summative assessment requirements for all General and Applied subjects.

The QCAA will continue to monitor the impacts of COVID-19 on senior secondary schooling including any changes that might be required to external assessment.

Subject-specific advice was provided to schools on 31 March 2020 by QCAA about the nature and timing of the next internal assessment to support teachers to review their assessment programs.

The QCAA website has responses to [frequently asked questions](#) for parents and students about the removal of an internal assessment and to clarify that this will not impact the calculation of students' ATARs.

The department will continue to work with QCAA and provide schools with the advice regarding year 11 and 12.



Boarding school students

State school-operated residential boarding facilities remain closed during this period.

In consultation with principals, students who have returned from boarding schools (state, Catholic or Independent) to designated Indigenous communities may attend the local school to continue their learning where possible and if staffing is available.

The student's learning program will be provided by the school at which the student is enrolled. The local school will provide (where possible):

- appropriate staff to provide supervision, as determined by the principal
- an appropriate learning space (either on campus or in the community)
- internet access
- resources such as pens, paper and printed materials as required.

Other boarding facility operations will only operate where current health authority advice allows them to do so and with the strictest cleaning and hygiene measures.

Principals of state schools in designated Indigenous communities will make attempts to arrange the space, staff and resources required to support the continued learning of boarding students who have returned to their home communities. An agreement with the school at which the student is enrolled will be signed by both principals.



Attendance and roll marking

In Term 2, 2020, schools will not be marking rolls (paper or electronic) to record student attendance as they normally would. The ordinary provisions of the *Roll marking in state schools procedure* will not apply for this period.

New arrangements for recording attendance in home-based learning will be in place over this period. Please refer to the COVID-19 Student Attendance Management guide on [OnePortal](#) for detailed information. It is imperative that schools maintain contact with students and families under this model and continue to maintain their obligations in relation to student protection reporting.



Principals

Principals should develop a plan to have an additional 10-20% relief staff available and trained in their school's home-based learning approach to help manage any teaching staff absence. Temporary employees employed using school funds, including Investing for Success funding, should have their employment continued (in accordance with government policy) if their employment would have continued but for the COVID-19 pandemic.

When determining the working arrangements that enable home-based learning, coordination, communication and consultation mechanisms are important to ensure staff have input into the ways that work is organised and allocated – while also ensuring appropriate social distancing is applied.

Principals should plan for the utilisation of all school staff, teaching and non-teaching, resident and visiting specialists, to support learning and wellbeing at school and at home.

Principals will outline clear communication expectations and protocols to parents/carers, including the times that teachers and support staff will be available to students or parents/carers.

Principals and leadership teams will manage arrangements for vulnerable staff or staff who live with a vulnerable person, including options available to allow working from home arrangements.



Staff

Continued staff commitment and flexibility is key to supporting the home-based learning model.

Staff who are vulnerable or live with a vulnerable person should not be in the workplace and should discuss options with their principal to allow working from home.

The Australian Health Protection Principal Committee (AHPPC) has defined [vulnerable people](#) as:

- Aboriginal and Torres Strait Islander people 50 years and older with one or more chronic medical conditions
- people 65 years and older with chronic medical conditions. The most current definition of ‘chronic medical conditions’ on the Department of Health website
- people 70 years and older
- people with compromised immune systems (see Department of Health website)

Other staff who may be medically vulnerable, including those with chronic health conditions, should seek their own medical advice and provide this to their principal so that appropriate arrangements can be put in place.

Staff hours of work will be consistent with the attendance arrangements already in place at each school and determined in accordance with the school’s local arrangements.

Meetings involving school staff should be held via telephone or online, rather than face-to-face.

Staff will continue to monitor the learning and wellbeing of their students, whether learning at school or at home.

Principals/supervisors will assign responsibilities to all teaching staff and other staff members as required.

Support staff are essential to supporting the home-based learning model and may be required to undertake duties including:

- Teacher aides:
 - lesson support and adjustments for students on-site and online
 - assist with preparation of resources (digital and printed)
 - support processes for school operations
 - undertake learning or wellbeing checks with students and parents/carers
 - provide a range of general and learning support to teaching staff.

- Specialist and other staff (e.g. guidance officers, nurses, youth support coordinators, therapists, AVTs, chaplains or student welfare workers):
 - ongoing literacy/numeracy and other learning support
 - wellbeing checks and intervention
 - advice to teachers and parents/carers on behavioural issues
 - parent engagement and liaison
 - continue to provide assistance for students with health support needs.

Cleaners and grounds care staff will continue to be required to support on-site operations of schools.

Business managers, administrative staff, scientific assistants, agricultural assistants and other support staff will continue to perform their roles to ensure the effective functioning of the school while practising social distancing measures.



On-site health and safety measures

School arrangements should be put in place to allow staff and students to regularly clean their hands. Cleaning your hands regularly with soap and water or alcohol-based hand rubs remains a key component to prevent the spread of COVID-19.

If schools are having any difficulty obtaining hygiene products such as soap, please contact Procurement Services on 1300 366 612 or by [email](#).

On the 16 April 2020, the Australian Health Protection Principal Committee (AHPPC) published [advice](#) on reducing the potential risk of COVID-19 transmission in schools. This advice included information about practising physical distancing and minimising the risk of COVID-19 transmission in schools.

While social distancing measures remain an important consideration for schools to reduce transmission and should occur where practicable, updated AHPPC [advice](#) issued on 24 April 2020 provides new guidance that social distancing (i.e. 4sqm per person in an enclosed space and 1.5m distancing otherwise) is not required for students during classroom activities.

Other social distancing measures for adults remain in place and therefore schools should encourage staff and parents to observe these by not congregating in areas inside or around the school. For example, it is important that parents not gather before or after school in the car park, outside classrooms or at the school gate. It is important that adults continue to observe the national directions regarding physical distancing. Therefore, all adults should maintain a social distance of 1.5 metres.

[Unwell students](#) are not to attend the school site and the school will require parents/carers to collect the student from school.

All suspected or confirmed COVID-19 cases will be escalated (via the Public Health Unit) and any measures such as self-quarantine and contact tracing will be reported through existing channels.

Staff, including principals, teachers and support staff, should follow these guidelines:

- avoid sharing small office spaces
- adhere to social distancing of at least 1.5 metres including in staff rooms and other shared spaces
- use hygiene products and continue to practise good hand washing and cough/sneeze hygiene
- unwell staff members must remain or return home
- open windows to promote air flow where possible
- take appropriate security measures if working in isolated areas of school sites.

School cleaning should prioritise those areas in use by students and staff, with extra attention to high touch point surfaces such as door handles, light switches, desks, toilets, taps and sinks.



Access to teaching and learning resources

For students who do not have access to digital technologies at home, schools should loan existing devices to students where possible.

Schools should use school-based funding, such as *Investing for Success* or other existing funds held in school bank accounts, to purchase equipment for loan to students free of charge.

Where schools are experiencing financial hardship, the department will provide support for Senior Secondary students to ensure they can access the curriculum. In this situation principals should discuss their needs with their Assistant Regional Director or Regional Director. The department has arranged the availability of devices, including sim cards, with suppliers to support schools where required. For further assistance, please email COVID-Devices@qed.qld.gov.au.

Schools should also make paper-based learning materials available to students upon request. Many schools have already developed such resources. In this situation teachers will work with families to ensure students are not disadvantaged. These materials may be in the form of textbooks, printed worksheets and other resources.

Schools should continue to log jobs for technology support through the Service Centre Online (SCO), calling the helpdesk or using the Service Centre chat function available on the [SCO homepage](#).

Schools should continue to use their ICT Support funding to maintain the serviceability of their school environment, including student devices where applicable, and invest funds for learning technologies and apps for use by students and teachers.



Outside school hours care

In alignment with national directions for early childhood education and care services, Outside School Hours Care (OSHC) and vacation care services on school sites will continue to be delivered where there is demand.

The Premier recently announced that rent relief will be provided to businesses that rent premises from the State Government. This means that schools will not levy facility hire fees on OSHC or vacation care providers until further notice. More information is available about [rent relief](#).



School transport

Transport arrangements, as an essential service, will continue to operate for students attending on-site.

Social distancing guidelines will be followed on school buses, at bus interchange locations and at other shared transport services.

Transport operators will ensure that buses and surface touch points are cleaned according to [COVID-19 cleaning and disinfection recommendations](#).

Due to the customised nature of delivery, specialist school transport (minibus, taxi or supported bus travel) requires:

- parents/carers to directly inform operators if students are not travelling
- school leadership teams to have electronic and hard copies of student travel arrangements for quick access
- school-provided individual escort arrangements to continue being supported.