

# COVID-19 Safety Management Plan (COVIDSafe Plan) Update 13 October 2021

## Our COVID Safe Plan

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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	ACTIONS
<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>• <a href="#">Circulate the latest health advice and requirements</a> to parents (in multiple languages if appropriate), staff and students (where appropriate).</li> <li>• Follow <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>• Consult with all staff, including the elected OHS Chair about the implementation of controls.</li> <li>• Monitor staff and student face mask compliance and COVIDSafe practices at school.</li> </ul>

Hazard Type	Hazard Description	ACTIONS
		<ul style="list-style-type: none"> <li>• Use teaching strategies and communications resources to remind staff and students to wear face masks (in accordance with the guidance in the current School Operations Guide) and to practice good hand hygiene.</li> <li>• Discuss implementation processes for on-site service provision, including use of alternate spaces to increase physical distancing.</li> <li>• Check the availability of hygiene products throughout the school and reorder supplies as needed.</li> <li>• Conduct regular inspections of the school site, using this COVID-19 Safety Management Plan and the School Operations Guide, to check that recommended risk controls are implemented and working effectively, including displaying on-site <a href="#">signage</a>.</li> <li>• Encourage students, staff and contractors/visitors to bring their own face mask, and also check to ensure there are enough single-use face masks available for staff, students or visitors who do not have their own or for masks that get damaged/soiled.</li> <li>• Eliminate or minimise the necessity of using shared equipment at this time. Such items may include shared computers, class sets of teaching and learning materials, and musical instruments. If used, strict hand hygiene should be followed before and after use. Risk can be further minimised with users wiping down items where appropriate, for example using a disinfectant/detergent wipe or cloth.</li> <li>• Risk is further minimised by users wiping down surfaces</li> </ul> <p><b>QR codes and record keeping</b></p> <ul style="list-style-type: none"> <li>• Service Victoria QR codes are prominently displayed around the school site, including at gates, entryways, reception and outside buildings.</li> <li>• QR codes are also required to be displayed on playgrounds available for community when community use is allowed</li> </ul>

Hazard Type	Hazard Description	ACTIONS
		<ul style="list-style-type: none"> <li>• Communicate with the school community and any visitors or contractors about QR code check in requirements and parents remaining in vehicles for pickup/drop off</li> <li>• Ensure, so far is as reasonably practicable, that visitors and contractors follow the QR code and visitor sign in requirements.</li> <li>• QR code check ins are not required to be used by school staff or students, or by parents who are on site for drop off or pick up, but do not enter school buildings. Schools can use existing mechanisms such student attendance records and staffing rosters to record this information.</li> <li>• Visitor sign-in procedures collect the following information: the person's first name and surname, a contact phone number, the date and time the person attended the school and the areas within the buildings that the person attended (attendance records for capital works will be managed by the principal contractor). Recording the purpose of the visit will continue to be collected for legal and regulatory obligations.</li> </ul> <p><b><i>Limit visitors to school grounds</i></b></p> <ul style="list-style-type: none"> <li>• Visitors to school grounds will be limited to essential school services and operations</li> <li>• Essential visitors to school grounds must comply with density limits, face mask requirements, QR code check-ins and practise good hand hygiene.</li> </ul> <p><b><i>Create COVIDSafe spaces and reduce mixing of staff</i></b></p> <p><b>Use of Staffrooms</b></p> <ul style="list-style-type: none"> <li>• Staff are each allocated a specific staffroom or satellite kitchen to collect or prepare food or drinks and encouraged not to congregate</li> <li>• All group meetings will be online and the option will remain when restrictions are eased</li> </ul>

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		<ul style="list-style-type: none"> <li>• Carry out regular assessment of spaces within the school to determine areas of greater or lesser ventilation options (use CO2 Reader).</li> <li>• Increase outdoor air ventilation whenever possible and maximise the use of outdoor learning areas or environments. This may mean taking lessons outside, where possible, and keeping windows and doors open (weather permitting).</li> <li>• Physical distancing is encouraged and current <a href="#">density limits</a> applied in staff areas such as staff lunchrooms</li> <li>• Facilities/staff will open windows one hour prior to students arriving in the morning. Teachers will prop doors open.</li> <li>• Display density signage prominently in required areas, which indicates the maximum number of members of people that may be present in the space at a single time.</li> <li>• Space out staff workstations as much as possible and limit the number of staff in offices according to density requirements. This might mean re-locating some staff workstations temporarily to other spaces (such as the library or unused classrooms).</li> <li>• Appropriate cleaning requirements are in place including: <ul style="list-style-type: none"> <li>• The use of a 72 hour of COVID Safe products on alternative nights (done every 48 hours)</li> <li>• Doors and windows will be open as often as possible</li> <li>• Door wedges have been provided for every classroom</li> </ul> </li> </ul> <p><b><i>Events/activities meetings and assemblies on school premises</i></b></p> <ul style="list-style-type: none"> <li>• No events/meetings/assemblies, camps, incursions/excursions or interschool sports</li> </ul>

Hazard Type	Hazard Description	ACTIONS
		<ul style="list-style-type: none"> <li>School events, gatherings, assemblies, and non-essential meetings will be deferred or held remotely.</li> </ul> <p><b>Use of school facilities by community and sport groups</b></p> <ul style="list-style-type: none"> <li>College will follow the Operations Guide in terms of community onsite (currently not permitted)</li> </ul> <p><b>Camps and excursions</b></p> <p>Camps and excursions for Victorian schools will take place at this time.</p> <p><b>PPE for staff</b></p> <ul style="list-style-type: none"> <li>School staff will refer to the Department <a href="#">guidance for the use of personal protective equipment (PPE) in education</a> to determine when additional PPE is required and for information on the correct and safe use of PPE.</li> <li>Schools should make sure they have appropriate PPE supply available.</li> </ul> <p><b>Vaccinations</b></p> <ul style="list-style-type: none"> <li>The College has implemented a procedure for following Health Direction (6)</li> <li>Exercise maximum flexibility to enable staff to attend vaccination appointments including, where possible, during the normal work day.</li> </ul> <p><b>Testing Requirements</b></p> <ul style="list-style-type: none"> <li>Staff travelling from Regional Victoria who are not double vaccinated are required to provide the results of a test within 72 hours of being onsite and up to twice weekly</li> </ul>

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		<ul style="list-style-type: none"> <li>• Staff do not need to isolate following their test and can attend work while waiting for their test result. However, if any staff present symptoms of COVID-19 they should not attend on site but get tested and isolate immediately.</li> </ul> <p><b>Requirements for VCE and essential assessments</b></p> <ul style="list-style-type: none"> <li>• We will follow the COVID Safe requirements outlined by VCAA for all VCE exams</li> </ul> <p>Testing is an important health and safety measure. While the testing obligations under the CHO directions fall on staff members in their individual capacity, schools have an important role in working with staff who cross boundaries of restricted areas to ensure that schools remain safe and healthy working environments. Schools should consider whether there are reasonably practicable steps that should be taken, based on their own staffing profiles, to assist staff meeting their testing obligations under the restrictions. These may include:</p> <ul style="list-style-type: none"> <li>• Communicating with staff about testing requirements;</li> <li>• Requesting information about employees' testing;</li> <li>• If appropriate in the circumstances, or if concerned about non-compliance by staff, giving directions to employees not to attend work unless evidence of testing is produced.</li> </ul>
	<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>• Cleaning arrangements will continue <u>adjusted to each</u> school's requirements to be in line with the <a href="#">COVIDSafe Routine Cleaning Guidelines</a>.</li> <li>• Eliminate or minimise using shared equipment at this time. Such items may include shared computers, class sets of teaching and learning materials, and musical instruments. If used, strict hand hygiene should be followed before and after use. Risk can be further minimised with users wiping down items where appropriate, for example using a disinfectant/detergent wipe or cloth.</li> <li>• Keep doors and windows open whenever possible</li> </ul>

Hazard Type	Hazard Description	ACTIONS
	Vulnerable workforce or students	<ul style="list-style-type: none"> <li>Continue to act on the advice in the School Operations Guide in relation to the supports available to assist schools to support medically vulnerable staff and students, including staff members who may be medically vulnerable, or living with or caring for elderly or chronically ill relatives</li> <li>Ensure consultation with your elected health and safety representative and staff</li> <li>Follow the guidance in the in the <a href="#">School Operations Guide</a> to support medically vulnerable staff and students.</li> <li>Monitor and update all student Health Support Plans including condition-specific advice for medical vulnerable</li> </ul>
	A suspected case may occur among staff and students	<ul style="list-style-type: none"> <li>Follow advice for managing suspected cases advice in the <a href="#">School Operations Guide</a></li> <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 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.</li> <li>Refer to the <a href="#">communication support pack</a> for resources to communicate with your school community. <ul style="list-style-type: none"> <li>Stay in contact with affected staff or families remotely to provide wellbeing support.</li> </ul> </li> </ul>
	A confirmed case (or a close contact of a confirmed case) may occur among staff, students, or the school community.	<ul style="list-style-type: none"> <li>Follow the advice for managing a confirmed case and monitoring of close contacts in the <a href="#">School Operations Guide</a> and also the <a href="#">management of unwell students and staff</a></li> <li>Contact the DHHS by calling 1800 126 126 to report if a student or staff member tests positive to COVID-19. Schools do not need to take further action until directed to do so</li> </ul>

Hazard Type	Hazard Description	ACTIONS
		<ul style="list-style-type: none"> <li>• Refer to the communications support pack for resources to communicate with your school community.</li> <li>• Stay in contact with affected staff or families remotely to offer wellbeing support.</li> <li>• WorkSafe may be in contact with the affected school to ensure the school is following the health and safety guidance outlined in this document and has implemented their COVID-19 Safety Management Plan. Please contact the OHS Advisory Service (1300 074 715) for support in managing occupational health and safety matters.</li> <li>• Follow OHHS advice on cleaning and disinfection when a confirmed case of COVID-19 has been identified.</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>• Follow the advice in the <a href="#">School Operations Guide</a> regarding visitors and contractors attending school sites.</li> <li>• QR code check ins are required to be used by all visitors on school site including contractors, external Department staff and building and maintenance staff).</li> <li>• Ensure contractors (such as Casual Relief Teachers (CRTs), contractors)) receive appropriate induction, including including vaccination record keeping and QR code requirements onsite</li> <li>• CRT records to be collected and will need to meet with Head of People and Culture prior to attending</li> <li>• Ensure, so far is as reasonable practicable, that QR Code and sign in requirements are followed by all contractors and visitors attending site (including parents entering a school building), by displaying QR codes prominently and communicating with contractors about the requirements.</li> </ul>



Hazard Type	Hazard Description	Examples of practical solutions
<p><b>Working Alone, in Isolation or from Home*</b></p>	<p>The home work environment may cause injury (noise, lighting, thermal comfort, and slips, trips and falls).</p>	<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>
	<p>Staff may suffer musculoskeletal disorders by adopting static postures while using laptops, portable devices or personal computers.</p>	<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. Remote lessons end 10 minutes earlier to allow for this.</li> <li>• Proactively plan with staff who have a known pre-existing injury.</li> </ul>
	<p>Increased isolation (on-site and/or at home) may increase risk of injury.</p>	<ul style="list-style-type: none"> <li>• Promote the OHS advice and support (including <a href="#">EAP</a> and wellbeing staff to staff. <a href="#">Other mental health supports are available here.</a></li> <li>• Establish protocols for regular check-ins with staff.</li> </ul>
	<p>Exposure to family or gendered violence.</p>	<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> <li>• Establish protocols for regular check-ins with staff.</li> </ul>

Hazard Type	Hazard Description	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>• 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 Head of Years/Counsellors 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>• Remind staff of related policies:</li> <li>• Harassment</li> <li>• Grievance</li> <li>• Students in the Junior Years are encouraged to wear easily removable face masks</li> <li>• Proactive and open communications with parents and carers</li> <li>• Set expectations for behaviour with the school community and promote appropriate ways for parents to raise their concerns (Parent Code of Conduct)</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 to Head of People and Culture 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> <p>Many parents/carers are likely to be anxious during this time.</p>	

Hazard Type	Hazard Description	Examples of practical solutions
<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>• Consult, communicate and check-in regularly with staff on how they are feeling with the current situation, what supports might help. And 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>• Consult with staff to identify causes/sources of workload challenges and to identify possible adjustments.</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>• 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>• Limit meeting duration and record meetings to enable flexibility in attending</li> <li>• Shortened lesson times for screen breaks</li> <li>• Allow time for staff to access the relevant information, instruction and training</li> <li>• Encourage staff to use <a href="#">EAP</a>, for themselves and their immediate family, as well as the other supports and resources available (Pastor, Chaplain, Counsellor, Head of People and Culture)</li> <li>• Ensure there are adjusted return to work strategies for people on sick leave or Workers' Compensation leave.</li> </ul>
	Staff experiencing changes to workload (increase/decrease) from modifications in tasks and priorities.	
	Balancing non-work-related demands (e.g. caring responsibilities) while delivering a remote learning program	
	Extended hours and screen-time exposure, due to planning and delivery of remote learning programs	
	Staff experiencing disengagement and low morale regarding clarity of tasks, team roles and evolving priorities.	

Hazard Type	Hazard Description	Examples of practical solutions
	Staff experiencing uncertainty, stress, anxiety from the transition to an altered working environment	
	Staff experiencing uncertainty and anxiety about the COVID-19 risks to their personal health (especially if working onsite).	
	Staff experiencing isolation and changes in levels of support from leaders and colleagues as a result of the changed arrangements.	
	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.)	