

HUME CENTRAL SECONDARY COLLEGE



HUME CENTRAL
Secondary College

TERM 3
OPERATIONAL GUIDELINES
FOR STUDENTS AND FAMILIES

AUGUST 2020

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Dear Hume Central Community Members

Based on advice from the Victorian Chief Health Officer, Victorian Government schools in Melbourne will once again move to remote and flexible learning for all students in Prep to Year 12 from Wednesday August 4. The purpose of these changed arrangements is to reduce the number of these students – and their parents and guardians – moving across metropolitan Melbourne in order to reduce the spread of coronavirus (COVID-19).

These circumstances require us to adapt quickly and to introduce a range of measures that will support our students continue to engage effectively with learning. Fortunately, we all learnt a great deal from the period of remote learning that we experienced during term 2 this year. The safety and wellbeing of our school community is crucial during these challenging times. It is in the best interests of all in our community that we remain persistent in our endeavour to ensure that students stay engaged in education. More than ever, teaching and learning becomes our joint focus. The principles listed below will guide our actions in providing learning continuity for all.

Guiding Principles

1. We value health, wellbeing and safety above all else
2. We encourage students to actively engage in learning during each school day
3. We advise Year 7-10 families to provide structure for students during each school day (both for academic and wellbeing reasons)
4. We invite families and students to maintain communication with relevant staff at the College
5. All staff at the College will be working to provide learning continuity and ensure that these principles are upheld

Term Three Operating Guidelines

This document provides an overview of the Hume Central Secondary College Revised Operating Guidelines throughout the remainder of term 3 whilst we provide learning for our students via remote learning. The online learning program for students will primarily be provided through Compass and will also use other resources such as Zoom and Google Classroom. Students will continue to be able to engage in learning with the guidance and expertise of their classroom teachers and other staff.

To support student wellbeing and positive mental health, staff will also touch base with students regularly via phone, email and online platforms. We understand that working online may not be suitable for all of our families. We will address this on a case by case basis ensuring that all students are supported.

The Revised Term Three Operating Guidelines are attached for your reference. It is important that all families read, understand and discuss this plan with their children. Please continue to work closely with the school and make contact if you have any new concerns. Please ensure that you remain respectful of all staff at the College throughout this challenging period. I thank you for your support as we continue to work together.

Yours sincerely

Jeff Mulcahy

College Principal

Section 1: General Information

1. Remote Learning and Onsite Provision of Learning

a. Senior Secondary Year 11 and 12 (VCE and VCAL)

- Across Victoria, all Year 11 and 12 provision for both VCE and VCAL will move to remote and flexible learning.
- The schedule for VCE examinations and the release of results will remain as previously advised.
- Further advice will be provided in relation to on-site attendance for mandatory assessments, including SACs.

b. Year 7-10

- Year 7-10 students in metropolitan Melbourne will continue with remote and flexible learning.

c. On-site supervision

- On-site supervision will be available for students in the following categories, based on revised criteria:
 - children whose parents are permitted workers and for whom no other arrangements can be made
 - vulnerable children including:
 - children in out-of-home care
 - children deemed by Child Protection and/or Family Services to be at risk of harm
 - children identified by the school as vulnerable (including via referral from a family violence agency, homelessness or youth justice service or mental health or other health service)
 - children with a disability where the family is experiencing severe stress.

d. Requirements for on-site supervision

- On-site attendance forms will be provided to families requiring on-site supervision so they can indicate the days/ part-days that will be required, to enable planning for adequate resourcing.
- The learning program delivered on-site will be the same as the learning program delivered to students undertaking remote learning.
- Students learning on-site will be supervised by school staff on-site but follow the teaching and learning program provided by their classroom teacher.
- Students learning on-site will have access to appropriate supports including First Aid facilities, Wellbeing staff, PSD aides etc.

2. Additional Safety and Hygiene Measures for Onsite Learning

- a. All students who attend onsite will be required to undergo temperature checks prior to entering school premises. We will be implementing this measure each day. If a student has a temperature of 37.5 degrees Celsius or above, we will contact parents or carers to arrange for students to return home. Families will then be encouraged to seek testing for coronavirus or the advice of their healthcare professional who can advise on next steps.
- b. All school-based staff and students (Year 7-12) must wear face coverings at school, and when travelling to and from school.
- c. Teachers and education support staff will not be required to wear face coverings while teaching, but those who wish to do so, can. Teachers should wear face coverings in other areas of the school when not teaching (for example, in the staffroom, on yard duty and when providing first aid or taking temperatures), and when travelling to and from school.
- d. Parents/carers will be required to wear face coverings whenever they leave the house, including for school drop off and pick up. If they are travelling in a car alone, or only with members of their household, they do not need to wear a mask.
- e. Students must sanitise their hands as they enter school premises and throughout the school day. Multiple hand sanitisation stations have been installed around the College.
- f. Enhanced cleaning of the College will continue throughout each school day.
- g. There will continue to be restrictions on access to the school site for anyone other than immediate school staff and students.
- h. Multiple entry and exit points will be used to minimise congestion and limit student contact at the beginning and end of each day.
- i. Education will be provided on hand hygiene.
- j. Physical distancing will be implemented in classrooms to the maximum extent feasible.
- k. Unwell students will be excluded from attending classes.

- l. Camps, playgrounds and facilities
 - school camps and excursions cannot take place
 - playgrounds should not be made available for community use
 - community groups are not permitted to use school facilities (indoor or outdoor).
- m. Visitors to school grounds must be limited to those delivering or supporting essential school services and operations (e.g. student health and wellbeing services, cleaning and maintenance workers).
 - Additional staff, including parent volunteers, must not attend school at this time.
 - Parent-teacher information sessions and interviews must be replaced with online and video alternatives.
 - Activities that involve on-site attendance by students from different educational institutions (e.g. interschool sport or interschool debating) must not take place or be replaced, where possible, with virtual alternatives.
 - Schools must not conduct on-site school tours for prospective students and their families at this time.
- n. Close attention and proactive management must be provided so staff can physically distance. Specific attention should be paid to:
 - using spaces within the school that can support physical distancing for staff, such as libraries and vacant classrooms
 - signage and rostering so that access to physical spaces and food preparation areas can be managed
 - offices being appropriately spaced
 - the careful management of movement of adults through school reception, complemented with clear signage and access to sanitiser

3. Year 7-12 Remote Learning Program Timetable

The below program will be used for all scheduled lessons on Compass.

Years 7-12	Recommendations for Remote Learning
8.45 - 10.00 - period 1	Allow for: <ul style="list-style-type: none"> • 8.45 - 9.05: Roll marking and teacher input on Zoom • 9.05 - 9.45: Students engage in independent practice / completion of learning tasks with teacher support via Zoom
10.00 - 11.15 - period 2	Allow for: <ul style="list-style-type: none"> • 10.00 - 10.20: Roll marking and teacher input on Zoom • 10.20 - 11.00: Students engage in independent practice / completion of learning tasks with teacher support via Zoom
Lunch Break 11.15 - 12.15	
12.15 - 1.30 - period 3	Allow for: <ul style="list-style-type: none"> • 12.15 - 12.35: Roll marking and teacher input on Zoom • 12.35 - 1.15: Students engage in independent practice / completion of learning tasks with teacher support via Zoom
1.30 - 2.45 - period 4	Allow for: <ul style="list-style-type: none"> • 1.30 - 1.50: Roll marking and teacher input on Zoom • 1.50 - 2.30: Students engage in independent practice / completion of learning tasks with teacher support via Zoom
Finish 2.45	

CONTACT DETAILS - MOBILE PHONES:

During a period of remote learning, families will be able to contact the relevant Campus by calling the usual numbers below:

Town Park - 9066 3600
Blair Street - 9302 6000
Dimboola Road - 9099 1000

Parents may also contact the staff below using the email addresses provided.

COLLEGE LEADERSHIP EMAIL ADDRESSES

Campus	Surname	First Name	Role	Email Address
TP	Mulcahy	Jeff	College Principal	Mulcahy.Jeffrey.R@humecentralsc.vic.edu.au
BS	Bakatsoulas	Nick	Campus Principal	bakatsoulas.nicholas.n@humecentralsc.vic.edu.au
BS	Jones	Michael	Assistant Principal	Jones.michael.s@humecentralsc.vic.edu.au
BS	Fleetwood	Victoria	Student Wellbeing, Health & Engagement	fleetwood.victoria.j@humecentralsc.vic.edu.au
BS	Musgrove	Andrew	Teaching & Learning Specialist 7-9	musgrove.andrew.a@humecentralsc.vic.edu.au
BS	Plieger	Kate	Teaching & Learning Specialist 7-9	plieger.kate.e@humecentralsc.vic.edu.au
BS	Rofaiel	Sylvia	Year 7 Team Leader	rofaiel.sylvia.n@humecentralsc.vic.edu.au
BS	Bulmer	Ashleigh	Year 8 Team Leader	bulmer.ashleigh.a@humecentralsc.vic.edu.au
BS	Soric	Dee	Year 9 Team Leader	soric.delores.d@humecentralsc.vic.edu.au
DR	Caravas	Vivienne	Campus Principal	caravas.vivienne.v@humecentralsc.vic.edu.au
DR	Eva	Teresa	Assistant Principal	eva.teresa.l@humecentralsc.vic.edu.au
DR	Maes	Naomi	English Leader	maes.naomi.r@humecentralsc.vic.edu.au
DR	Davies	Katie	Health & PE Leader	davies.katie.l@humecentralsc.vic.edu.au
DR	Bediaga	Matthew	Humanities Leader	bediaga.matthew.x@humecentralsc.vic.edu.au
DR	Howard	Belinda	Maths Leader	howard.belinda.a@humecentralsc.vic.edu.au
DR	Barclay	Nick	Teaching & Learning Specialist 7-9	barclay.nicholas.j@humecentralsc.vic.edu.au
DR	Jamall	Mayra	Teaching & Learning Specialist 7-9	jamall.maYeara.m@humecentralsc.vic.edu.au
DR	Nissan	Balsam	Year 7 Team Leader	Nissan.Balsam.B@humecentralsc.vic.edu.au
DR	Campbell	Gareth	Year 8 Team Leader	campbell.gareth.s@humecentralsc.vic.edu.au
DR	Price	Rebecca	Year 9 Team Leader	price.rebecca.d@humecentralsc.vic.edu.au
ELC	Pipka	Chris	ELC Leader	pipka.christine.c@humecentralsc.vic.edu.au
ELC	Nathan	Boney	Teaching & Learning Specialist & Curriculum	nathan.boney.b@humecentralsc.vic.edu.au
TP	Quaine	Silvia	Campus Principal	quaine.silvia.s@humecentralsc.vic.edu.au
TP	Sloan	Parris	Assistant Principal	sloan.parris.h@humecentralsc.vic.edu.au
TP	Sullivan	Cindy	Assistant Principal	sullivan.cindy.c@humecentralsc.vic.edu.au
TP	Sluice	Chris	Arts Leader/International Student	sluice.christopher.c@humecentralsc.vic.edu.au
TP	Popovic	Elizabeth	Community Connections & Comm. Leader	popovic.elizabeth.l@humecentralsc.vic.edu.au
TP	Golding	Dajarra	Curriculum & Staffing Operations	golding.dajarra.d@humecentralsc.vic.edu.au
TP	Shields	David	EAL Leader	shields.david.g@humecentralsc.vic.edu.au
TP	Tabak	Nurdan	Learning Specialist 10-12	tabak.nurdan.n@humecentralsc.vic.edu.au
TP	Gunes	Mehtap	Science Leader	gunes.mehtap.m@humecentralsc.vic.edu.au
TP	Tirli	Ramazan	Staff Development & Induction	tirli.ramazan.s@humecentralsc.vic.edu.au
TP	Nour	Magda	Teaching & Learning Specialist 10-12	nour.magda.m@humecentralsc.vic.edu.au
TP	Essex	Michael	Technology Leader	essex.michael.m@humecentralsc.vic.edu.au
TP	McKinnon	Meg	VCAL/Applied Learning Leader	McKinnon.Meg.J@humecentralsc.vic.edu.au
TP	Flew	Jessica	Year 10 Team Leader	flew.jessica.a@humecentralsc.vic.edu.au
TP	Kardash	Nick	Year 11 Team Leader	kardash.nicholas.p@humecentralsc.vic.edu.au
TP	Johnston	Jesikah	Year 12 Team Leader	johnston.jesikah.m@humecentralsc.vic.edu.au

Section 2: Remote Learning Guidelines - Year 7-10

Part A: Student Learning

1. Year 7-10 students

a. Expectations of Year 7-10 students

- i) Check your lessons on Compass, for Zoom meeting details and lesson outlines. Connect with each Zoom lesson on time.
- ii) Follow the Zoom lesson protocols set by your teacher.
- iii) Actively participate in learning following your scheduled lessons on Compass. Your teacher will mark the roll and be available online for most of the lesson.
- iv) Check your school email daily; this is the primary source of communication between you and your teachers.
- v) Submit learning tasks on time through Compass (or through another platform as indicated by your teacher).
- vi) Submit each fortnightly 'Remote Learning Hurdle Task' on time (as instructed by your teacher). These hurdle tasks will contribute towards the final S/N semester result.
- vii) Monitor your learning progress with the support of your remote learning mentor teacher and apply feedback provided by your teacher.
- viii) Communicate with your teacher through email if support is required (Compass/Hume Central account).
- ix) Complete hardcopy worksheets/activities if these have been supplied. Keep these in a folder and submit these for assessment upon returning to school.

b. Advice for all Year 7-10 students

- i) Work in a quiet area, at a desk or table and try to limit distractions.
- ii) During online lessons, stay focused on the lesson. Close other tabs on your device, so that you avoid reading chats or notifications.
- iii) If you don't understand something when you are independently studying, write it down in that subject exercise book and ask your teacher or classmates when you are next online.
- iv) If you complete work by hand, you must take a photo and submit the jpeg image, or show the work to your teacher during the Zoom lesson.
- v) Communicating with your teachers and peers in an online environment is different from how you might speak to your friends online. Remember to use the appropriate register and avoid abbreviations or emojis.
- vi) Engage in all learning tasks with academic honesty. In order for you to make progress in your learning and receive meaningful feedback you MUST submit your own work.
- vii) Take breaks away from the screen for approx. 10 mins after each lesson. Move around and try not to sit all day.
- viii) Limit your recreational screen time to 2 hours per day.

How students can access learning tasks and upload work on Compass:

- Go to your class on Compass and follow the lesson plan.
- Go to your learning task tab and click on 'Remote Learning Hurdle Task'.
- To submit work, click on 'file upload'. Choose from a file saved on your computer. The date and time of your submission will be recorded.

2. Advice for parents/guardians/families

- a) Place a copy of your child's daily timetable in a visible location in the house (eg the fridge).
- b) Remind your child to follow the timetable and engage with the learning activities.
- c) Discuss your child's learning progress daily. Contact the Year Level Team Leader if you have any questions or concerns.
- d) Check Compass on a fortnightly basis for Remote Learning Progress Reports and Remote Learning Hurdle Task results ('completion of online tasks').
- e) Check for emails and text messages from the school.
- f) As far as possible, provide access to technology and ensure a quiet learning environment during normal school hours. Make sure the learning environment is safe and suitable for collaborative learning with others.
- g) Monitor the time your child spends engaging in online and offline learning.
- h) For health reasons, screen time for recreational purposes should be limited to 2 hours per day.
- i) Support your child's emotional wellbeing by providing time for reflection, entertainment, physical activity, and conversation.
- j) If your child is unwell and is unable to participate in online classes, please call the Campus office.

Part B: Student Engagement and Wellbeing

1. Attendance Marking

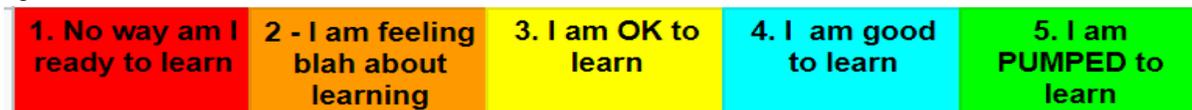
- a) It is an expectation of the College that students engage in all learning requirements during this period of remote learning. To support the learning, students will be expected to attend a Zoom lesson at the start of each timetabled period and submit Remote Learning Hurdle Tasks regularly.
- b) Students will be marked present if they attend online lessons through Zoom.
- c) If a student cannot be present in a Zoom lesson due to technical difficulties, the student should communicate with the teacher on the same day. Only if a student communicates with the teacher, via email or phone call on the actual day of the lesson, and completes the set work for that lesson, the teacher will change the roll and mark the student present.
- d) If students are not actively engaged and present during the Zoom lesson, whether their camera is on or off, then classroom teachers can mark the student 'Not Present'
- e) Absent students will still be expected to catch up on the work missed and ensure all hurdle tasks are submitted.
- f) If a student is unwell and unable to participate in the learning program, the parent / carer is to contact the Campus so an attendance note can be placed on Compass. Medical certificates can be sent to the College.

2. Protocols for use of ZOOM

- a) To ensure that teaching and learning can occur effectively, and that all members of each class feel safe and comfortable to engage in Remote Learning, the following protocols are recommended when using Zoom:
 - i) Teacher invites students to the zoom meeting via details in Compass Lesson Plans
 - ii) Teachers will use the waiting room function to admit students to the zoom meeting
 - iii) Students should use their proper name and turn on video for the purpose of roll marking
 - iv) Chats in Zoom should be set to 'only the host'. There should be no private chats occurring
 - v) Students should be muted during the teacher presentation stage of the lesson
 - vi) Students could use the 'raised hands' function in the participants window or the chat window if they have a question
- b) If a student is not engaging appropriately in the Zoom meeting, they should receive a warning. This should be logged on Compass as an incident report.
- c) If a student continues to act inappropriately in the meeting, they should be moved to the waiting room or removed completely from the meeting. This should be logged on Compass as an Exit from Class.

3. Ready to Learn Scale

At the beginning of the Remote Learning Period, all Team Leaders will make available the Ready to Learn Google Form. This Ready to Learn Scale will help support student wellbeing and learning during this period of remote learning.



- a. The Ready to Learn Scale will be implemented accordingly:
 - i. **Monday Period 1** - all Period 1 teachers include the Ready to Learn google form link in their lesson plan on Compass and direct the students to complete during the first 10 - 15 mins of the period.
 - ii. Team leaders will then look at this data and direct Remote Learning Mentors/coordinators/members of the wellbeing team to contact those students who may need additional support to engage in learning that week.
 - iii. Team Leaders will include the Ready to Learn 'score' for each student in the weekly AT RISK register.
- b. The Ready to Learn data will not only support the identification of individual students that may require additional support, but will also provide information as to how whole cohorts of students are experiencing this period of remote learning.

4. Remote Learning Mentors

- a. All Staff (Year 7 - 10) will receive an allocation of families to support in the role of Remote Learning Mentor. The main aim of this role is to provide support to students and families during this period of remote learning. The Remote Learning Mentor will monitor the engagement and wellbeing of students in approximately 9 families.
- b. Where possible, siblings will be allocated to the same Remote Learning Mentor, which may mean that some lists are slightly longer than others.
- c. This check-in with students should occur once a fortnight using the "Remote Learning Mentor" script to guide the conversation.

This check in will be guided by data provided in the weekly AT RISK register or as directed by the relevant team leader. PSD Aides acting as Remote Learning mentors will contact families weekly as a means of providing additional support to these students.

- d. Staff should keep a log of contact made and note any concerns raised by students and or parent/carer, using the SSG – parent/carer contact template that is on COMPASS.
- e. Inform the relevant Team Leader / Wellbeing Team of any concerns raised.

5. Use of Phone Counselling by Wellbeing Staff for students where required

- a. Wellbeing staff to continue communicating with students that they already see, prioritise students who may be at risk or experience challenging home environments. Wellbeing staff will also be allocated as remote learning mentors to those students who may require additional support during remote learning.
- b. Continue to document in registers as new information comes to light - example - sick families

6. Year 7 - 10 Mentor lessons/assemblies

- a. To ensure the continued running of College programs and preparations in semester 2, during this period of remote learning a combination of year level assemblies and mentoring activities will be run during the mentoring periods each week. Students will be expected to join the meetings each week. The assemblies and lessons will be short, less than half of the allocated time period to allow students to use the remainder of the lesson to catch up on other work.
- b. During the even weeks, year level team leaders and coordinators will run a year level assembly via Zoom. During the assembly, the team leader and coordinators can communicate with students key information or dates. For example, at year 9 and 10, the students need to be informed about the process for upcoming subject selection. At year 7 and 8, the assembly can focus on the successes so far as well as reminding students about where to get support or help whilst in remote learning.
- c. During the odd weeks, mentor teachers will run a short RRRR activity with the students. Team Leaders will plan and communicate with mentor teachers which activities to run. Resources and links to activities will be provided, and linked to Mentor lessons on Compass.

Section 3: Other Information

1. Student Expectations

Students' health and wellbeing will remain a priority at this time. Students' wellbeing will be monitored and any concerns will be raised with wellbeing staff. All students will be expected to exhibit positive behaviours and to fully embrace and follow all instructions and changes to operations and routines in order to limit the spread of COVID 19. A heightened degree of personal responsibility is expected from all students during this time. SLBP will apply for refusal to comply with staff instructions. Measures that support the health and wellbeing of staff and students are:

- 1. Students who have mild flu-like symptoms (sore throat, runny nose, headache etc.) must stay at home.
- 2. All students will be expected to sanitise their hands throughout the day before and after each class.
- 3. All students and staff are expected to physically distance at all times (as much as practicable); students are strongly encouraged to bring their own face masks.
- 4. Students will not be permitted on campus before 8.15am and must have their temperature checked upon arrival. The courtyard doors will be shut at 8.45am; students who are late must enter through the front door after 8.45am and report to Reception.
- 5. Mobile phone policy continues to apply (no mobile phones during school hours).
- 6. For any enquiries, parents must contact the office via telephone; all appointments/meetings will be conducted via telephone.

2. Reporting

Year 7-12

Teachers will report on student 'engagement with learning' in the fortnightly 'Remote Learning Progress Reports

Area of Assessment	CONSISTENTLY GPA 4	FREQUENTLY GPA 3	OCCASIONALLY GPA 2	RARELY GPA 1	ATTENTION NEEDED GPA 0
Engagement with Learning	<ul style="list-style-type: none"> - Engages positively in all/most learning activities - Arrives ready for learning (on time to Zoom with required materials) - Independently uses technology for learning (Zoom, Compass and other online platforms) 	<ul style="list-style-type: none"> - Engages positively in some learning activities - Usually arrives ready for <u>learning</u> (on time to Zoom with most materials) - Uses technology for learning with guidance (Zoom, Compass and other online platforms) 	<ul style="list-style-type: none"> - Engages in some learning activities - Arrives for learning (occasionally on time to Zoom but not with all required materials) - With support uses technology for learning (Zoom, Compass and other online platforms) 	<ul style="list-style-type: none"> - Engages in very few learning activities - Irregularly arrives for learning (occasionally on time to Zoom but not with all required materials) - Requires constant support to use technology for learning (Zoom, Compass and other online platforms) 	<ul style="list-style-type: none"> - Does not engage in learning activities - Does not arrive ready for learning (to Zoom with required materials) - Unable to use technology for learning (Zoom, Compass and other online platforms)

Teachers will also report on student learning progress through fortnightly 'Remote Learning Hurdle Tasks' (see Section 2 of the Remote Learning Guidelines, Part A: Student Learning).

3. Assessment / Learning Tasks

VCE - Assessment in line with the adjusted VCE Study Designs will continue in VCE.

VCAL - VCAA advises of current provisions in place that allow for adjustment within VCAL:

- Assessing on more than one occasion can mean as few as two
- Assessing in multiple contexts includes topics/content and can be all be online (but also in different contexts)
- Projects/work can be completed after 26th May
- Teacher professional judgements continue to form the basis for successful completion of VCAL units
- SWL is not a requirement for VCAL completion

VET - VCAA advises that:

- The minimum VET component for VCAL is 90 hours (which students should achieve in their first year of VCAL); where this has not been achieved, the extension of the school year provides support for students to complete the required hours this year.
- Where students cannot complete all practical assessments for a unit, schools can arrive at a school-based assessment score derived from completed assessments of other units.
- A summary of all the examinable units of competency from each Scored VCE VET program Units 3 and 4 has been published; read the specific advice for your course.

4. Health and Safety Measures

DET has advised on a number of strategies to support **social distancing and good hygiene practices** to reduce the risk of COVID-19 transmission. **The following will be implemented at our college:**

- a. All staff and students should undertake regular hand hygiene, particularly on arrival to school, before and after eating, after blowing their nose, coughing, sneezing or using the toilet. This should be directed or supervised by staff where required.
- b. All unwell staff and students will remain at home or return home if they become unwell at school.
- c. Staff and students experiencing compatible symptoms with coronavirus (COVID-19), such as fever, cough or sore throat, should be isolated in an appropriate space with suitable supervision and collected by a parent/carer as soon as possible. It is not suitable for an unwell student to travel home unsupervised.
- d. Students and staff at risk of severe illness will be encouraged to consult a medical practitioner to assess the appropriateness of their on-site attendance.
- e. Visitors to school grounds will be kept to a minimum: for example to those delivering essential services and supporting school operations such as maintenance, health and wellbeing services etc. Distancing dots are in place to promote spacing between adults in the administration/entrance area.
- f. Parents will be asked to maintain contact with school via phone and email and enter school grounds only when essential and preferably by appointment.
- g. School assemblies and large staff meetings will be conducted exclusively via Zoom.
- h. Excursions and camps will be cancelled/postponed until further notice.
- i. Volunteers, parents, staff providing additional services will be discouraged from attending on site; SSG meetings will be conducted via Zoom or telephone.
- j. Signage around the school (offices and learning areas) will be displayed to remind staff and students of the need for changed behaviours.
- k. Attendance of all staff, students and visitors will be recorded to support contact tracing.
- l. Extended and increased cleaning arrangements will continue. Extended cleaning involves progressive cleaning throughout the day, with a focus on high-touch surfaces to areas including, but not limited to:
 - a. high-touch surfaces (including all entry and exit points, shared surfaces including chairs and desks, benchtops, hand sanitising units, drinking troughs and fountains)
 - b. bathrooms (including toilets, washbasins, soap dispensers)
 - c. classroom waste bins

5. Temperature Checks

In order to support community awareness of the symptoms of coronavirus (COVID-19) and to help identify children displaying symptoms, all students' temperature will be screened upon arrival at school. If a person has a temperature of 37.5° or above on screening, the school should enact its protocols for managing unwell students. It is important that any staff member or student who becomes unwell while at school returns home. While it is unlikely that every staff member or student who is unwell with flu-like symptoms will have coronavirus (COVID-19), there are some sensible steps schools can take while a student awaits collection by a parent or carer as a precaution.

Temperature thresholds and required actions

TEMPERATURE READING	REQUIRED ACTION
Less than 37.5°	Student is advised to proceed to class.
Equal to or greater than 37.5° on first reading	The student should be asked to wait in a separate room and have their temperature re-checked in 15 minutes. If the student is wearing outerwear, the staff member should suggest the child remove this once they are indoors.
Equal to or greater than 37.5° on second reading	The student should return home with their parent/carer. If parent/carer is not present, the student will need to be isolated and the parent/carer contacted to collect them from school as soon as possible. Families should be encouraged to seek the advice of their healthcare professional who can advise on next steps and coronavirus (COVID-19) testing.

6. Face Masks

All school-based staff and students must wear face coverings at school, and when travelling to and from school.

- Teachers and education support staff will not be required to wear face coverings while teaching, but those who wish to do so, can. Teachers should wear face coverings in other areas of the school when not teaching (for example, in the staffroom, on yard duty and when providing first aid or taking temperatures), and when travelling to and from school.
- Some students and staff are exempt from these requirements; this includes students who attend specialist schools, are over the age of 12 and are unable to wear a face covering due to the nature of their disability. This also includes students or staff who have a medical condition, such as problems with their breathing, a serious skin condition on the face, a disability or a mental health condition.
- Parents/carers will be required to wear face coverings whenever they leave the house, including for school drop off and pick up. If they are travelling in a car alone, or only with members of their household, they do not need to wear a mask.
- School staff should refer to the Department [guidance for the use of personal protective equipment \(PPE\) in education](#) to determine when additional PPE is required.

7. Other Arrangements for Onsite and Remote Learning

Staff Rooms and Classrooms

To avoid overcrowding in staff rooms and support physical distancing of staff between staff are advised to make use of all available spaces. Staff are asked to adhere to social distancing in the staffroom ensuring the required 1.5m between them.

Where classes are timetabled in rooms without ventilation (i.e.1.25, 2.21, 2.6 etc), room changes have been made. Teaching staff should note that, starting from week 2, year 10 remote classes should occur from the rooms those classes are timetabled in. Staff will not be expected to supervise/teach students attending onsite. Year 10 classes will be exclusively conducted remotely.

All Learning Spaces

Hand sanitiser units are being fitted on all levels in areas of high traffic (10 on each year level). Sanitisers will be available in all staff rooms and staff will have access to their own small bottle of sanitiser. Signage about social distancing and hygiene measures will be displayed around the campus.

Elevator (Town Park only)

Please ensure that no more than 2 adults use the elevator at any one time.

Administration, Canteen and Library

Visitors attending in the reception area will also be required to use the dots to support physical distancing.

Canteen and Library are areas limited to our staff and students and adults frequenting these areas are asked to practise social distancing.

- Library recreational resources (games, cards etc.) will be unavailable to students at this time. Teaching and learning resources (videos, books) will have to be wiped thoroughly before and after use.
- Canteen staff, where canteen is open, will adhere to the highest hygiene standards when preparing food. Students will be asked to refrain from sharing food.

What to do and who to contact if you require support or have questions related to the following areas:

Learning Support	Email your subject teacher via Compass. You can also ask questions via Compass by using the 'conversation' tab connected to the learning task.	
Technical Support Login problems Device problems	Email helpdesk@humecentral.vic.edu.au Use your school google account to help with identification Include the following information: <ul style="list-style-type: none"> • Full Name • User ID (Cases ID for students) • Contact number • Description of the issue If a student is locked out of their school email account they should use an alternative email account to send a message to the help desk asking for support.	
Wellbeing Support	<p>Should students require wellbeing support, they can call or text the Student Wellbeing Coordinators for their campus: Town Park: Jessica Farrugia - 0405 807 219 Blair Street: Victoria Fleetwood :0405779249 Dimboola Road: Tom Hurl - 0438 547 107</p> <p>Student Wellbeing Coordinators can provide counselling and support via the phone, or can arrange for a student's regular youth/social worker/nurse to contact them on the student's preferred number.</p> <p>Phone counselling will be available during regular school hours: 8:30am-4:30pm on weekdays..</p> <p>Team Leaders and Principals may also make referrals to Student Wellbeing Coordinators should they believe a student or family member requires phone counselling during periods of remote learning.</p> <p>Contact the Speech Pathologist who is currently supporting you.</p>	<p>Additional resources to be made available to students: eHeadspace: Online Community Support https://headspace.org.au/eheadspace/spaces/community/</p> <p>Kids Helpline: Webchat and phone counselling https://kidshelpline.com.au/</p> <p>Beyond Blue: Looking after your mental health during the Coronavirus outbreak: https://www.beyondblue.org.au/the-facts/looking-after-your-mental-health-during-the-coronavirus-outbreak</p>
Issues related to remote learning	Email your Team Leader or Coordinators.	

8. HUME CENTRAL SECONDARY COLLEGE - CHILD SAFETY CODE OF CONDUCT

Hume Central Secondary College is committed to the safety and wellbeing of children and young people. Our College community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of Hume Central Secondary College will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. They will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other members of the College community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

Acceptable behaviours

- As staff, volunteers, contractors, and any other member of the College community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:
- upholding the school's statement of commitment to child safety at all times
- treating students and families in the College community with respect both within the school environment and outside the school environment as part of normal social and community activities
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students

- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of students with a disability
- reporting any allegations of child abuse or other child safety concerns to the school's leadership or student wellbeing coordinator, understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours

As staff, volunteers, contractors, and any other member of the College community involved in child-related work, we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc.) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes
- in the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances.

Cyber Bullying Guidelines:

Cyberbullying is bullying using digital technologies including mobile phones, email and social media tools. Cyberbullying includes:

- Pranking: Repeated hang ups, anonymous, mocking or threatening phone calls.
- Image sharing: Forwarding or sharing unflattering or private images without permission.
- Sexually explicit images: People of any age, who forward or share images of a sexual nature of a person under 18 need to be aware that this is a criminal offence (child pornography) that may result in prosecution.
- Text and email: Sending insulting or threatening text messages or emails.
- Personal online information: Publishing online someone's private, personal or embarrassing information without permission, or spreading rumours online.
- Identity theft: Assuming someone's identity online and negatively representing them in a way that damages their reputation or relationships.
- Hate sites: Creating hate sites or implementing social exclusion campaigns on social networking sites.

It is also cyberbullying when a student, or students, uses technology to run a multi-step campaign to bully another student. For example, setting another student up to be assaulted, video-recording their humiliation, posting the video-recording online and then sending the website address to others.

Indicators of Bullying:

Students who are being bullied may show some or all of the following signs:

- Poor health – lost appetite, anxiety, depression
- Lower self-esteem, reduced study performance
- Unwillingness to engage with learning, social withdrawal
- Mood swings.

Responsibilities Of School Members In Relation To Bullying And Harassment:

All members of our community (students, teachers and staff, parent/guardians) have a responsibility to each other to ensure we have an environment free from bullying and harassment. As such, members will not bully or harass others and will report bullying or harassment for appropriate follow up.

What To Do If You Are Bullied Or Harassed:

If you feel safe and confident, you can respond to the person who is bullying you and tell them that their behaviour is unwanted and not acceptable. This may be hard to do. You could also ignore their actions. It's important not to retaliate with physical or verbal abuse. It is important that you DO report the bullying behavior.

You could:

- Seek help and talk to someone about it that you trust, such as a friend or staff member
- Report it to a teacher, your Team Leader, or a member of the Wellbeing Team

Talk it over with your parent/guardian. If you feel that the bullying doesn't stop, take the issue further.