



Term 2 2020

Guidelines for schools

As the impacts of COVID-19 continue to evolve, maintaining the health and wellbeing of our students, staff and school community is of utmost importance. This guide provides advice on how NSW public schools will operate during Term 2 2020.

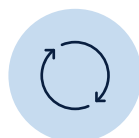
Information correct at 21 April 2020. Any updates will be available on the department's website.



Additional professional learning days

Term 2 will start with two pupil-free days on Monday 27 and Tuesday 28 April. Across the two days teachers will participate in professional learning and school staff will plan for the term ahead. Teaching and learning will resume for students on Wednesday 29 April.

Teachers are encouraged to visit the new [Learning on demand page](#) to easily find professional learning options available.



Continuity of education

For the first two weeks of Term 2 until Friday 8 May, schools will remain operational for students who need to attend. Where practical, parents are encouraged to implement learning from home.

To support the continuity of education for students and increase face-to-face teaching in NSW, a staged return to school model will be rolled out across Term 2. A staged approach allows school communities to balance the needs of students and staff, their families, personal circumstances and workplaces during the pandemic.



Model of learning

Students learning either at home or in school will engage in a single unit of work provided by their teachers. Schools will plan and communicate time allocation for learning.

Practical resources and guides to help students learning from home and school staff teaching from home are available at the department's [Learning from home hub](#).

The table on page 3 outlines the recommended time allocations for students participating in learning at school or at home. The time allocations are based on the NSW primary and secondary school syllabus requirements.

The suggested hours provide the basis for programming decisions and reflect the learning that will occur for students both at home and at school, acknowledging some students will continue to be learning from home throughout Term 2. It is also acknowledged that some teachers will be working from home.

A focus on English and mathematics in primary school reflects the expectation that approximately 50% of the school week is devoted to these subjects. Other subjects make up approximately 30-40% and schools have flexibility in how they implement these subjects.

In secondary school the table reflects the expectations students will engage in all key learning areas (KLAs) across Years 7-10. Literacy and numeracy remains a priority for teachers across the key learning areas.

The daily times are indicative hours and schools may plan for educational delivery in a range of ways according to school practice (e.g. daily, weekly and/or fortnightly).

Across a typical school week, time is also available for schools to provide other activities which include virtual school assemblies and 150 minutes of physical activity and sport. These have not been included in the curriculum hours. Students learning at home and school should be provided with activities to foster wellbeing and promote physical activity (where social distancing allows). It is important to note that 150 minutes of sport and physical activity is separate from the curriculum study of PDHPE where lessons can still be provided for both home and school.



Model of learning – Year 11 and 12

Students in Year 11 and 12 are to continue to complete the learning activities and assessments required as part of their individual courses of study.

They should also consider opportunities for students in Year 11 and 12 who may be learning from home or school.

Consideration should be given to the opportunities for students in Year 11 and 12 to access specialist equipment and/or specialist supervision when learning from school.

Schools should make decisions that will ensure student safety and equity in accessing support for practical subjects and completion of major works. The department is further investigating the use of the current online platforms to support teaching and assessment in subjects including visual arts, music and languages.

The NSW Education Standards Authority (NESA) has given principals and system authorities the power to determine the number, type and weighting of tasks for HSC and Year 11 school-based assessments. This includes making determinations about all mandated tasks that are internally assessed across a range of courses listed on [NESA's COVID-19](#) advice page.

Suggested curriculum requirements for learning from home and school

EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6
TOTAL 2.5 hours + other	TOTAL 2.5 hours + other	TOTAL 3 hours + other	TOTAL 3 hours + other	TOTAL 3.5 hours	TOTAL 3.5 hours	Students in Year 11 and 12 will follow their usual pattern of study.
45-60 mins English	45-60 mins English	45-60 mins English	45-60 mins English	30-45 mins English	30-45 mins English	<p>The requirements for major projects in some practical subjects has changed.</p> <p>NESA will continue to provide updates and changes to major projects and/or assessments for specific subjects.</p>
30-45 mins Mathematics	30-45 mins Mathematics	30-45 mins Mathematics	30-45 mins Mathematics	30-45 mins Mathematics	30-45 mins Mathematics	
30-60 mins Other KLAS: Creative arts, HSIE, PDHPE, SciTech	30-60 mins Other KLAS: Creative arts, HSIE, PDHPE, SciTech	60-90 mins Other KLAS: Creative arts, HSIE, PDHPE, SciTech	60-90 mins Other KLAS: Creative arts, HSIE, PDHPE, SciTech	90-120 mins Other KLAS: HSIE, science, creative arts, languages, PDHPE, TAS	90-120 mins Other KLAS: HSIE, science, PDHPE and electives	
Other activities: wellbeing, sport, physical activity*	Other activities: wellbeing, sport, physical activity*	Other activities: wellbeing, sport, physical activity*	Other activities: wellbeing, sport, physical activity*	Other activities: wellbeing, sport, physical activity*	Other activities: wellbeing, sport, physical activity*	

Notes

KLA = Key Learning Area

*where social distancing allows



Access to teaching and learning resources

Educational resources to support learning at school or at home are available for all stages on the department's [Learning from home hub](#).

All students will continue to access learning resources online. Where students have difficulty accessing the internet, printed material or USB drives containing resources will be provided to families by mail, courier or collection from the school.

Schools are best placed to support students with resources for their individual learning needs when learning from home. Parents should contact their principal who will assist them in arranging access to learning resources during this time.

The department has collaborated with ABC to provide [education lessons](#) to support children learning at home. From 14 April, the educational programs are running from 10am to 3pm on ABC ME. Shows include Ecomaths, ScienceXplosion, Numberblocks and English on the Go.



Access to digital devices

School principals are responsible for supporting students who require access to a digital device to support learning. Students in Stage 6 (Years 11 and 12) will be prioritised. Schools that have ordered devices, including devices to access the internet, have already begun to receive these items. More devices will begin to be delivered to schools from the start of Term 2 2020. Device orders for students in Stage 5 will be assessed, allocated and distributed in Term 2 2020.



Supporting children at home

Parents and carers are advised to try to find an area for students to learn that is relatively quiet, especially if their child is in high school. The area should have access to an internet connection, if it is available at home.

If possible, it would be somewhere where an adult can monitor their child's learning.

Helpful tips include:

- Establish routines and expectations.
- Define a space for your child to work in.
- Monitor communications from teachers.
- Begin and end each day with a check-in.
- Take an active role in helping your children process their learning.
- Encourage physical activity and/or exercise.
- Check in with your child regularly to help them manage stress.
- Monitor how much time your child is spending online.
- Keep your children social, but set rules around their social media interactions.



NSW Education Standards Authority (NESA)

The Higher School Certificate (HSC) is going ahead in 2020.

NESA's Technical Advisory Committee is working on advice to calculate a mark for cancelled components of the HSC.

NAPLAN testing is not proceeding in 2020.

NESA continues to provide updates [on their website](#) and the advice is subject to change.



Boarding school students

Arrangements have been put in place for boarding students at NSW public schools to attend their school as a day student or return home where appropriate.

Students who have returned home are able to engage in remote learning provided by their boarding school or enrol at a local school.

For students who need to reside at the school for personal or family reasons, the school will be vigilant in implementing the department's infection control and social distancing measures consistent with the AHPPC Guidelines for schools.

The safety and wellbeing of our staff and students is of paramount importance at all times. If a boarding student is diagnosed with Covid-19 the department will closely work with the family, school and NSW Health to implement protocols and transfer students home into the care of family where appropriate.



School transport

Public transport for students to attend school will continue as normal. Schools will determine if additional procedures need to be put in place to address access to bus and transport areas to ensure they meet health and safety requirements for students and staff.

The Assisted School Travel Program (ASTP) continues to operate under NSW Health social distancing and hygiene guidelines.

ASTP providers are required to ensure their vehicles are safe and all support offices have been advised to follow good hygiene processes and to continue to monitor advice from NSW Health.

If schools have concerns regarding a student travelling on ASTP they can [contact ASTP](#).



Health and safety in schools

NSW schools are safe, clean and secure places for students and staff.

Schools are being sent additional provisions of soap and hygiene supplies, such as hand sanitiser. We will continue to work with schools to ensure they have access to sufficient supplies.

NSW public schools are regularly and professionally cleaned. Enhanced cleaning is being implemented across all NSW public schools.

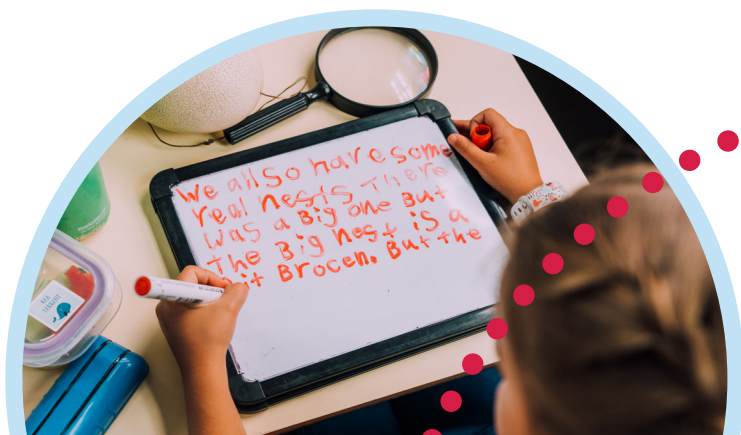
Schools will continue to implement appropriate social distancing measures proportionate to health advice at the time.

Schools continue to implement good hygiene practices, including:

- Wash hands frequently with soap and water before and after eating and after going to the toilet. Cover your nose and mouth when you cough or sneeze.
- Avoid touching your face.
- Limit physical contact when greeting people.
- Limit physical contact in the playground.

Staff resources on how to implement infection control in schools are available on the department's intranet.

We have developed guidelines for school leaders in line with advice from the Australian Health Protection Principal Committee (AHPPC). This advice includes practical measures to reduce the potential risk of COVID-19 transmission in schools so that children, parents, teachers and support staff have confidence in the safety of our schools.





Assessment and reporting

Parents and carers

Effective communication within school communities is more important now than ever.

Schools should continue to provide parents and carers with informal opportunities to receive information about and discuss their child's learning.

Schools will be required to provide at least one formal opportunity for parents to receive information on their child's learning from home and school. This information may be provided through discussions using online technology or via telephone.

Reporting to parents should be focussed on the learning undertaken during learning from home or school and focus on individual student learning progress that supports parents to understand how their child is going and what can be done to support their learning growth.

Assessing student learning progress

Ongoing assessment of student learning throughout Term 2 will be important to enable teachers to provide feedback to students and guide their ongoing provision of appropriate learning tasks. Teachers should continue to plan for assessments as part of their teaching and learning plans for student learning from home and at school.

Schools should continue to make adjustments to assessments as required for students whose learning is affected by disability and students learning English as an additional language. This should reflect the adjustments made to support the student's learning.

A wide range of assessment strategies can be used for students in Years 7-10 including:

- teacher observations of student responses during 'online' lessons
- student responses to tasks
- teacher/student/parent discussions – video/phone

- peer and self-assessment strategies including exit slips, digital polls or quick quizzes
- inquiry-based research that demonstrates applied learning.

Further ideas to support assessment and reporting are provided on the [Learning from home hub](#)



Attendance and marking the roll

Parents and carers are encouraged to send their child to school on the allocated time or day/s for that student's cohort.

If a parent or carer deem there are personal circumstances preventing their child/children attending school on their allocated day/time, this is to be discussed with the school principal.

If you are keeping your child at home due to an underlying health condition, please advise your school to ensure the student is able to continue learning from home.

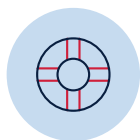
Students who are participating in learning from at home or school will be marked as being present at school.

Students are not expected to participate in learning if they are unwell and as such will be marked as being on sick leave pending advice from parents or carers that the student is unwell.

Students who are not at school and unable to be contacted by the school to determine their whereabouts will be followed up using normal processes and marked as on unapproved leave.

Home School Liaison Officers (HSLOs) and Aboriginal Liaison Officers (ALOs) will continue to follow up on students as is the current process.

Schools and teachers are to maintain regular contact with students and families to support and provide feedback on student learning. This also allows teachers the opportunity to follow up on student wellbeing needs.



Supporting vulnerable people in our schools and workforce

We're supporting teachers and staff who are vulnerable, as well as those with responsibilities to care for vulnerable people. AHPPC advice released on 16 April 2020, defines those at greater risk of more serious illness if they are infected with COVID-19 as:

- people aged 70 years and over
- people aged 65 years and over with chronic medical conditions
- all people with compromised immune systems
- Aboriginal and Torres Strait Islander people over the age of 50 with chronic medical conditions.

Staff working in our schools and workplaces, including those who are pregnant and those over the age of 65, will continue to be supported through flexible working arrangements, supporting them to work from home.

Parents and carers of children and young people with complex medical needs are encouraged to seek medical advice from their health practitioner. The school will work together with parents and carers and the student's health care team to ensure they have an appropriate plan in place to support the student at school or home.



Early Childhood Education and OOSHC

Early childhood education and care services including out of school hours care play a vital role in our communities.

Preschools on Department of Education sites will remain open, operating within the same guidelines as public schools.

All services are urged to remain open and accept all children who present to them needing care who are healthy and well.

The department is working with the sector to ensure the ongoing viability of these services.



Reporting and responding to suspected cases

Schools, and workplaces are to report any suspected or confirmed cases of COVID-19 at the school or workplace to the Incident Report and Support Hotline on 1800 811 523.

The department has in place protocols developed in partnerships with NSW Health to ensure it is notified of any confirmed cases of COVID-19 to enable a rapid and comprehensive response to support schools.

All reported cases will be assessed and appropriate action taken based on advice from NSW Health. This may include the school or workplace assisting with contact tracing and advising staff or students to self-isolate if they have been identified by NSW Health as a close contact of the confirmed case.

Staff and students will be supported to work or learn from home if they are required to self-isolate.

Where required a school may be required to cease operations based on advice from NSW Health to allow time to complete contact tracing and have the school cleaned prior to the school resuming operations.

There is a dedicated team of staff available and resources which will be provided to support the school or workplace in managing the response.

Schools will advise their school community of any confirmed case that has impacted the school through the school website, Facebook accounts and other local messaging systems.

All other confirmed cases are a personal matter for those involved and they will be managed directly by NSW Health.

The department will continue to follow NSW Health's advice and take any action required to manage a confirmed case of COVID-19.



Principals and line managers

Principals have the responsibility for ensuring that staff and student safety and wellbeing remain the overall priorities for the school.

Principals will work with staff to ensure educational provision can continue at school with the students who are attending, and that students at home are maintaining appropriate access to learning. Priority is to be given to teachers preparing and delivering lessons, responding to students and giving regular feedback on their work.

Principals are expected to implement flexible working opportunities for all staff while balancing the needs of students learning at school.

Principals are encouraged to use the department's casual and temporary school-based workforce to support learning from home and at school operational activities.

Principals are to provide clear, timely, regular communication and reassurance to parents and carers.

Department policies and procedures will continue to apply where students are not at school, and staff continue to deliver educational provision from a school or department site or, with approval, from their home. There may need to be some clearly communicated adjustments as to how these policies and procedures are implemented in each specific circumstance.

Principals, in consultation with staff, need to specifically plan for how best to use specialist staff (for example, ESL teachers, learning and support teachers, school learning and support officers and school administrative and support staff), if the entire school is working from home. Priority should be given to continuity of learning. However, some staff may be redeployed to other tasks as determined by the principal (for example, reviewing student health plans, reviewing and updating student records, supporting increased learning from home communications).

Principals need to be aware of the ability of their staff to work from home, and if not, discuss alternative options such as other locations and/or the types of available leave.

Principals, in consultation with their executive and staff, will need to adapt communication processes to ensure parents are aware of and understand the ways in which learning is being delivered to their child/children, as parents or family members will generally be supervising the learning.



Staff


The Learning from home hub has a range of resources to support teachers, leaders and school-based non-teaching staff, including:

Learning on demand: a range of professional learning options to support staff in maintaining continuity of learning including curriculum advice, using technology, supporting students with a disability, meetings the needs of EAL/D learners and leading and managing schools whilst delivering learning at school and at home. Professional learning for school administrative and support staff has also been provided to assist schools to make the most effective use of all staff.

Teaching and learning resources: resources for teachers across K-12 to support students who are learning from home. This includes sample units of work, lesson sequences and student learning materials which teachers can use and adapt to their class and context. Links to a wide range of external resources have been curated to support teachers to access high quality resources to support learning.

Leading from home: advice, support and recommendations when making decisions about moving to a remote learning model have been made available. These include considerations for supporting staff, models of learning and guidance on effective practices for leading teaching and learning.

The department has established a number of [virtual staffrooms](#) in Microsoft Teams. These staffrooms enable school staff to connect with colleagues, and share resources and information. A schedule of virtual staff meetings in Term 2 will be announced at the beginning of Term 2 2020.



Casual and temporary staff

NSW schools continue to value and rely on the support of our professional casual and temporary school-based workforce to support the education of our students.

Contracts for temporary teachers and support staff that concluded at the end of Term 1 have been extended for the duration of Term 2, if agreed by the staff member.

Casual school-based staff who worked 10 or more days during Term 1 2020 are eligible for a guaranteed minimum weekly engagement of one or two days throughout Term 2. The department will allocate eligible staff to a school based on their recent employment or in a school nearby where the support is needed. Staff are able to work additional days at the allocated school or another school via regular engagement.



Staff entitlements

Principals will work with staff to ensure that workloads reflect the usual provision of release from face to face (RFF) teaching in primary schools and teaching allocations and allowances in secondary schools. These conditions will be adhered to whether the teacher is in the classroom or delivering learning and teaching remotely from home.

The hours of duty for teachers must reflect the conditions as outlined in the Department of Education Handbook. In some circumstances, principals may need to reschedule allocations of allowances, including RFF in order to meet educational provision and make sure staff entitlements are maintained.



Staff wellbeing

The department has a range of services and programs to support the physical and psychological wellbeing of staff on the [Being Well](#) intranet page.

In addition, the department's [Employee Assistance Program – Supporting You](#) is available for confidential counselling services on 1800 060 650 for permanent, temporary and casual staff.



Students and Staff who present to school unwell

It is critical that any staff member or student who feels unwell does not attend school until they are well in order to minimise the spread of any virus. If a staff member falls ill while at school, they must make arrangements to go home as soon as possible.

If a student falls ill while at school, the department's current health care procedures apply including contacting the student's parent or carer to attend the school to collect the student.




If the student's parent or carer is not available to collect their child, contact is to be made with the student's emergency contact who should be asked to collect the child.

Students and staff should not return to school until they are well and symptom free.





Say hello

 @NSWDepartmentofEducation
 @NSWEducation
 @NSWEducation
[education.nsw.gov.au](https://www.education.nsw.gov.au)

© 2020 NSW Department of Education
GPO Box 33 Sydney NSW 2001 Australia
T 1300 679 332

