



**LEGISLATIVE ASSEMBLY**  
FOR THE AUSTRALIAN CAPITAL TERRITORY

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SELECT COMMITTEE ON THE COVID-19 PANDEMIC RESPONSE  
Mr Alistair Coe MLA, Mrs Vicki Dunne MLA, Ms Tara Cheyne MLA,  
Mr Michael Pettersson MLA, Ms Caroline Le Couteur MLA

## Submission Cover Sheet

COVID-19 pandemic response

**Submission Number: 016**

**Date Authorised for Publication: 28 July 2020**

**From:** [REDACTED]  
**To:** [LA Committee - COVID19](#)  
**Subject:** Fwd: FOI decision - Email 1 of 5 - Term 2 remote learning  
**Date:** Sunday, 12 July 2020 8:09:47 AM  
**Attachments:** [REDACTED]

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Dear Committee Members

Please find attached for your consideration documents released to me via FOI about the decision to close schools during the pandemic.

I am concerned about the advice that certain requested documents do not exist, that there are documents missing about the decision to close schools, and that exemptions have been applied incorrectly. I will be seeking review of this decision via the Ombudsman.

I ask that my personal details in these documents and submission be redacted before being made publicly available.

The other four emails that form part of the documents released to me will be forwarded to you shortly.

Kind regards

[REDACTED]

----- Forwarded message -----

**From:** EDU, FOI <[EducationFOI@act.gov.au](mailto:EducationFOI@act.gov.au)>  
**Date:** Thu, Jul 2, 2020 at 4:32 PM  
**Subject:** FOI decision - Email 1 of 5 - Term 2 remote learning  
[REDACTED]  
**Cc:** EDU, FOI <[EducationFOI@act.gov.au](mailto:EducationFOI@act.gov.au)>

UNCLASSIFIED

Good afternoon [REDACTED]

Attached is the decision letter, schedule and first tranche of documents in response to your FOI request. This is the first of five emails. We have to split up the documents due to file size.

Regards

Paula

Education Directorate FOI team

Phone: +61 2 6205 0720|Email: [EducationFOI@act.gov.au](mailto:EducationFOI@act.gov.au)

Governance and Community Liaison|Education|ACT Government

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[REDACTED]

[REDACTED]

[REDACTED]

## **FREEDOM OF INFORMATION (FOI) REQUEST : TERM 2 REMOTE LEARNING**

I refer to your application under section 30 of the *Freedom of Information Act 2016* (the Act), received by the Education Directorate (the Directorate) on 20 April 2020, in which you sought access to documents relating to the decision to implement remote learning in ACT public schools for Term 2 2020.

Thank you for working with the Directorate to clarify the scope of your request. It is noted that on 29 April 2020 you advised via email that your request is specifically for:

*All documents and records (excluding drafts and duplicates) that informed the 8 April 2020 announcement that '[a]t the start of term 2, ACT public schools will be moving to a remote delivery of learning' (i.e. were in existence at the time of the announcement), including (but not limited to):*

- *final policy proposals in relation to both the decision and implementation considerations, including matters such as risk assessments, health impact assessments of children using devices for sustained periods, legal advice, delivery model, privacy impact assessments etc*
- *final briefs to Directorate Executive Managers and/or Minister of Education*
- *meeting minutes and/or notes or transcripts from stakeholder discussions, meetings or panels. Stakeholders may include unions, P&C Council, Catholic Education, AIS, other jurisdictions, Commonwealth Minister, Commonwealth Department of Education, other organisations, or individuals*
- *agreement/s between any union, Directorate and/or Minister of Education*
- *research relied on to inform the decision, and*
- *emails between the Directorate, Minister for Education and/or stakeholders.*

I am an Information Officer appointed by the Director-General under section 18 of the Act to deal with access applications made under Part 5 of the Act.

The Education Directorate was required to provide a decision on your access application by 19 May 2020, unless third party consultation was required, which would change the due date to 11 June 2020. On 8 June 2020 you agreed to a revised due date of 2 July 2020. Thank you for agreeing to this extension. Your consideration is greatly appreciated.

### **Decision on access**

Searches were completed for relevant documents and 55 documents were identified that fall within the scope of your request.

I have included as Attachment A to this decision the schedule of relevant documents. This provides a description of each document that falls within the scope of your request and the access decision for each of those documents.

In summary, my decision is:

- Full release nine documents
- Partial release 41 documents
- Non-release four documents.

I have withheld two docs from release at this time due to the requirement to undertake further third party consultation. I will endeavour to resolve this as quickly as possible. However, I did not want to hold up the release of all other documents to you whilst that is being worked through.

Documents identified as relevant to your request that are not released or are partially released contain information that I consider to be information that:

- is taken to be contrary to the public interest in accordance with section 16 and Schedule 1 of the Act; or
- would, on balance, be contrary to the public interest to disclose under the test set out in section 17 of the Act; or
- is outside of the scope of your request.

Where possible, access is granted to information on a partial release basis with deletions applied under section 50 of the Act.

For some parts of your request, there were no documents identified that contained relevant information. For example, no information was located that provided risk assessments, health impact assessments of children using devices for sustained periods, or privacy impact assessments.

My access decisions are detailed further in the following statement of reasons.

The documents released to you are provided as Attachment B to this letter.

### **Material considered**

In reaching my access decision, I have taken the following into account:

- the FOI Act, particularly sections 16, 17 and 50, Schedule 1 and Schedule 2;
- the content of the documents that fall within the scope of your request;
- the *Human Rights Act 2004*; and
- the views of third parties.

### **Reasons for decision**

My reasons for deciding not to grant access to the identified documents and parts of those documents are as follows:

#### Information that is taken to be contrary to the public interest

Some of the document wholly or partially contain information that is taken to be contrary to the public interest to disclose in accordance with Schedule 1 of the Act; in particular, information that:

- is protected by legal professional privilege (Schedule 1.2); or
- was provided, or was produced for the purpose of being provided, to Cabinet (Schedule 1.6).

Accordingly, this information is not being released to you.

#### Information that would, on balance, be contrary to the public interest

Section 17 of the Act requires a public interest test to be applied to determine if information would, on balance, be contrary to the public interest to disclose. In applying the public interest test, I have decided that the applicable factors favouring disclosure, as listed at Schedule 2.1 of the FOI Act, are that disclosure could reasonably be expected to:

- promote open discussion of public affairs and enhance the government's accountability (Schedule 2.1(a)(i))
- contribute to positive and informed debate on important issues or matters of public interest (Schedule 2.1(a)(ii))
- reveal the reason for a government decision and any background or contextual information that informed the decision (Schedule 2.1(a)(viii))

I have decided that the applicable factors favouring non-disclosure is that disclosure of the information could reasonably be expected to:

- prejudice the protection of an individual's right to privacy or any other right under the *Human Rights Act 2004* (Schedule 2.2(a)(ii))
- prejudice trade secrets, business affairs or research of an agency or person (Schedule 2.2(a)(xi))

I have considered the factors favouring disclosure and the factors favouring non-disclosure.

I place significant weight on the right to privacy of individuals and their right to have their personal information protected. I have decided that their right to privacy in relation to their personal information has a higher standing of public interest not to disclose, than the public interest in disclosing this information. Accordingly, the names of third parties, and their contact details have been deleted from the information being provided to you.

Similarly, information relating to business affairs of persons or organisations has been deleted from the documents, as I have decided that they have a right to have their business information protected, particularly names of their employees.

#### Information that is outside of scope

Some of the documents contained information that was outside of the scope of your request, such as unrelated topics that were covered in meetings with stakeholders, and this has been deleted from the documents being provided to you.

#### **Charges**

I have decided to not impose fees in relation to your request because the subject matter is in the public interest and also in consideration of your agreement to extend the processing time.

#### **Online publishing – disclosure log**

Under section 28 of the Act, the Directorate maintains an online record of access applications called a disclosure log. Information about your request, my decision and documents released to you in response to your access application will be published in the Directorate's disclosure log between three and 10 working days after a decision on access has been provided to you. Your personal information will not be published.

You may view the Directorate's disclosure log at [https://www.education.act.gov.au/about\\_us/freedom\\_of\\_information/disclosure-log](https://www.education.act.gov.au/about_us/freedom_of_information/disclosure-log).

#### **Ombudsman review**

My decision on your access request is a reviewable decision as identified in Schedule 3 of the Act. You have the right to seek Ombudsman review of this outcome under section 73 of the Act within 20 working days from the day that my decision is published in the Directorate's disclosure log, or a longer period allowed by the Ombudsman.

If you wish to request a review of my decision you may write to the Ombudsman at:

The ACT Ombudsman  
GPO Box 442  
CANBERRA ACT 2601

Email: [actfoi@ombudsman.gov.au](mailto:actfoi@ombudsman.gov.au)

**ACT Civil and Administrative Tribunal (ACAT) review**

Under section 84 of the Act, if a decision is made under section 82(1) on an Ombudsman review, you may apply to the ACAT for review of the Ombudsman decision. Further information may be obtained from the ACAT at:

ACT Civil and Administrative Tribunal  
Level 4, 1 Moore St  
GPO Box 370  
Canberra City ACT 2601

Telephone: (02) 6207 1740  
<http://www.acat.act.gov.au/>

If you have any queries concerning the Directorate's processing of your request, or would like further information, please contact the Directorate's FOI Coordinator on 02 6205 0720 or email [EDULegalLiaison@act.gov.au](mailto:EDULegalLiaison@act.gov.au).

Yours sincerely



Paula Murray  
Information Officer

2 July 2020

## Freedom of Information Schedule

[REDACTED] – REMOTE DELIVERY OF LEARNING

DATE OF REQUEST: 20 APRIL 2020 - FILE REFERENCE: EDU20/589

| Document Number | Description  | Document Date           | Decision (Full release, Partial release, Non-release) | Reason for Partial release or Non-release |
|-----------------|--|-------------------------|---|---|
| 1               | Email from D Matthews to Y Berry and others – COVID-19 Briefing Package for Minister<br>Attachments:<br>A. Caveat Brief – 14 March 2020, COVID-19 – Education Delivery Planning Update 14 March 2020<br>B. PDF 20200312174550934<br>C. COVID-19 Communication Strategy – March 2020 – Draft 13 March 2020<br>D. COVID-19 FAQ’s for School Communities Final 13 March 2020<br>E. Preparation checklist for schools v3 PS-dk | 14 March 2020<br>2:27PM | Partial release                                       | Schedule 1.6 and Schedule 2.2(a)(ii)      |
| 2               | Email from D Matthews to J Ceramidas; R Hobbs – Document1<br>Attachment: Document1   | 15 March 2020<br>5:10PM | Non release   | Schedule 1.6                              |
| 3               | Email from D Matthews to K Coleman and others – Paper/Notes for SEMC regarding school closures<br>Attachment: Document1  | 15 March 2020<br>9:02PM | Non release   | Schedule 1.6                              |

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|----|---|----------------------------------|-----------------|--|
| 4  | Email from K Haire to [REDACTED] and others – Coronavirus latest advice from the Director-General to principals: 2:04pm, 15.03.2020   | 15 March 2020<br>10:22PM         | Partial release | Schedule 2.2(a)(ii)  |
| 5  | Meeting notes – PAG Meeting   | 17 March 2020<br>9:38AM          | Partial release | Outside of scope   |
| 6  | Email from D Matthews to L Croke; S Engele – COVID-19 briefing package for Minister<br>Attachments:<br>A. Caveat Brief – COVID-19 Education Delivery Planning Update 14 March 2020 Copy<br>B. 2020031217450934<br>C. COVID-19 Communication Strategy - March 2020 Draft 13 March 2020<br>D. COVID-19 FAQs for School Communities – final 13 March 2020<br>E. Preparation checklist for schools v3 – PS – dk | 17 March 2020<br>1:14PM          | Partial release | Schedule 2.2(a)(ii)<br><br>Attachments not provided as they are included with Document 1 |
| 7  | P & C Meeting notes   | 20 March 2020<br>11:27AM         | Partial release | Schedule 2.2(a)(ii) and outside of scope   |
| 8  | Caveat Brief COVID-19 Daily Update – 17 March 2020  | 20 March 2020                    | Partial release | Schedule 2.2(a)(ii) and 2.2(a)(xi)   |
| 9  | Caveat Brief – COVID-19 Daily Update – 19 March 2020  | 20 March 2020                    | Partial release | Schedule 2.2(a)(ii) and 2.2(a)(xi)   |
| 10 | ACT Principals Association Quarterly Meeting with Director General – Meeting Agenda/Notes   | 20 March 2020<br>4:00PM – 5:00PM | Partial release | Outside of scope   |

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|----|---|-------------------------|-----------------|--|
| 11 | Email from L Brewer for M Huxley to R Hobbs; K Haire – Caveat Brief for MO 200320<br>Attachment: Caveat Brief for MO 200320 | 20 March 2020<br>5:56PM | Full release    |  |
| 12 | Email from M Huxley to J Ceramidas; R Hobbs – Chronology  | 22 March 2020<br>3:55PM | Partial release | Schedule 2.2(a)(ii)                              |
| 13 | Email from K Laurent to P Short – Ministers Stakeholder Meeting Notes   | 23 March 2020<br>1:15PM | Partial release | Schedule 2.2(a)(ii)                              |
| 14 | Caveat Brief – COVID-19 Daily Update – 18 March 2020  | 24 March 2020           | Partial release | Schedule 2.2(a)(ii) and 2.2(a)(xi)               |
| 15 | Email from C Myers to R Hobbs; EDU DLO – Updated response to Ms Lee   | 24 March 2020<br>2:09PM | Full release    |  |
| 16 | Ministers Briefing notes  | 24 March 2020<br>3:41PM | Partial release | Schedule 1.6, Schedule 2.2(a)(ii) and 2.2(a)(xi) |
| 17 | Email from EDU Alerts – A message from Mark Huxley: AEU Update 25 March 2020  | 25 March 2020<br>4:13PM | Full release    |  |
| 18 | Email from K Haire to AEU – Education services in a predominately online environment  | 26 March 2020<br>2:14PM | Partial release | Schedule 2.2(a)(ii)                              |
| 19 | Email from EDU Alerts to EDU; School Leaders – A message from Mark Huxley: Preparedness for online learning 26 March 2020   | 26 March 2020<br>6:33PM | Full release    |  |

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|----|---|-------------------------|-----------------|--------------------------------------|
| 20 | Email from EDU Alerts to EDU; School Leaders – A message from Mark Huxley: COVID-19 update 27 March 2020<br>Attachments:<br>A. School run sheet – 27 March 2020<br>B. Advice – Marking Attendance during Pupil Free Days<br>C. FAO for School Staff – 27 March 2020RH<br>D. Telecon script 270320 updated | 27 March 2020<br>8:43AM | Full release    |                                      |
| 21 | Email from L Brewer to EDUMCR – For MO Office: CAVEAT BRIEF – Daily Update (IMT Team – COVID-19) 27 March 2020<br>Attachment: 2020.03.27 signed by IMT Controller – Caveat Brief – Daily Update   | 27 March 2020<br>5:48PM | Partial release | Schedule 1.6 and Schedule 2.2(a)(ii) |
| 22 | Non-Gov Meeting notes – Cross Sectional COVID-19 Updates  | 30 March 2020<br>8:33AM | Partial release | Schedule 2.2(a)(ii)                  |
| 23 | Email from M Huxley to R Hobbs; J Ceramidas – 2020.03.30 - IMT Controller to Sign – Caveat Brief - Daily Update for MO<br>Attachment: 2020.03.30 - IMT Controller to Sign – Caveat Brief - Daily Update for MO  | 30 March 2020<br>8:41PM | Partial release | Schedule 2.2(a)(ii)                  |
| 24 | Caveat Brief – COVID-19 Daily Update – 23 March 2020  | 31 March 2020           | Partial release | Schedule 2.2(a)(ii) and 2.2(a)(xi)   |
| 25 | Caveat Brief – COVID-19 Daily Update – 24 March 2020  | 31 March 2020           | Partial release | Schedule 2.2(a)(ii) and 2.2(a)(xi)   |
| 26 | Caveat Brief – COVID-19 Daily Update – 25 March 2020  | 31 March 2020           | Partial release | Schedule 2.2(a)(ii)                  |

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| 27 | AEU Meeting Notes  | 31 March 2020<br>12:16PM | Partial release | Schedule 2.2(a)(ii)   |
| 28 | Email from K Laurent for DGEDUoffice to K Haire – For Checking: Draft Actions Arising EDU/AEU Meeting  | 31 March 2020<br>2:22PM  | Partial release | Schedule 2.2(a)(ii)   |
| 29 | Non-Gov Meeting Notes – Cross sectoral COVID-19 Updates  | 1 April 2020<br>1:22PM   | Partial release | Schedule 1. 2 and Schedule 2.2(a)(ii)                         |
| 30 | Email from L Brewer to EDUMCR – Education DLO for MO Office: CAVEAT BRIEF – Daily Update (IMT Team – COVID-19) – 1 April 2020<br>Attachment: 2020.04.01 Signed by EGM IMT – Caveat Brief – Daily update for MO | 1 April 2020<br>5:11PM   | Partial release | Schedule 1.2 and Schedule 2.2(a)(ii)                          |
| 31 | Executive Brief – MIN20/426 – Care and Learning Support model – 1 April 2020   | 2 April 2020             | Partial release | Schedule 2.2(a)(ii)   |
| 32 | Non-Gov Meeting notes – Cross sectoral COVID-19 Updates  | 3 April 2020<br>1:20PM   | Partial release | Schedule 2.2(a)(ii) and 2.2(a)(xi)                            |
| 33 | MINSET – Meeting notes   | 3 April 2020<br>5:11PM   | Partial release | Schedule 2.2(a)(ii), Schedule 2.2(a)(xi) and Outside of scope |
| 34 | Email from L Brewer to EDUMCR – For MO Office: CAVEAT BRIEF – Daily Update (IMT Team – COVID-19) – 3 April 2020<br>Attachment: 2020.04.03 signed by EGM IMT – Caveat Brief – Daily Update for MO               | 3 April 2020<br>8:13PM   | Partial release | Schedule 2.2(a)(ii)   |

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|----|--|-------------------------|-----------------|--|
| 35 | Email from P Short to J Ceramidas; R Hobbs – For Monday’s Stakeholder Meeting<br>Attachments:<br>A. Stakeholder Agenda<br>B. COVID-19 TPs<br>C. Draft Term 2 TPs   | 5 April 2020<br>7:00PM  | Partial release | Schedule 2.2(a)(ii)                      |
| 36 | Caveat Brief COVID-19 Daily Update – 6 April 2020  | 6 April 2020            | Partial release | Schedule 2.2(a)(ii)                      |
| 37 | Email from EDU Alerts to EDU; School Leaders – A message from Mark Huxley: morning update 6 April 2020<br>Attachments:<br>A. Chromebook FAQs<br>B. Enrolments for 2021 checklist for schools<br>C. FAQ for School Staff – 6 April 2020<br>D. Telecon Script 060420 | 6 April 2020<br>10:51AM | Partial release | Schedule 2.2(a)(ii) and outside of scope |
| 38 | Email from L Ellis to M Huxley – Duty of Care  | 6 April 2020<br>12:14PM | Non release     | Schedule 1.2                             |
| 39 | Non-Gov Meeting notes – Cross sectoral COVID-19 Updates  | 6 April 2020<br>1:19PM  | Partial release | Schedule 2.2(a)(ii)                      |
| 40 | Email from C Myers to M Huxley – Draft SEMC Discussion Paper v3<br>ACT Public School term 2 arrangements   | 6 April 2020<br>3:41PM  | Non release     | Schedule 1.6                             |
| 41 | Email from P Short to K Haire and others – Stakeholder meeting notes<br>Attachment: Stakeholder meeting notes 06042020   | 6 April 2020<br>5:17PM  | Partial release | Schedule 2.2(a)(ii)                      |

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|----|---|------------------------|-----------------|--|
| 42 | <p>Email from D Efthymiades to Education DLO; A King – EC Papers and briefs</p> <p>Attachments:</p> <ul style="list-style-type: none"> <li>A. Education Council draft agenda 7 April 2020 – v1</li> <li>B. ECTC 20200407 Item 2b – Continued delivery of school education for all students</li> <li>C. BRIEF EDCouncil continued delivery of school education</li> <li>D. ECTC 2004007 Item 2a Senior Secondary Arrangements FINAL</li> </ul> | 7 April 2020<br>7:57AM | To be decided   | Withheld – subject to further third party consultation |
| 43 | <p>Email from D Matthews to R Hobbs – Letter to the AEU</p> <p>Attachment: 200406 DG Letter to the AEU Clean version</p>  | 7 April 2020<br>9:54AM | Partial release | Schedule 2.2(a)(ii)                                    |

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|----|--|------------------------|-----------------|---|
| 44 | Email from M Huxley to R Hobbs; M Cursley –<br>FOR YOUR CLEARANCE: UPDATED<br>Announcement Package for term 2 remote<br>delivery of school<br>Attachments:<br>A. Draft MR – Term 2 alternate learning<br>draft<br>B. Draft Video Script for Minister term 2<br>updated<br>C. Draft web story – term 2 alternate<br>learning draft<br>D. Email from principals to parents and<br>carers – term 2<br>E. BERRY letter to parents alternate learning<br>– draft updated<br>F. Term 2 Remote learning announcement<br>comms plan<br>G. T2 narrative 07042020 exec eds clean | 7 April 2020<br>1:15PM | Full release    |   |
| 45 | Caveat Brief COVID-19 Daily Update – 26 March<br>2020  | 7 April 2020           | Partial release | Schedule 2.2(a)(ii)                         |
| 46 | Caveat Brief COVID-19 Daily Update – 27 March<br>2020  | 7 April 2020           | Partial release | Schedule 2.2(a)(ii) and<br>Outside of scope |
| 47 | Caveat Brief COVID-19 Daily Update – 31 March<br>2020  | 7 April 2020           | Partial release | Schedule 2.2(a)(ii)                         |
| 48 | Email from L Brewer to EDUMCR – For MO<br>Office: CAVEAT BRIEF – Daily Update (IMT Team<br>– COVID-19) – 7 April 2020<br>Attachment: 2020.04.07 – Caveat Brief (Cleared<br>by EGM IMT)   | 7 April 2020<br>6:58PM | Partial release | Schedule 2.2(a)(ii)                         |

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|----|--|-------------------------|-----------------|---|
| 49 | Email from D Efthymiades to J Ceramidas and others – Final Council Communique 7 April 2020<br>Attachments:<br>A. Education Council Communique 7 April 2020<br>B. Item2b – updated principles and agreed resolutions  | 7 April 2020<br>7:02PM  | To be decided   | Withheld – subject to further third party consultation      |
| 50 | Email from A King to DG EDU Office – MIN20/426 Brief Care and Learning Support Model<br>Attachment: MIN20/426 Final Agreed Brief   | 8 April 2020<br>8:34AM  | Partial release | Attachment not provided as it is a duplicate of document 31 |
| 51 | Email from C Martinez for D Matthews to [REDACTED] – D Matthews letter to AEU – COVID-19 Teacher workforce arrangements<br>Attachment: DDG D Matthews letter to AEU 080420   | 8 April 2020<br>10:42AM | Partial release | Schedule 2.2(a)(ii)   |
| 52 | Email from P Short to J Ceramidas and others – T2 Announcement<br>Attachments:<br>A. T2 Announcement TPs & FAQs<br>B. Draft MR – Term 2 Online Learning for ACT Public Schools<br>C. Updated web story – Term 2 Online learning 080420<br>D. Term 2 Remote learning announcement comms plan<br>E. Email from principals to parents and carers – term 2 version 2<br>F. Updated email from principals to parents and carers Colleges term 2 | 8 April 2020<br>11:39AM | Full release    |   |

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| 53 | Email from R Hobbs to P Short and others –<br>CLEARED T2 FAQs EDU Website (003)<br>Attachment: T2 FAQs EDU Website (003)   | 8 April 2020<br>4:34PM | Full release    |                     |
| 54 | Email from L Brewer to EDUMCR – For MO<br>Office: CAVEAT BRIEF – Daily Update (IMT Team<br>– COVID-19) – 8 April 2020<br>Attachment: 2020.04.08 – Caveat Brief (Cleared<br>by EGM IMT) | 8 April 2020<br>8:04PM | Partial release | Schedule 2.2(a)(ii) |
| 55 | Caveat Brief COVID-19 Daily Update – 2 April<br>2020   | 21 April 2020          | Partial release | Schedule 2.2(a)(ii) |

**From:** [Matthews, David](#)  
**To:** [BERRY](#); [Ceramidas, Joshua](#); [Hobbs, Rebecca](#)  
**Cc:** [Haire, Katy](#); [Huxley, Mark](#); [Hawkins, Ross](#); [Parkinson, Andrew](#); [Efthymiades, Deb](#); [DGEDUoffice](#); [DDGEDUoffice](#); [Education DLO](#)  
**Subject:** COVID-19 Briefing package for Minister  
**Date:** Saturday, 14 March 2020 2:27:44 PM  
**Attachments:** [CAVEAT BRIEF - COVID-19 Education Delivery Planning Update 14 March 2020 copy.docx](#)  
[20200312174550934.pdf](#)  
[COVID-19 Communication Strategy - March 2020 Draft 13 March 2020.docx](#)  
[COVID19 FAQs for School Communities - final 13 March 2020.docx](#)  
[Preparation checklist for schoolsv3\\_PS - dk \(002\) \(002\).docx](#)

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UNCLASSIFIED For-Official-Use-Only

Minister (and Chief of Staff),

Please find attached the briefing package in relation to Education Directorate's preparations for COVID-19, as approved by the Director General.

Please let me know if you wish to discuss or clarify anything prior to Monday morning, otherwise we will see you before SMEC. My number is [REDACTED]

Regards

David Matthews

A/g Deputy Director General

Education Directorate, ACT Government

Office: 6207 0384 | Email: [david.matthews@act.gov.au](mailto:david.matthews@act.gov.au)

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Executive Group Manager, School Improvement  
**Subject:** COVID-19 – Education Delivery Business Continuity Planning (BCP) Update  
**Date:** 14 March 2020

That you note the Business Continuity Planning and related work undertaken by the Education Directorate to date and that draft material will be finalised in conjunction with your office.

**Noted / Please discuss**

**Yvette Berry MLA..../..../....**

### Background

- The Directorate continues to be led in our response to COVID-19 by ACT Health advice. Our planning is responsive to changes and developments in health advice.
- This advice has led to us taking a sensible, measured approach across ACT public schools. The planning priorities and focus has been triaged based on risk and impact.
- A range of inter-governmental processes have been stood up to support coordination and cooperation across jurisdictions, including the National Cabinet comprised of First Ministers established at COAG on 13 March 2020.
- In addition, the cross sectoral National Coordination Mechanism has been established to coordinate efforts in identified areas including education, mass gatherings, and broader public messaging. The education sector forum was held on 10 March 2020.
- A weekly cross jurisdictional forum of education representatives is also being convened by the Commonwealth Department of Education, Skills and Employment. The scope of this forum includes school education, early childhood services, vocational education and training, and tertiary education. As part of this forum, jurisdictions including the ACT are expected to engage with and disseminate information to non-government schools and service providers. A meeting of early childhood regulators is also occurring regularly.
- A COVID-19 Student Return Working Group was previously established and continues to meet to oversee the process to facilitate the entry and self-isolation requirements for international secondary students returning to Australia in line with previous announcements by the Commonwealth.
- The Australian Education Senior Officials Committee (AESOC) also met on 13 March 2020 to discuss a range of issues, including COVID-19 planning.

- The ACT Government's response will be overseen by the Security and Emergency Management Subcommittee of Cabinet (SEMC), supported by Security and Emergency Management Senior Officers Group (SEMSOG) with expert advice from the Chief Health Officer (CHO).
- The ACT Public Service Strategic Board has established a Deputy Director General level Sub-committee to manage whole of government co-ordination and information sharing in relation to COVID-19, supporting the public health role played by the CHO.
- An Incident Management Team (IMT) has been established within the Education Directorate to respond to the incident and coordinate Directorate planning and implementation activities in line with whole of government directions and public health advice. The IMT includes expertise from across the Directorate to ensure we have the skills and expertise required to respond effectively.
- The incident controller for the IMT is the Executive Director, School Improvement. The Deputy Director General is the education lead on the whole of government work, stakeholder engagement and the conduit back to the IMT.
- To date, the Directorate has maintained active communication and engagement with a range of stakeholders including relevant unions, the Catholic Education Office (CEO), the Association of Independent Schools (AIS), and the Parents and Citizens Association. A stakeholder session was hosted for the CEO and AIS on Thursday 12 March 2020.

### Current Status

During the past week the IMT has conducted a range of workshops and scenario planning sessions that have examined the risks and potential impacts of the spread of COVID-19 into the community and how schools and the Directorate can respond. This work has focused on the following key areas:

- **Process for school community identified case of COVID-19** – The highest priority was to establish a protocol for if, and when, a confirmed case of COVID-19 was identified as a student or staff member at an ACT school. The draft decision-making process is at [Attachment A](#). Developments in other jurisdictions and their responses to a confirmed case in a school community were taken into consideration as part of this process.

The process clearly identifies who is contacted when a confirmed case in a school occurs, how advice from the CHO is considered, and priority contact with your office prior to any decision being taken (including a decision to temporarily close a school). Once a decision is reached the process sets out the necessary steps including stakeholder communications, the role of ACT Health in conducting investigations to trace exposure and contact, identify individuals for self-isolation, offer flexible learning programs where required, clean the school, and recommence education onsite for remaining staff and students.

- **Staff availability** - The availability of sufficient numbers of school-based staff is essential to the continued operation of our schools. This includes enough school leaders, teachers, health professionals, learning assistants, administrative staff, school cleaners, and Building Services Officers to ensure the safe and orderly operations of each school.

Insufficient staff may necessitate the temporary closure or partial closure of one or more schools. Further, the limited availability of educators is likely to affect the depth and breadth of teaching and learning opportunities that is available in any one school site.

To minimize this risk the Education Support Office (ESO) will centrally manage the deployment of staff across schools, including the use of casual staff. Staff may be required to work in a different school depending on the spread and prevalence of COVID-19 in specific school communities. Alternative work arrangements and options for staff to work from home will also be developed. This process will be undertaken in close consultation with all relevant unions. This would enable the ESO to provide supports across the system to schools of greatest need.

Further consideration is also being given to advancing recruitment processes (including potentially international recruitment) to support current and foreseen future vacancies. As required, appropriately qualified staff based in the ESO may be deployed to schools to fill needs and gaps associated with staff absences. The redeployment of ESO to schools will likely impact on the delivery of other identified work priorities.

- **Staff support and wellbeing** - Whole of government advice has been developed about leave and support arrangements for staff who are unable to attend work in a variety of circumstances associated with COVID-19. This information has been distributed by the Head of Service through whole of government channels and follow up advice has been provided to school principals, including the avenues for staff seeking internal advice. Additional consideration is also being given to enhancing available options to support the well-being of staff, including for staff that are either unwell or who have been required to self-isolate.
- **Communications to schools/principals** - The most important area highlighted by principals is the need for clear, consistent and timely communications. Schools will require ongoing assurances regarding health processes and support responding to the many questions from their school communities. The draft communications plan is at [Attachment B](#) and a draft FAQ at [Attachment C](#).

To date, schools have been receiving regular communications based on advice and approved wording from the CHO, including travel advice and restrictions, health advice on hygiene best practice, what to do if staff or students display flu-like symptoms, and information to send out to their school communities.

A dedicated page has been established on the Directorate website as a single point of information for schools, and a link from each school's website has been directed to this page. A single directorate contact point for internal COVID-19 queries has also been established with a designated email address and phone support via school operations.

Regular communication will be provided to principals – daily if required – including email updates, regular phone hook ups and face to face briefings as required (in line with the approach adopted in January regarding air quality). While there may or may not be significant changes in content day by day, it is important for **4 of 24**

principals to feel connected and supported during this difficult period. A presentation for principals to use with their staff and parents is currently under development.

- **School Preparedness** – A draft checklist has been developed which focuses on key actions and activities each school principal can undertake to respond to an incident, should it occur. The draft checklist, at [Attachment D](#), includes:
  - Ensuring all medical plans and key contact details for staff and students are up to date and vulnerable members of the school community are identified and contacted proactively ahead of time.
  - Ensuring staff access to ICT is fully operational and any issues are fixed to facilitate off site working if required.
  - Identify courses at the school that could be continued to be offered flexibly/remotely by teachers.
  - Assess ICT access for students and identify any students who may require additional equity supports such as a device or alternative educational offerings. Look at what devices at the school could be offered to students to take home if required.
  - Ensuring up to date maintenance of visitor logs and identification of external users and visitors to the site for tracking purposes should an investigation of health be required.
  
- **School cleaning** – Advice is being sort from ACT Health and education sectors in other jurisdictions around the role of school cleaning in minimizing the spread of COVID-19 within school communities. This may include additional cleaning services, dependent on workforce availability. The specific health and safety requirements of the school cleaning workforce will also be considered by the Directorate in consultation with staff and the union.
  
- **Data for efficient decision making** - Work has been initiated to pull together a single source of information on schools to support any future decisions on reductions in school services (or potential closure). A team has commenced development of a consolidated data set to guide decision making that recognises the individual needs of each school setting. This data will include details of:
  - key contacts (Out of School Hours Care providers, school board, hirers, regular visitors etc.)
  - student details (languages spoken at home, medical conditions, disabilities)
  - staffing details (vacancies and absences)
  - attendance

The data team aim to provide a dashboard to support a response to staff absences, as well as the possibility of school closure.
  
- **Student Wellbeing** - A wellbeing team has been stood up consisting of psychologists and social workers with administration support. This team is developing a plan to support students and families in the event of increased mental health concerns and requests for community support, school closures and isolation and/or positive diagnosis. These supports would be a crucial first step in ensuring that students feel safe and supported, remain connected with the school community during any period away from school. Ensuring broader wellbeing supports exist will assist in helping facilitate teaching and learning. The team are currently investigation the provision of a “tele-service”.

- **Vulnerable Students and Families** – Specific planning work is also underway to identify impact of proposed measures on students and families with high vulnerability. This could include schools where school closure or significant staff illness would have a heightened impact on both student and parent wellbeing (such as a special school), or individuals across any school where school provides respite and safety. Coordination with other government agencies to wrap around services in these instances will be critical.
- **Teaching and Learning (content)** – Initial planning is being undertaken on the packaging of content which could be available for students to engage with learning whilst away from the classroom. This is being considered across the range of age groups and in different subject areas. A central model of delivery is also being considered if staff numbers at individual schools were depleted, and this could not be provided by the student’s normal classroom teachers.
- **Teaching and Learning (platform)** - To support the delivery of curriculum content, initial planning is being undertaken to the different mechanisms able to deliver it. Our schools are well positioned with Chromebooks and Google Classroom which can be used for the majority of students, other options such as live streaming and webinars are being considered to enable ‘live’ interaction between teachers and students. This functionality might be able to run centrally from the Headley Bear Centre for Teaching and Learning. Consideration is also being given to deploying available Chromebooks to students in primary schools to facilitate access to a device and the provision of data access for families without Wi-Fi/data in their homes
- **Teaching and Learning (Specialist schools, vulnerable cohorts and P-3)** – the Directorate is acutely aware that while developing electronic content could work for most students, consideration needs to be given for those students who would not easily be able to access this content. An option of access for our specialist schools and younger cohorts would need to be further developed. This may include looking at options to keep these programs and schools running if possible, to continue to provide services to these students.
- **International Students** - Work is advanced on supporting the return of international students to Australia, and the Directorate continues to work closely with Commonwealth agencies to facilitate this.
- **Early childhood sector** – The overarching business continuity work for schools will be used to inform tailored approaches in the early childhood sector, facilitated through the Children’s Education and Care Assurance, Early Childhood Policy and Regulation. This will include engagement with service providers and unions. To date, services have been receiving regular communications based on advice and approved wording from the CHO

#### **Next Steps:**

The Directorate will meet with you on Monday 16 March 2020 to brief you in further detail on the work being undertaken to date to seek your input and authorization.

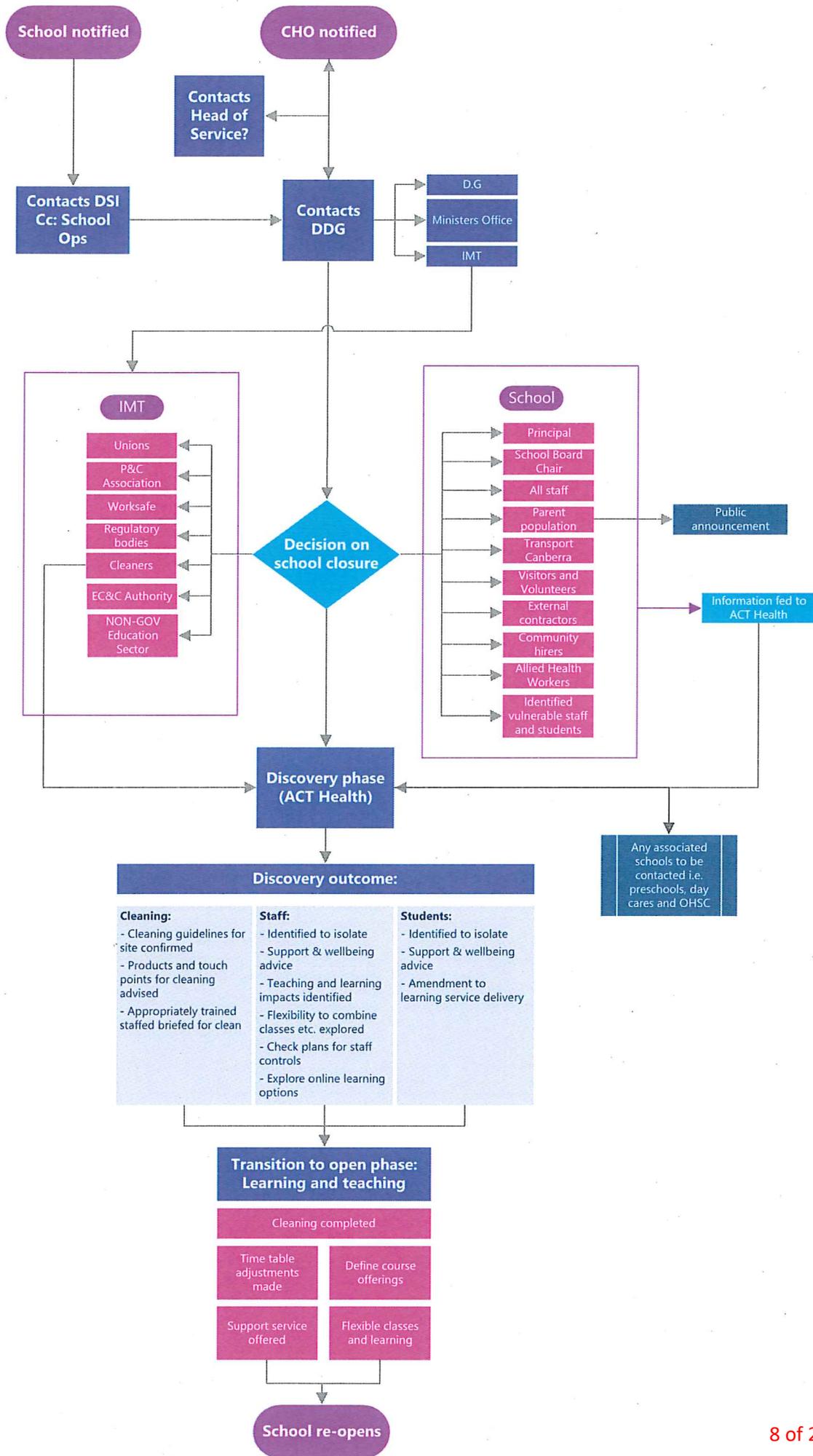
SEMC will also meet on Monday 16 March 2020. [REDACTED]  
[REDACTED]

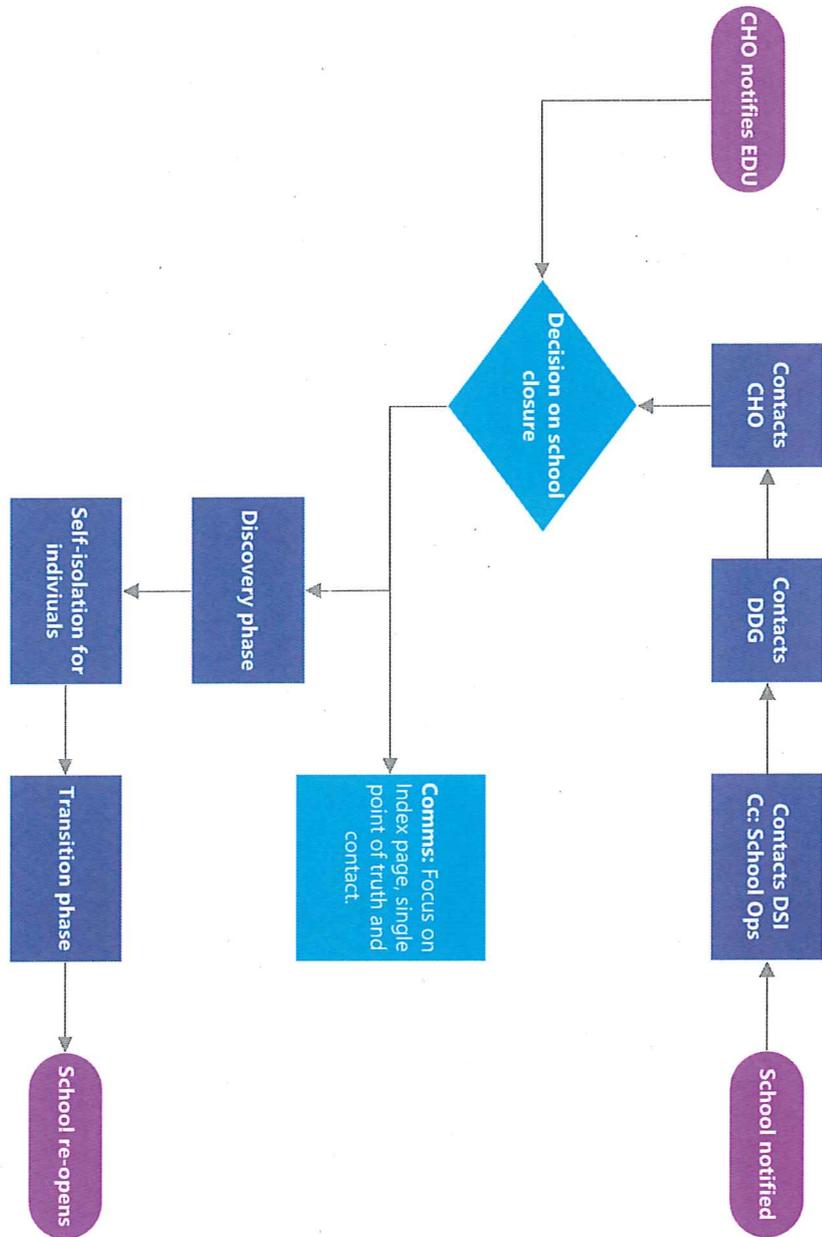
The Directorate will continue to participate in whole of government planning and responses and support your role on SEMC and the DG and DDG's involvement in relevant local and intergovernmental meetings.

The IMT will further progress business continuity planning and will continue to be responsive to any changes to health advice. Further discussion on draft plans and procedures will occur with principals at the Principals Advisory Group on Tuesday 17 March 2020.

Ongoing engagement will occur with key stakeholders.

Signatory Name: Mark Huxley  
Title Executive Group Manager, School Improvement  
Date 14 March 2020





## COVID-19

### Communication Strategy - Phase 1

|                               |   |
|-------------------------------|---|
| <b>Key Date or Dates</b>      | Draft Strategy Version 1 - 13 March 2020  |
| <b>Background and Purpose</b> | <p>The purpose of this strategy is to provide informative, proactive and accurate information to staff, students and school communities on the potential or actual spread of COVID-19 in ACT public schools.</p> <p>As relevant, communication material and messages developed by the Directorate will need to be cleared through the Public Information Coordination Centre (PICC).</p> <p>Daily updates will be provided to the Minister's Office on communications material produced and planned. All communication products relating to new policy decisions will be cleared through the Minister's Office.</p>   |
| <b>Target audiences</b>       | <ul style="list-style-type: none"> <li>• All staff (ESO and schools)</li> <li>• Students</li> <li>• Casual staff</li> <li>• ACTPA</li> <li>• AEU, United Voice, CPSU and other unions</li> <li>• P&amp;C Council</li> <li>• Non-Government schools</li> <li>• Parents and carers</li> <li>• ACT community</li> <li>• Hirers and users of ACT public school facilities</li> <li>• Media</li> </ul>   |
| <b>Key Messages</b>           | <ul style="list-style-type: none"> <li>• Australia is very well prepared to deal with novel coronavirus (COVID-19), with a suite of measures implemented to help stop the spread of the virus and protect Australians. All states and territories are taking a highly precautionary approach based on the latest and best medical advice.</li> <li>• The Education Directorate continues to be led by advice from ACT Health. This advice has led to us taking a sensible, measured approach across ACT public schools, in line with best practice. ACT public schools are operating as normal and will continue to do so for the foreseeable future.</li> <li>• The health and safety of students, families and staff is our top priority. We will continue to monitor any developments across Australia and here in the ACT and keep our school communities updated.</li> </ul> |

|   |   |   |                          |
|---|---|---|--------------------------|
|   | <ul style="list-style-type: none"> <li>Plans have been developed for ACT schools to respond to the potential spread of COVID-19 in school communities and include the reconfiguration of physical learning spaces, or relocation to alternative locations if there are significant student absences and staff shortages.</li> <li>These plans will be scaled in proportion to the spread of the virus.</li> <li>At this point in time, the best way to minimise any transmission of the coronavirus is for everyone to continue with good hand and respiratory hygiene measures to prevent the spread of germs.</li> <li>While modifying the operation of schools is an option, should it be required, these decisions will be made on the advice of the medical experts and in proportion to the situation, as is the case with any planning for a communicable disease.</li> <li>A range of approaches are being looked at to assist students to continue their schooling if schools were to be affected, as well as for students who self-isolate at home.</li> <li>All our schools have access to the Google platform which they use daily with their students.</li> <li>Continuity of learning could be accessed for key learning via the Google for Learning platform.</li> </ul> |   |                          |
| <p><b>Communication Channels</b></p> <p>(What do you want M&amp;C to develop – describe messages required for each channel in Attachment A)</p> |   | Media Releases  | Media Alert              |
|   |   | Social media  | Website                  |
|   |   | Intranet  | Video                    |
|   |   | All Staff Email   | Email to Principals      |
|   |   | Letter to parents   | Schools Bulletin         |
|   |   | Scripts for Feedback and Complaints Team  | Scripts for Schools      |
|   |   | Access Canberra Script  | Childcare Centre Notices |
|   |   | Input to WhoG talking points and channels   |                          |
| <p><b>Spokesperson/s</b></p>  | <p>Education Minister Yvette Berry<br/>Directorate: Deputy Director-General David Matthews</p>  |   |                          |
| <p><b>Risks</b></p>   | <p><b>Potential Issues</b></p>  | <p><b>Mitigation Strategy</b></p>   |                          |
|   | <p>Families raise concerns with the Government about whether schools will be open/should be open.</p>   | <p>Clear pre-emptive communication to school communities on Government plans to manage the virus in schools</p> |                          |

|  |  |  |
|--|--|--|
|  | Families may be concerned their children will be unsafe at school because of potential cases of COVID-19.                                | Clear pre-emptive communication to school communities on Government plans to manage the virus in schools, school plans around hand washing and hygiene and requests that sick children are not sent to school. |
|  | Families begin voluntarily removing students out of schools and some families ask if they can register their children for home education | Clear pre-emptive communication to school communities on Government plans to manage the virus in schools Home education team to assess capacity and clear messaging to be developed by the Directorate         |
|  | Staff and their unions are concerned about whether it is safe to work in schools.  | Regular and pre-emptive stakeholder briefings with unions. Principals supported to authoritatively brief staff.  |
|  | Staff unhappy with leave requirements for self-isolation   | DG to reiterate Head of Service information on leave provisions  |
|  | Significant numbers of staff become unwell and schools need to collapse classes, close school  | Significant planning is put in place-backed by clear communication - to support schools to prepare for reduced/combined classes, potential school closures and a shift to online learning                      |
|  | School closures for a prolonged period require students to study from home on Google Classroom   | Significant planning is put in place to transition high school and college students to work online and clear communication is provided by schools and ESO on how this will work                                |
|  | School staffing levels become too low to provide education services, even via online learning  | Clear and pre-emptive communication with school community about any changes in capacity to provide educational services  |
|  | Prolonged school closures impact on Year 11 and 12 students meeting study requirements   | ESO to work closely with BSSS and clear communication provided to Colleges, families/carers and students   |

**Table A – Communication and Engagement action plan**

|   | Communication or Engagement Activity  | Message   | Audience                       | Deadline                       | Officer Responsible for Delivering | Status Update                   |
|---|---|---|--------------------------------|--------------------------------|------------------------------------|---------------------------------|
| 1 | <p>Emails to principals</p> <ul style="list-style-type: none"> <li>Email from Mark Huxley 6 March</li> <li>Email from Mark Huxley 12 March</li> </ul>   | <p>Stepped approach to COVID-19 in schools and hygiene messages</p> <p>School closure approach, overseas excursion cancellation, newsletter item for parents/carers</p>   | Principals, school communities | <p>6 March</p> <p>12 March</p> | Lyn Larkin                         | Email sent 6 March and 12 March |
| 2 | <p>Principals checklist</p> <ul style="list-style-type: none"> <li>Develop a checklist for principals to assist them prepare their schools for COVID-19 cases.</li> <li>Draft emails for principals to send to school communities assist them collect required information for their COVID-19 approach</li> </ul> | <p>A checklist for principals to prepare the school for possible COVID-19 cases</p> <p>Identify staff and students who are potentially at higher risk due to other medical conditions or compromised immune systems</p> | Principals                     | 12 March                       | Paul Short                         |                                 |

|   |  |  |  |               |            |   |
|---|--|--|--|---------------|------------|---|
|   | <ul style="list-style-type: none"> <li>Key messages for principals to talk to staff</li> </ul>   |  |  |               |            |   |
| 3 | <p>EDU website information</p> <p>Create new COVID-19 website page with front page link and date stamped when updated</p> <p>Banner on all 88 school websites linking to this page.</p>  | <p>This page will be regularly updated with latest information and advice, including:</p> <ul style="list-style-type: none"> <li>Health advice for students and families</li> <li>What if ACT schools were to be affected</li> <li>List of closed schools if required</li> </ul> | <p>School communities</p> <p>ACT Community</p> | 12 March      | Lyn Larkin | <p>New page created 12 March</p> <p>Updated with information on excursions 13 March</p>   |
| 4 | <p>Intranet</p> <p>New page created called COVID-19 on Intranet to include current ACT Health information sheets:</p> <ul style="list-style-type: none"> <li>For parents of school children or children in childcare</li> <li>Home Isolation guidance</li> <li>Home isolation for people who are well</li> </ul> | <p>This page will be regularly updated with useful information on COVID-19 of interest to Education Directorate staff.</p>   | <p>Education Directorate staff</p>             | From 11 March | Lyn Larkin | <p>Page live 11 March</p> <p>Initial ACT Health fact sheets added in Jan, Feb 2020</p> <p>Additional ACT Health fact sheets added 11 March.</p> <p>Head of Service message added 12 March</p> <p>Message from DG added 13 March</p> |

|   |   |                           |          |  |            |  |
|---|---|---------------------------|----------|--|------------|--|
|   | <ul style="list-style-type: none"> <li>• Students currently isolated</li> <li>• Preventing and spread of germs</li> <li>• Good hand hygiene</li> <li>• Coughing and sneezing</li> </ul> <p>Education Directorate Information on:</p> <ul style="list-style-type: none"> <li>• Overseas school excursions</li> <li>• Head of Service message on leave</li> <li>• DG messages and other Senior executive message to staff</li> <li>• Guidance on WH&amp;S</li> <li>• Guidance on leave and other relevant HR matters</li> </ul> |                           |          |  |            |  |
| 5 | <p>Letter/email to parents/carers confirming COVID-19 case in a school</p> <p>Letter/email to parents/carers confirming that their</p>  | To be issued as necessary | Families |  | Lyn Larkin | <p>Drafted 10 March, clearance through school Ops 12 March</p> <p>Requires DDG, DG clearance</p> |

|   |  |  |  |               |                            |   |
|---|--|--|--|---------------|----------------------------|---|
|   | <p>child may have had contact with a person at school who has tested positive to COVID-19</p> <p>Script for schools on a confirmed COVID-19 case at the school</p> <p>Letter/email/SMS to parents/carers on closing of a school</p> <p>Letter/email/SMS to parents/carers on reopening of a school</p> |  |  |               |                            |   |
| 6 | <p>Script for Families and Students, Complaints and Feedback Unit and Access Canberra Call Centre</p> <p>Updated regularly</p>   | All key EDU COVID-19 messages and website information as updated   | <p>School communities</p> <p>ACT community</p> | From 11 March | Lyn Larkin                 | Script 12 March on overseas travel provided |
| 7 | DG all staff email   | Information on arrangements for staff (ESO and school-based) as well as for students                                       | EDU staff                                      | 12 March      | Lyn Larkin                 | Sent 12 March                               |
| 8 | Phone calls and information to AEU, United Voice, CPSU,  | <p>Provide information on plans</p> <p>Provide school closure packages, talking points and information from ACT Health</p> | Key stakeholders                               |               | David Matthews/Megan Young | As required                                 |

|    |  |   |                     |   |                            |                                 |
|----|--|---|---------------------|---|----------------------------|---------------------------------|
|    | ACTPA, Independent and Catholic schools  | to Independent and Catholic schools as it becomes available/developed                                   |                     |   |                            |                                 |
| 9  | DDG/EGM, School Improvement teleconference with principals – if schools are to be closed   | Provide information on situation and measures in place<br>Provide talking points for school communities | School principals   | If required                             | David Matthews/Mark Huxley | As required                     |
| 10 | Information for CECA to send to childcare providers  | Package of information for CECA to send to childcare providers  | Childcare providers | Initial draft material cleared 12 March | Sean Moysey                | Draft material cleared 12 March |
| 11 | Social media (EDU and schools)<br>Share ACT Health posts<br>If schools are closed, graphic and list of schools with link to website for more information | Provide information to school communities   | School communities  | As required                             | Media and comms            | As required                     |

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Executive Sign Off

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Dated

The ACT is in a very good place to respond to COVID-19 and the Directorate has developed plans for ACT schools to respond to the potential spread of the virus in school communities. The Education Directorate continues to work closely with ACT Health.

To assist parents, carers and the broader school community, the following answers have been compiled to frequently asked questions around how ACT public schools are managing their response to COVID-19.

**Are schools boosting their cleaning or hygiene practices in response to the threat of COVID-19?**

All ACT public schools have been asked to ensure school-wide hygiene practices such as hand washing are in place, encouraged and maintained and that signage is displayed around good hand hygiene, preventing the spread of germs, coughing and sneezing

Currently, the ACT Government is not advising additional cleaning or disinfecting procedures to be implemented in schools, public transport, shopping centres and other public places.

**How will the school respond if there is a confirmed case of COVID-19 at a school?**

- Planning has been underway to assist our schools in the event of the spread of the virus in our school communities. When and if there is a case of COVID-19 in an ACT school, these plans will be scaled in proportion to the spread of the virus. Our response will be based on ACT Health advice and learnings from other jurisdictions.

**Is it possible that schools will close?**

- If a student or staff member were to test positive to the virus, the impacted school may close for a short period while ACT Health investigates the incident. Those students and staff identified as close contacts of a case will need to self-quarantine at home for 14 days.
- Parents will be notified by their school if it is to close via their normal communication channels which include email and SMS.

**What about my child's learning? (will there be provision of online resources?)**

- All ACT public schools have access to the Google platform which they use daily with their students. We are working ensure that flexible learning options are available for all students.

**For college students, how will workload and BSSS requirements be met?**

- The ACT Education Directorate is working with BSSS to ensure college students will still be able to meet learning requirements if their school needs to close for a short period.

**Advice for parents on sending children to school**

If your child develops any symptoms such as a fever, cough, sore throat or shortness of breath:

## COVID 19 – Frequently Asked Questions for School Communities

- Call your GP in the first instance. By calling your GP before arriving they can take appropriate infection control measures.
- Call your school to let them know.

As always, please do not send your child to school if they are showing any symptoms of sickness. Once your child is well again, they can return to school.

**My child has COVID-19, do I need to notify the school and how long should they be excluded from school?**

- Yes, you need to notify your child's school as soon as possible if your child has received a positive diagnosis for COVID-19. Your school will work with you and ACT Health to follow up close contacts and take appropriate public health action in line with national guidelines and well-established processes.
- The ACT Education Directorate will also receive direct advice from ACT Health, if a public school student or staff member returns a positive diagnosis for COVID-19.

**What happens if my child has had close contact with another student who has a confirmed case of COVID-19?**

- Students and staff identified as close contacts of a case of COVID-19 will need to self-quarantine at home for 14 days.
- Being quarantined at home means that you, or your children, need to stay at home, except if you are unwell and need medical attention. You cannot go to work, school, or public areas (such as shops or cafes/restaurants) and should not use public transport, ride share or taxis. You also need to tell people not to visit you while you are in self-quarantine.

**Someone in our household has coronavirus, can my child go to school?**

- If you are concerned your child may have been exposed to or have symptoms of novel coronavirus (COVID-19), it's important you limit exposure to other people to reduce the risk of transmission.
- Students identified as close contacts of a case of COVID-19 will need to self-quarantine at home for 14 days.
- Being quarantined at home means that you, or your children, need to stay at home, except if you are unwell and need medical attention. You cannot go to work, school, or public areas (such as shops or cafes/restaurants) and should not use public transport, ride share or taxis. You also need to tell people not to visit you while you are in self-quarantine.

**What should I do if I think my child may have COVID-19?**

- You or your child should get tested if:
  - you've travelled overseas recently, and you develop symptoms of COVID-19 within 14 days of leaving an overseas country.

## COVID 19 – Frequently Asked Questions for School Communities

- you're concerned you may have come into contact with someone who has COVID-19 and you develop symptoms of the disease within 14 days of contact with the sick person.
- If you think you might have COVID-19:
  - Limit your exposure to other people by isolating yourself at home.
  - Call your GP and let them know you are worried you may have COVID-19. Testing will be arranged by your GP or medical practitioner if they determine it is necessary. It usually takes about 24 - 48 hours for the test results to be returned, but in some cases may take longer. Further information for someone who is being tested is available [here](#).
  - If you can't see your GP, the preferred Walk-in Centre (WiC) for assessment is Weston Creek WiC. If you are attending a WiC, please ensure you use a mask and hand sanitiser available at the front door.
  - You do not need to visit the Emergency Department unless you have severe symptoms, such as shortness of breath, chest pain or high fever.
- If you or your child have recently travelled internationally or been in contact with someone who has COVID-19, and have symptoms of COVID-19 (such as fever, cough or sore throat), it is important that you take certain steps to reduce the risk of transmission.

### Are students and their families who have travelled to certain countries excluded from my school?

- There are quarantine requirements in place for Australian citizens and permanent residents returning from mainland China, Iran, Italy and South Korea, including for students and staff in childcare centres, schools and tertiary institutions:
  - If you are returning from mainland China or Iran, you should isolate yourself for 14 days after leaving mainland China or Iran.
  - If you are travelling from the Republic of Korea, on or after 5 March, you must isolate yourself for 14 days from the time you left the Republic of Korea.
  - If you have left or transited through Italy on or after 11 March, you must isolate yourself for 14 days from the time you left Italy.
- The ACT Health Directorate continues to work closely with the Australian Government and other health authorities across the country to monitor and respond to the evolving global situation. As the situation evolves advice will be updated, as necessary.

# COVID-19 Term 1 2020

Preparing your school

DOCUMENT 1



March 2020

## School Preparation Checklist

The purpose of this checklist is to support school leaders in preparing their schools for the potential spread of novel coronavirus - COVID-19 amongst their school population.

It is important that all schools are as prepared as possible, so we can help prevent the spread of the virus and respond quickly should there be a case of COVID-19 in one or more of our schools.

Schools should ensure the following activities are undertaken and maintained during this period.

### Administration

1. Ensure visitor sign in procedures are in place to confirm all contact details are correct.
2. Ensure the school has accurate contact information on file for the following:
  - a. Trades, allied health professionals and NDIS support workers
  - b. School hirers and community groups
  - c. Volunteers, church groups and cleaners
  - d. Before and after school providers
  - e. Sport and tuition providers
  - f. School canteen
3. Ensure all student and staff contact information and medical plans are up to date.
4. Ensure family contact information is up to date.
5. Ensure all excursions including local, interstate and incursions for Semester 1 are identified and captured on the table provided to schools in 2019 and email to [SchoolOperations@act.gov.au](mailto:SchoolOperations@act.gov.au). ESO will work with the school to support the risk analysis process.

## Cleaning and Hygiene

1. Ensure school wide hygiene practices such as hand washing are in place, encouraged and maintained. Display signage available:
  - a. [Good hand hygiene](#)
  - b. [Prevent the spread of germs](#)
  - c. [Coughing and sneezing](#)
2. Ensure daily checks of the school toilet facilities are undertaken to maintain that they are clean, stocked with soap and paper towel.
3. Ensure all current processes to maintain clean environments are followed.

## Health and Wellbeing

1. Ensure a qualified first aid officer is able to be onsite at all times.
2. Ensure all first aid kits including duty/portable first aid kits are fully stocked, ensuring items used for treatment of breathing difficulty.
3. Ensure the school is aware of any staff or student medical issues that may be impacted by the COVID-19 virus.
4. Ensure staff continue to use existing universal first aid process and procedures e.g. not sharing bodily fluids.
5. Ensure all existing first aid actions are documented.
6. Identify staff and students who are potentially at higher risk of adverse health impact to exposure to Covid-19 due to medical condition, pregnancy or medication. Please note this may include people who may not have identified previously but the current situation exacerbates symptoms.
  - a. Students with Medical Plans.
  - b. Encourage any staff members with individual health concerns to seek medical advice and speak with their supervisor about reasonable adjustments if applicable.
  - c. Ensure all known medical plans for staff/students are communicated to appropriate staff members.
7. Seek advice from Education HR regarding staff that may require additional support on xxxxxx.
8. Remind staff of EAP services available if required.

## Communications

1. Continue communicating with your school community to ensure clear, calm and timely information is available – particularly for staff, students and parents/carers. ESO will provide regular updates including template emails, newsletter content, factsheets and talking points. Communications provided to your school community will be provided by ESO.
2. Refer to [www.health.act.gov.au](http://www.health.act.gov.au) for latest COVID-19 health information and advice
3. Refer to the [COVID-19 page](#) on Index and [www.education.act.gov.au](http://www.education.act.gov.au) for resources and information regarding ACT public schools
4. Use your existing communications mechanisms and processes to keep staff up to date with any new information, processes and procedures. It is important that the principal and school leadership team present as the ‘voice of calm’.
5. Using information provided by ESO, brief students on coronavirus / COVID-19 to alleviate fears, provide clarity on the things they can do to assist such as hand washing and not sharing food, while maintaining school values (kindness, support etc)

Notify any other stakeholders in your school community such as P&C, OSHC provider on school preparations and actions. .

## Learning and Teaching

1. Identify what learning platforms/programs used e.g. Reading Eggs, Mathletics, Study Ladder, Education Perfect, Spellodrome, and other appropriate online sites) and how they could be delivered to students to learn in a home environment.
2. Support classroom teachers to follow up with all families to ensure they have accessed/ joined online learning platforms such as Google Classroom, SeeSaw etc.
3. Determine how many devices the school has available for distribution to students if required.
4. Include draft communications in your school newsletter asking families to contact the school if they need assistance with home resources:
  - a. Determine if there are students without devices to use at home.
  - b. Determine if there are families who do not have internet access.
  - c. Pre-allocation of devices, in the event of school closure or isolation, is recommended. Contact ESO if additional devices are required.
5. Review class term overviews/unit outlines to consider how it may be adapted to be delivered to students at home, either in digital or hard copy format.

6. Identify resources such as home readers and library resources that could be used to support learning at home.
7. Teachers should use professional judgement in making decisions about the learning program for students should be learning at home during isolation.

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*Freedom of Information Act 2016*

This document is not released in accordance with Schedule 1.6 of the  
*Freedom of Information Act 2016*

**From:** [Haire\\_Katy](#)  
**To:** [redacted] [Department of Education]; [redacted] @education.gov.au; [redacted] @nt.gov.au; [redacted]  
**Subject:** Re: Coronavirus latest advice from the Director-General to principals: 2:04 pm, 15.03.2020  
**Date:** Sunday, 15 March 2020 10:21:48 PM  
**Attachments:** [~WRD000.jpg](#)  
[image004.png](#)  
[image007.gif](#)  
[image008.png](#)  
[image001.png](#)  
[image002.png](#)  
[image005.jpg](#)  
[image014.jpg](#)  
[image015.png](#)  
[image016.png](#)  
[image017.jpg](#)

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And here's ours: UNCLASSIFIED For-Official-Use-Only  
 15 March 2020  
 ImageImageImage

Image  
 Colleagues,

Apologies for emailing on a Sunday but we thought it important to provide you with the following information prior to school tomorrow.

As you would be aware, events are moving swiftly in relation to government responses aimed at limiting the potential spread of novel coronavirus (COVID-19).

Firstly, I'd like to thank you and acknowledge the way you are acting carefully and in a way that takes into account staff and student anxiety and concern in our school communities.

#### Cancellation of school events

As I mentioned in my Weekly Wrap Up on Friday, the Council of Australian Governments received advice from Chief Health Officers to suspend non-essential gatherings of more than 500 people from today (Monday 16 March). Yesterday, following a meeting of the National Cabinet, the Australian Government announced that all organised, non-essential mass gatherings attended by more than 500 people must be cancelled from Monday 16 March 2020.

This announcement does not recommend school closures however, it does apply to a range of schools events and events organised by school communities.

From tomorrow the following events should no longer proceed in ACT public schools:

upcoming school or regional/ACT swimming, athletics and other sporting events, large band or other music concerts where there would be large gatherings of students  
 school assemblies  
 parent/teacher nights  
 school open days/nights.

We further recommend that you talk to your P&C about cancelling planned school fetes, celebrations and other large gatherings of the school community for the current period.

#### Cancellation of school excursions

Acting consistently with the coordinated national response, we have decided that local and interstate school excursions, including camps, will also need to be cancelled - effective from tomorrow 16 March. This includes excursions outside the school such as visits to cultural institutions, art galleries, theatres and sporting events or facilities (other than those at local facilities regularly used by the school such as sporting grounds or swimming pools). All camps scheduled to commence from tomorrow must be postponed and rescheduled, or, if there is no other option, cancelled. Schools with excursions on Monday or Tuesday this week should contact their DSI for advice.

We understand that this will cause some disruption and inconvenience but the safety of our staff and students remains our paramount concern. These measures are all precautionary to support slowing the rate of infection not because schools are at increased risk. We will continue to work closely with, and be guided in our response to these unprecedented times by, ACT Health.

#### Health and hygiene

It is also important that we focus our cleaning on maintaining the best possible hygiene standards for staff and students by increasing the frequency of the cleaning of toilet facilities and ensuring adequate supplies of additional soap and hand drying facilities.

Our schools play a key role in supporting the effort to contain and slow the spread of COVID-19 and I ask for your continued support and attention to actions that will support this containment effort.  
 Planning for online learning

Planning is currently underway on how schools might be able to support digital delivery of lessons should this become necessary. We will be briefing you shortly about this work and seeking your input.

Staff wellbeing

We are all working together in difficult times and I'd encourage you to remind staff of our EAP services if they require additional support.

Frequently asked questions

We have had a number of requests from schools for a Frequently Asked Questions document to be available for school communities. We have prepared an initial FAQ document (attached) and that will also be available on our website and found via the COVID-19 link on the front page all school websites. We will continue to update this document in coming days.

A reminder that we have set up a dedicated page on Index. If you have any specific enquires related to COVID-19, please send them through to EDUIMT@act.gov.au

Alert for regular updates

Please be alert for regular email updates information and resources designed to help you plan and manage the potential spread of COVID-19 in our schools in your schools and in our broader school community.

We will keep you posted on all developments in this rapidly evolving situation.

Regards

Katy Haire

Director General

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Follow us on  
ImageImageImageImage

Image

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-----

Katy Haire | Education Directorate  
02 6205 9158 | Katy.Haire@act.gov.au

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**From:** [redacted] [Department of Education] [redacted] @education.wa.edu.au>  
**Sent:** Sunday, March 15, 2020 10:15:01 PM  
**To:** [redacted] @qed.qld.gov.au>; Haire, Katy <Katy.Haire@act.gov.au>; [redacted] @education.gov.au  
[redacted] @education.gov.au>; [redacted] @det.nsw.edu.au>; [redacted] @nt.gov.au  
[redacted] @nt.gov.au>; [redacted] @sa.gov.au>; [redacted] @education.tas.gov.au>; [redacted]  
[redacted] @edumail.vic.gov.au>

**Subject:** RE: Coronavirus latest advice from the Director-General to principals: 2:04 pm, 15.03.2020

Hi all,  
Same, in the spirit of sharing – here's ours. Pretty much the same.



Department of Education  
a: 151 Royal Street, East Perth WA 6004  
t: [redacted]  
w: [education.wa.edu.au](http://education.wa.edu.au) e: [redacted] @education.wa.edu.au



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**From:** [redacted] @qed.qld.gov.au>  
**Sent:** Sunday, 15 March 2020 12:09 PM

**To:** katy.haire@act.gov.au; [redacted]@education.gov.au; [redacted]@det.nsw.edu.au; [redacted]@nt.gov.au; [redacted]@sa.gov.au; [redacted]@education.tas.gov.au; [redacted]@education.wa.edu.au; [redacted].j@edumail.vic.gov.au  
 [Department of Education]

**Subject:** FW: Coronavirus latest advice from the Director-General to principals: 2:04 pm, 15.03.2020

Dear all

In our spirit of sharing – below is the advice I have just sent to all Qld government schools



Department of Education  
 Queensland Government

P: [redacted]  
 E: [redacted]@qed.qld.gov.au

Level 33 | 1 William Street | Brisbane QLD 4000  
 PO Box 15033 | City East QLD 4002

Please consider the environment before printing this email.



**From:** OFFICEDG, Communication <Communication.OFFICEDG@qed.qld.gov.au>

**Sent:** Sunday, 15 March 2020 2:04 PM

**To:** OFFICEDG, Communication <Communication.OFFICEDG@qed.qld.gov.au>

**Subject:** Coronavirus latest advice from the Director-General to principals: 2:04 pm, 15.03.2020

Having trouble viewing this email? [View Online](#)

Image removed by sender. Image



Dear Principals

I am writing to further update you on the changing situation in response to COVID-19.

### Mass Gatherings

As you would be aware, the Australian Government has announced that all organised, **non-essential mass gatherings attended by more than 500 people** must be cancelled from Monday 16 March 2020.

While the announcement was very clear this does not apply to schools, and that there is no need for mass school closures, it does include activities such as fetes, fairs, concerts and the like where they involve more than 500 people.

I ask that all principals review their forward activity schedule to minimise the need for large gatherings and postpone any that meet this criteria until further notice.

In schools with more than 500 students, I also request principals review internal school gatherings by ceasing full school assemblies, arranging staggered lunch breaks where these don't currently occur and rescheduling other large in-school student gatherings and events.

As our response to COVID-19 is all about containment, I ask all principals to pay extra attention to the health and hygiene measures employed at even smaller in-school events (e.g. increase the frequency of the cleaning of toilet facilities during events and provide additional soap and sanitiser).

These directions are all about supporting the effort to contain and slow the spread of COVID-19. Our schools play a vital role in this effort and I ask for your continued support and attention to actions that will support this containment effort.

### International Travel

In response to the New Zealand Government's travel restrictions announced over the weekend, I have extended the Directive I issued last week to now include student and staff travel to New Zealand. That Directive will take effect from Sunday 15 March 2020.

The Australian Government also announced this afternoon that all people arriving in Australia must now self-isolate for 14 days on their arrival back to Australia.

### Continuity of Teaching and Learning & School Business Operations

As the COVID-19 situation evolves, schools should continue to prepare their contingency planning for their business operations. Plans for the continuity of learning and teaching are also essential and I would ask principals to continue preparation in this regard.

The department has numerous [online materials and resources](#), along with virtual classroom capability to support sustained curriculum delivery and to minimise any disruption to student learning.

I know that schools are well placed in this regard with C2C materials and resources, so please continue to work with your teaching staff so they are familiar with these materials and our online platforms so you can continue to deliver teaching, learning and assessment activities online if required. I will provide you with more detailed information about the resources available to support your staff and operations.

**Wellbeing & Employee Assistance**

I am alert to the impact that this prolonged event may have on you and your staff. I would ask you continue to be alert to your own wellbeing and that of your staff during this time. If you or anyone on your staff would like support, please contact the department's employee assistance service *Lifeworks* (by Momeau Schepell) on 1800 604 640.

**Ongoing Planning**

As we have already seen across the world, this situation is likely to continue for some time and is evolving and as such, our preparations must be for the short, medium and long term.

I ask that you continue to take all necessary local actions to support health and hygiene in your school and act in a protective and preventative manner to help limit the spread of this novel coronavirus.

The department will continue to provide ongoing communication to you as Australia's response to COVID-19 evolves. Thank you for your vigilance in minimising the risk to your students, staff and communities during this time.

Regards



Department of Education

**Quick links**

[Coronavirus latest advice](#)

[Hygiene](#)

[Student health and wellbeing](#)

**For latest updates on COVID-19, visit:**



This email was sent by Department of Education, Education House, 30 Mary Street, Brisbane, Australia 4000 to [Communication.OFFICEDG@qed.qld.gov.au](mailto:Communication.OFFICEDG@qed.qld.gov.au)



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# PAG 17 March 2020

Tuesday, 11 February 2020 9:38 AM

Kindness, empathy, shared values, clear shared understanding of what is most important at this current time.

Staff and student safety a priority

Public health priority

Currently no evidence of community to community transmission in the ACT.

Health Protection Principles Committee (CHOs from around Aus - meeting all day today to consider evidence for or against broader school closures)

Health State of Emergency

- Wellbeing check ins for Hannah, Catherine and Caitlin
- Paul - heads up to principals re important comms coming (e.g. om weekends). Idea of daily email as per air quality even if nothing new to report.

Tricky space re leave and staff working from home - if looking after own kids v also being required to teach

Industrial arrangements

Individual circumstances will vary

Moral imperative for some staff to work and care for their kids.

Asynchronous - intermittent online

Workload issues for staff

Asset management in schools a big challenge

3-5 days interim activities

## Table feedback

Provision of proposed text to send to parents each time we send comms - embedded

Highlighting what's new

Keep referring back to Health comms and expertise sits with Health

Be explicit about expectations (e.g. not going through board first)

How to feed back on the questions schools are getting

Cleaning area needs strengthening - has become worse since govt employees in some schools

Wriggle room for changing priorities for cleaning. Cleaning Taskforce to send out new standard operating procedures for prioritisation with disease control at the forefront.

Schools want that information as well.

Staff to have access to the products to clean if needed in between.

One school has been waiting for weeks to get products in such as soap - trying to get in govt order

Define assembly - year group, 2 classes?

Paul - Education Act is missing that says kids need to be at school.

Central casual relief not going to work - pie in the sky

Angela - networked cluster approach?

Threshold for going should be highly considered

HR issues, coming from short base

Stakeholder union conversation

Beyond 3-5 days would need system response

Current information hierarchy on information on website. FAQs most helpful so should be up front.

Hard to find.

Timely info

Comms as to why a school isn't closing if others are

If caring for kids, what looks like if required to work flexibly.

Hirers consistency of messaging

No consistency re continuing with P&C meetings?

Guidance on 500 plus but not below re social distancing - answer today

Staggered playtimes from union - should they do? Will it work

Extracurricular activities e.g. drum group where kids come from different classrooms

Cleaners not on site during the day - issue with FAQ messaging. How to know all has been done overnight and school is ready to go next morning.

Schools are currently working well!!!

Regular check ins with ACTPA important

Leverage off other good work in other jurisdictions

Regular comms

Phone hook ups if required

Understanding and knowing how to to IT e.g. conferencing

Extended school hols - opp to enact and ramp up ongoing digital learning. Will take a lot of work.

Clear guidance re assessment and reporting and Yr 12 complexities

HR advice in timely manner.

Wellbeing across board - anything that could be done at system level re comms to people about wellbeing.

Vulnerable students and staff - make them aware of health advice

Katy - Nationally - More guidelines to come for schools on social distancing, some elaborations to support more detailed questions.

Mark dedicated contact in EDU, single point of coordination

Judy to backfill Mark

To be announced in weekly wrap up.



**From:** [Matthews, David](#)  
**To:** [Croke, Leesa](#); [Engele, Sam](#)  
**Cc:** [Haire, Katy](#); [DGEDUoffice](#); [DDGEDUoffice](#)  
**Subject:** FW: COVID-19 Briefing package for Minister  
**Date:** Tuesday, 17 March 2020 1:14:12 PM  
**Attachments:** [CAVEAT BRIEF - COVID-19 Education Delivery Planning Update 14 March 2020 copy.docx](#)  
[20200312174550934.pdf](#)  
[COVID-19 Communication Strategy - March 2020 Draft 13 March 2020.docx](#)  
[COVID19 FAQs for School Communities - final 13 March 2020.docx](#)  
[Preparation checklist for schools v3\\_PS - dk \(002\) \(002\).docx](#)

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Leesa / Sam,

This is the broader advice we have provided to the Minister on planning, as of Saturday.

Please note it has not been approved at this stage.

David Matthews

A/g Deputy Director General

Education Directorate, ACT Government

Office: 6207 0384 | Email: [david.matthews@act.gov.au](mailto:david.matthews@act.gov.au)

---

**From:** Matthews, David

**Sent:** Saturday, 14 March 2020 2:28 PM

**To:** BERRY <[BERRY@act.gov.au](mailto:BERRY@act.gov.au)>; Ceramidas, Joshua <[Joshua.Ceramidas@act.gov.au](mailto:Joshua.Ceramidas@act.gov.au)>; Hobbs, Rebecca <[Rebecca.Hobbs@act.gov.au](mailto:Rebecca.Hobbs@act.gov.au)>

**Cc:** Haire, Katy <[Katy.Haire@act.gov.au](mailto:Katy.Haire@act.gov.au)>; Huxley, Mark <[Mark.Huxley@act.gov.au](mailto:Mark.Huxley@act.gov.au)>; Hawkins, Ross <[Ross.Hawkins@act.gov.au](mailto:Ross.Hawkins@act.gov.au)>; Parkinson, Andrew <[Andrew.Parkinson@act.gov.au](mailto:Andrew.Parkinson@act.gov.au)>; Efthymiades, Deb <[Deb.Efthymiades@act.gov.au](mailto:Deb.Efthymiades@act.gov.au)>; DGEDUoffice <[DGEDUoffice@act.gov.au](mailto:DGEDUoffice@act.gov.au)>; DDGEDUoffice <[DDGEDUoffice@act.gov.au](mailto:DDGEDUoffice@act.gov.au)>; Education DLO <[EDUDLO@act.gov.au](mailto:EDUDLO@act.gov.au)>

**Subject:** COVID-19 Briefing package for Minister

UNCLASSIFIED For-Official-Use-Only

Minister (and Chief of Staff),

Please find attached the briefing package in relation to Education Directorate's preparations for COVID-19, as approved by the Director General.

Please let me know if you wish to discuss or clarify anything prior to Monday morning, otherwise we will see you before SMEC. My number is [REDACTED].

Regards

David Matthews

A/g Deputy Director General

Education Directorate, ACT Government

Office: 6207 0384 | Email: [david.matthews@act.gov.au](mailto:david.matthews@act.gov.au)

# P&C Meeting 20 March 2020

Friday, 20 March 2020 11:27 AM

Differential impact on different groups e.g. ATSI



P&C Meeting ...

[Redacted] - P&C Exec team

[Large redacted block]

[Redacted block]

[Redacted block]

[Redacted block]

[Redacted block]

COVID-19

P&C work

Supporting non closure of schools at this point - workforce essential services consideration, understanding longer term nature, concerns re financial pressure and impact on fams.

Level of worry for parents

Would be calling on govts to provide financial support for fams if schools closed

Concerns re behaviour towards teachers

Importance of kindness

Some strong opinions to close schools likely to continue

How to keep engaged with school work if offline due to vulnerability

What does offline learning look like?

Fams without internet access?

[Redacted] Agrees with [Redacted]

Impact on kids' education if extended absence from school

Parents skills to support children learning for a long period

KH - acutely aware of equity issue, continuity of learning critical reason to keep schools open, our biggest worry

██████████  
████████████████████  
Thinks closure better sooner rather than later, or school from home to minimise numbers in school?  
Parents wanting to know what's going to happen  
Will they have to be online all the time? Will connectivity support that? Hygiene actions and protocols?  
Parents want to know cleaning regime.  
Issue with OOSH service - two staff self-isolated but not on health advice but as precaution  
CECA issues with ratios, in consultation with principal and Kris Willis comms to fams about earlier pickups or ability to take kids out of service.

How to maintain ratios and standards

Follow up meeting around communications - Paul to arrange

Frame for resources late this week or early next week

Material content that is age appropriate

Extension of google classroom and google hangout to enable conferencing with teachers and students

Support for schools as pedagogical shift for teachers



Trim No: MIN20/292/02

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 17 March 2020

That you note the following information in relation to the establishment of the Education Directorate COVID-19 Incident Management Team.

**Noted / Please discuss**

Yvette Berry MLA 20/3/20

A dedicated COVID-19 Incident Management Team has been established within the Education Directorate led by Mr Mark Huxley as Incident Controller.

Ms Judy Hamilton, Director, School Improvement will act in Mr Huxley's substantive position as Executive Group Manager, School Improvement.

From tomorrow (18 March 2020), the team will be located at the Hedley Beare Centre for Teaching and Learning and includes representatives from Risk, Security and Emergency Management, School Operations, Media and Communications, and the Office of the Deputy Director-General. Work will be tasked to other areas of the Directorate by the team as required.

The team will provide you with regular caveat briefs about work under way in the Directorate to respond to the COVID-19 pandemic.

### Today's update:

#### **[REDACTED] out of hours school care**

The Directorate has this afternoon (17 March 2020) been advised that the [REDACTED] out of hours school care provider, [REDACTED] is having short term trouble in maintaining continuity of service because of staff concerned with working due to COVID-19. They have advised the school they have strategies in place to rectify the situation and believe that they will be able to continue to provide services. Communications have been sent out to school community from the provider and the Australian Children's Education and Care Quality Authority are being informed.

#### **Teloopa School**

As you are aware, a member of the Teloopa School community has tested positive to COVID-19. Additional communications have today been prepared for the school community confirming health advice has been followed and promoting the importance of

extending kindness and consideration at this time. Psychologist support is being offered to extended family at the school.

### **School cleaning**

A number of schools have raised the importance of school cleaning at this time. Standard operating procedures will be developed for school cleaners and schools. This will include the provision of soap in school bathrooms, which has been raised in correspondence with your office.

### **Cancellation of school events and excursions**

From yesterday (16 March 2020) the following events will no longer proceed in ACT public schools:

- school or regional/ACT swimming, athletics and other sporting events, large band or other music concerts where there would be large gatherings of students
- school assemblies
- parent/teacher nights
- school open days/nights.

All local and interstate school excursions, including camps, are also being cancelled. A Frequently Asked Questions document has been prepared for school communities and is available on the Directorate web site at:

[https://www.education.act.gov.au/\\_data/assets/pdf\\_file/0005/1500548/COVID19-FAQs-for-School-Communities-15-March-2020.pdf](https://www.education.act.gov.au/_data/assets/pdf_file/0005/1500548/COVID19-FAQs-for-School-Communities-15-March-2020.pdf)

### **Principals Advisory Group**

Senior Directorate representatives including Ms Haire, Ms Efthymiades, Mr Matthews, Mr Hawkins and Mr Huxley met with the Principals Advisory Group on 17 March 2020. Issues discussed included hygiene (particularly in relation to appropriate cleaning of schools); the wellbeing of staff, students and the community; current health advice; potential operational scenarios and responses in coming weeks and months; the importance of regular communications; and staffing and workforce issues. Principals were supportive of the communications material provided to date, and the planning work that had been developed for their consideration.

### **Stakeholder communication**

Deputy Director-General David Matthews is leading communication with key stakeholders such as the Australian Education Union and other unions, Catholic Education and the Association of Independent Schools. Regular meetings are being established.

### **Deputy Directors-General meeting**

ACT Government Deputy Director-Generals met to discuss the ACT's response to COVID-19. Of note was a discussion about people with particular vulnerabilities in the ACT Public Service, including people over the age of 65 and people with chronic health conditions. The Head of Service has requested advice about encouraging these staff to work from home or take leave where leave cannot be granted other any provision. This advice is being coordinated by the Chief Minister, Treasury and Economic Development Directorate.

DDGs were also advised that National Cabinet meets tonight (17 March 2020) and on Friday (20 March 2020) and is expected to discuss refined mass gatherings advice; food and grocery supplies; and national school closures during this week.

**Planning for flexible learning delivery**

Reduced student attendance at ACT Public Schools has been identified this week and will be monitored by the Directorate on a daily basis using data from the Student Administration System.

Executive Branch Manager Student Engagement, Ms Sam Seton, and Executive Branch Manager Learning and Wellbeing Policy and Design, Ms Kate McMahon, are leading work to prepare for flexible learning delivery should this be required.

**Advice to staff**

Frequently Asked Questions have been prepared for Education staff, covering topics such as what to do if staff feel unwell, to understanding leave provisions. These are available on the Directorate intranet. Staff have also been advised that all work-related international and domestic travel for the ACT Public Sector is on hold until further notice.



Signatory Name: Mark Huxley  
Title: Incident Controller  
Date: 17 March 2020

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 19 March 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 19 March 2020.



Noted / Please discuss

Yvette Berry MLA 20/03/20

### HOT ISSUES

*Please talk with Catholic and Independent schools about their needs and our procurement.*

It is understood [redacted] from [redacted] have been contacted by ACT Health this afternoon (19 March 2020) and asked to self-isolate. Further information is being sought to determine the actions required. Communications have been sent out to the school community this evening.

### Australian Education Union

The Australian Education Union have written to the Prime Minister "expressing grave concerns about the lack of information, assurance and support being made available to our members in schools and TAFE campuses". The AEU has indicated that despite medical advice, its members are "not convinced that the inherent contradictions regarding the apparent safety of some activities but not others are being adequately addressed".

### INTERGOVERNMENTAL UPDATE

Jurisdictions are currently working together and sharing information on a range of current topical issues including online learning solutions, specialist school cleaning, and models to support the children of health workers if schools close.

### IMT UPDATE

#### Pandemic Plan

A draft Pandemic Plan for COVID-19 has been developed to provide the overarching framework to capture all the various strategies being worked on across the Directorate related to the pandemic response. It is an iterative document that will be updated to reflect emerging issues and scenarios as required.

The COVID-19 IMT is basing its structure on the Pandemic Plan utilising the principles of the Australasian Inter-Service Incident Management System (AIIMS). The control system of AIIMS is based on a structure of delegation with five functional areas: Control, Planning, Public Information, Operations and Logistics.

Twice daily stand-up meetings are occurring with IMT staff and other key staff to discuss current issues and their progress.

## **CONTROL: PLANNING**

### Staff and student attendance

Live data monitoring is now in place for both student and staff attendance rates in ACT Public Schools. Workforce availability is being closely monitored and a staged plan to deploy additional teacher-qualified staff from the ESO into schools is being considered. This would include a business impact assessment based on their substantive roles.

### ESO functions

Education Directorate executive staff will meet this afternoon to discuss business priorities. The Chief Minister, Treasury and Economic Development Directorate has advised each directorate will need to work to identify what areas can be 'paused' so resources can be refocused. The IMT is now looking at Education Support Office business continuity scenarios after its initial focus on school-facing scenarios.

## **CONTROL: PUBLIC INFORMATION**

### Timely communications

Communications remain a priority issue for the IMT, with today's focus largely about why schools are able to remain open during the pandemic; along with the implementation of social distancing practices. Internal and external stakeholders are expressing the importance of providing timely and responsive communications and efforts are being made to accelerate the content development and clearance process in consultation with your office.

## **CONTROL: OPERATIONS**

### Telopea School

You have received correspondence from ANU immunologists expressing concern about the response to the COVID-19 confirmed case in the Telopea School community. This correspondence has been redirected to ACT Health for response. You have received similar correspondence from [REDACTED] and your office advises they are also working to refer this to ACT Health for response.

### Hygiene products

ACT Public Schools have been requested to proactively pre-order hygiene products such as soap and sanitiser. A small central emergency supply of products is held for any schools that may run out of products. A central procurement process is also under way to

source products for schools. A number of schools have contacted the IMT advising their supplies are low and they cannot access more.

### School cleaning

The School Cleaning Service has revised its approach to cleaning in ACT Government Schools to focus cleaning on areas of higher risk.

Daily vacuuming is ceasing with cleaning staff being redirected to focus on touch points at all other times. The Service will endeavour to increase vacuuming activities as efficiencies in cleaning are found.

In the current environment, the Service will focus cleaner duties on cleaning and sanitising washrooms, student tables, touchpoints and waste disposal. This may mean other cleaning duties are performed less regularly or not performed.

The School Cleaning Service has reviewed Australian Government and World Health Organisation information on prevention and control of COVID-19 in schools to inform the changed cleaning approach, as outlined:

| <b>Building Area</b>  | <b>Cleaning Duty</b>                  | <b>Surface and details</b>   | <b>Frequency</b> |
|---|---------------------------------------|--|------------------|
| <b>General Areas:</b><br>Offices, Entrance, Corridors, Libraries, all teaching areas, classrooms and Playrooms (in Preschools) and canteen eating areas | Sanitise high-touch points            | Door handles, door push plates, light switches and surrounding area                            | Daily            |
|   | Spot clean                            | Glass in and surrounding entrance doors (inside and out)                                       | Daily            |
|   | Wipe clean and sanitise               | Classroom desks  | Daily            |
|   | Empty waste-bins                      | General waste bins only  | Daily            |
|   | Replace bin-liners                    | General waste bins only  | Daily            |
|   | Spot damp mop                         | Durable flooring in areas students and staff consume food                                      | Daily            |
| <b>Washrooms:</b><br>Bathrooms, Toilets and Showers   | Clean and sanitise high-touch points  | Basins, sinks, taps and surrounding benches, toilet buttons, seats and toilet paper dispensers | Daily            |
|   | Spot clean                            | Mirrors and internal glass in windows and doors  | Daily            |
|   | Thoroughly clean                      | Toilet pans and cisterns, inside and out   | Daily            |
|   | Thoroughly clean                      | Urinals, urinal steps and strainer cups  | Daily            |
|   | Thoroughly clean                      | Shower recesses  | Daily            |
|   | Empty waste-bins                      | General waste bins only  | Daily            |
|   | Replace bin-liners                    | General waste bins only  | Daily            |
|   | Damp spot mop                         | Durable flooring   | Daily            |
| <b>Kitchens:</b><br>Staff facilities  | Wipe clean and sanitise               | Tables and chairs and replace neatly   | Daily            |
|   | Clean and sanitise high-touch points  | Door handles, push-plates and light switches   | Daily            |
|   | Clean and sanitise high-touch points  | Sinks, taps, microwave button and fridge door  | Daily            |
|   | Wipe clean and sanitise               | Cleared benches  | Daily            |
|   | Empty waste-bins                      | General waste bins only  | Daily            |
|   | Replace bin-liners                    | General waste bins only  | Daily            |
|   | Full vacuum / sweep                   | Durable flooring   | Daily            |
|   | Wet mop                               | Floors with durable flooring   | Daily            |
| <b>All Areas</b>  | <b>Full vacuum / sweep</b>            | <b>Durable and carpeted flooring</b>   | <b>Weekly</b>    |
|   | <b>Damp mop (or mechanical scrub)</b> | <b>Hard floors</b>   | <b>Weekly</b>    |

|  |                         |  |               |
|--|-------------------------|--|---------------|
|  | <b>Buff hard floors</b> | <b>Polished vinyl and timber flooring<br/>after cleaning</b> | <b>Weekly</b> |
|--|-------------------------|--|---------------|

The School Cleaning Service is awaiting delivery of chemicals recommended for use against Covid-19 (Viraclean, V-Wipes, Surfex and Virex Smart Dose). As these products are available and staff are trained in their use (safe handling, PPE, dilution) they will be rolled out in to schools based on known risks. At this point in time the chemicals currently used are suitable for cleaning purposes.



Signatory Name: Mark Huxley  
Title Incident Controller  
Date 19 March 2020



# ACT Principals Association Quarterly Meeting with Director General

## Meeting Agenda

|                            |   |
|----------------------------|---|
| <b>Date</b>                | 20 March 2020   |
| <b>Time</b>                | 4.00 – 5.00 pm  |
| <b>Venue</b>               | WeBex meeting/<br>teleconference  |
| <b>Secretariat Contact</b> | Kirsten Hurford-Clark   |
| <b>Members</b>             | Michael Battenally<br>Wendy Cave<br>Liz Bobos<br>Mark Huxley (to be confirmed)<br>David Matthews (to be confirmed)<br>Deb Efthymiades<br>Ross Hawkins<br>Andrew Parkinson |
| <b>Apologies</b>           | Katy Haire, Director-General<br>Meg Brighton  |

*"I wish to acknowledge the traditional custodians of the land we are meeting on, the Ngunnawal people. I acknowledge and respect their continuing culture and the connections to the land. I also acknowledge and welcome other Aboriginal and Torres Strait Islander peoples who may be meeting in this venue".*

| Item # | Agenda Item  | Accountability | Decision/Action Required | Time                           |
|--------|--|----------------|--------------------------|--------------------------------|
| 1.     | Acknowledgement of Country   | Chair          |                          | 04:00-04:00 pm                 |
| 2.     | Acceptance of Minutes<br>- 2019 Term 4 PHWB Meeting  | Chair          | To settle minutes.       | 04:00-04:05 pm<br>(5 minutes)  |
| 3.     | Review of Action Items   | Chair          | To update action items.  |                                |
| 4.     | COVID-19 Update and future planning<br>- Considerations for term 1 weeks 8-10 and term 2 potential impacts and coping strategies |                | For discussion           | 04:05-04:15 pm<br>(10 minutes) |

|    |               |       |                       |                               |
|----|---------------|-------|-----------------------|-------------------------------|
| 8. | Meeting Close | Chair | To close the meeting. | 04:55-05:00 pm<br>(5 Minutes) |
|----|---------------|-------|-----------------------|-------------------------------|



# Coronavirus (COVID-19)

Information for ACT Schools and Education Directorate



20 March 2020

The ACT Government is taking a highly precautionary approach to managing the spread of COVID-19, which is in line with the latest national health advice.

Government responses are evolving to the changing situation. **Please make sure you are accessing current information and advice.**

This document is correct at  
**2:00pm on 18 March 2020**

For latest information and updates visit:

[www.health.gov.au](http://www.health.gov.au)

[www.health.act.gov.au](http://www.health.act.gov.au)

[www.education.act.gov.au](http://www.education.act.gov.au)

# Health advice

# What is COVID-19?

- Coronavirus (COVID-19) is a respiratory illness caused by a new virus.
- Symptoms range from a mild cough to pneumonia.
- Some people recover easily, others may get very sick very quickly.
- There is evidence that it spreads from person to person.
- Good hygiene can prevent infection.

# Symptoms

People with COVID-19 may experience:

- fever
- flu-like symptoms such as coughing, sore throat and fatigue
- shortness of breath

# How it spreads

There is evidence that the virus spreads from person-to-person. The virus is most likely spread through:

- close contact with an infectious person
- contact with droplets from an infected person's cough or sneeze
- touching surfaces that have cough or sneeze droplets from an infected person, and then touching your mouth or face

# Prevention

Good hygiene practices will reduce your risk of getting sick and spreading disease.

Always make sure you do the following:



**Wash your hands regularly** with soap and water or alcohol-based hand sanitiser for 20 to 30 seconds



**Cover your cough and sneeze** with a tissue or your inner elbow and wash your hands afterwards



**Discard used tissues** immediately into a bin



**Avoid close contact** with people who are sick



**Avoid touching** your eyes, nose, and mouth



**Stay at home** and avoid social activities or mass gatherings if you're feeling unwell

# Seeking health services in the ACT

- If you have recently **travelled internationally** or **been in contact** with someone who has COVID-19, **and have symptoms** of COVID-19, you should take steps to reduce the risk of transmission.
  - Limit your exposure to other people by quarantining yourself at home.
  - Call your GP to let them know you are worried you may have COVID-19.
  - If you can't contact your GP, the preferred Walk-in Centre for assessment is the Weston Creek Walk-in Centre (24 Parkinson Street, Weston). You can get assessed at any of the walk-in centres.
  - You do not need to visit the Emergency Department unless you have severe symptoms.

# Testing

- Testing will be arranged by your medical practitioner if they determine it is necessary.
- It usually takes 24-48 hours for the results to be returned.
- More info for people who are being tested is on the ACT Health website, including advice on self-isolation.

# Masks

- If you are healthy, you do not need to wear a mask.
- The best way to reduce your risk of getting sick and spreading disease is to follow good hygiene practices.

# Government response

(current at 18 March 2020)

# Current status

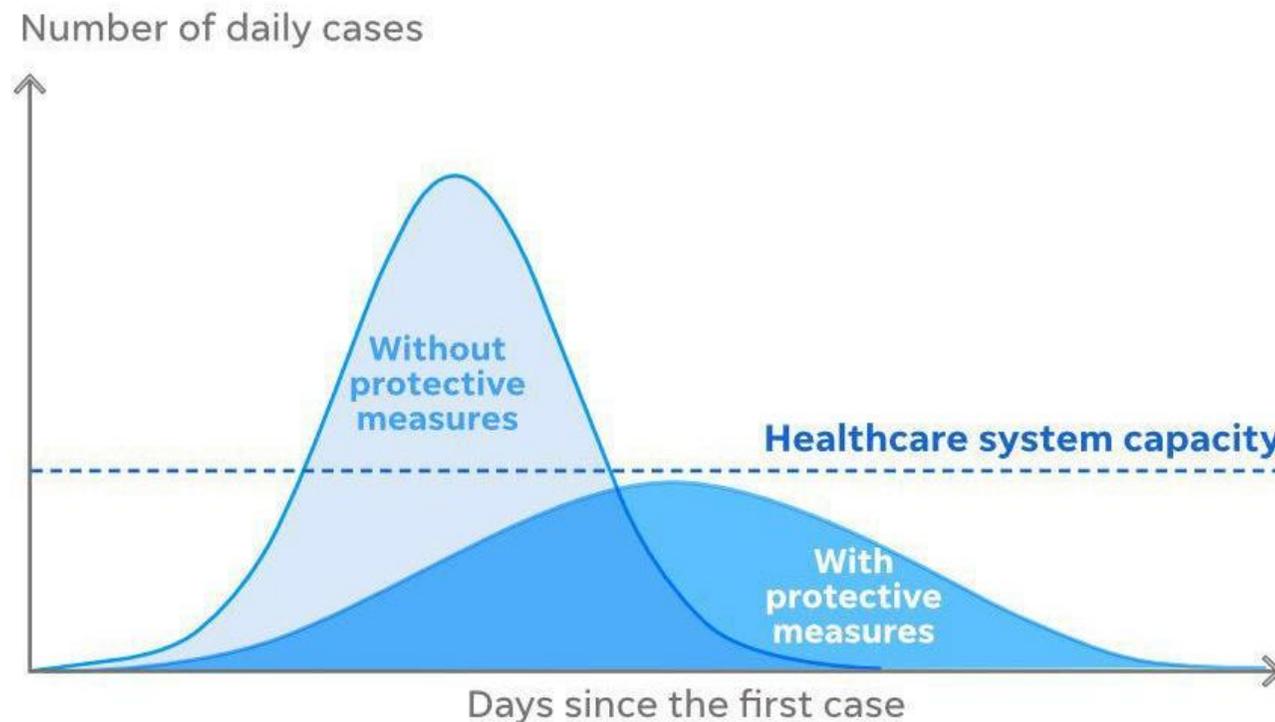
- Latest information is available from <https://health.act.gov.au>
- At **12:00pm 18 March 2020**, there were 3 confirmed cases of COVID-19 in the ACT (1564 people tested negative).
- At **6:30am 18 March 2020**, there were 454 confirmed cases of coronavirus (COVID-19), including 5 deaths, in Australia.

# Preparedness for a pandemic

- Australia is very well prepared to deal with COVID-19, with a suite of measures implemented to help stop the spread of the virus and protect Australians.
- A new National Cabinet, made up of the Prime Minister, Premiers and Chief Ministers has been set up and will meet at least weekly to address the country's response to the coronavirus, COVID-19.
- All states and territories have signed up to a *National Partnership Agreement on COVID-19 Response* and are taking a highly precautionary approach based on the latest and best medical advice.
- The ACT Health Directorate is taking a highly precautionary approach to managing the spread of COVID-19, which is in line with the latest national health advice.

# Flattening the curve

- Protective measures put in place by the government aim to reduce the number of daily cases and reduce pressure on the healthcare system.



# Travel advice

- New quarantine requirements are in place for anyone arriving in Australia from overseas from midnight on 15 March 2020 and an international travel ban has been enacted on 18 March 2020:
  - If you are an **Australian citizen or permanent resident**, you and your immediate family members must return to Australia as soon as possible, if you wish to do so. Self-quarantine processes will apply
  - **anyone arriving in Australia from overseas must self-isolate for 14 days**
  - If you are a **foreign national**, you must self-quarantine in a home or hotel for 14 days after entering Australia.
  - Restrictions apply to foreign travellers from mainland China, Iran, Republic of Korea and Italy.
- Australians travelling overseas should check [www.smartraveller.gov.au](http://www.smartraveller.gov.au) and subscribe for updates.

# Public gatherings and events

- Commonwealth, State and Territory governments have provided public advice that all non-essential mass gatherings attended by more than 100 people (indoors) and 500 people (outdoors) **must be cancelled**, from Wednesday 18 March 2020.
- This approach aims to reduce community transmission of COVID-19, by slowing the increase in the number of new cases in Australia.
- This advice **does not include** essential services such as **schools** workplaces, hospitals, public transportation, domestic travel and universities as well as public transient places such as shopping centres.

# Supporting ACT schools

# Preparations for ACT public schools

- The Education Directorate continues to work closely with ACT Health.
- ACT public schools are operating as usual and will continue to do so for the foreseeable future. Any change to school operations will be guided by advice from ACT Health.
- Plans have been developed for ACT schools to respond to the potential spread of COVID-19 in school communities.
- When and if there is a case of COVID-19 in the ACT, these plans will be scaled in proportion to the spread of the virus.

# School gatherings and events

- From Monday 16 March, the following events **will be cancelled** in ACT public schools:
  - school sporting events
  - school visits to aged-care facilities (from Wednesday 18 March)
  - school assemblies
  - parent/teacher nights
  - school open days/nights
  - large band or other music concerts where there would be large gatherings of students
- We further recommend that you talk to your P&C about **not proceeding with planned school fetes**, celebrations and other large gatherings of the school community for the current period.

# Local and interstate excursions

- **Local and interstate school excursions**, including camps will be **cancelled**, effective from Monday 16 March.
- All camps scheduled to commence from Monday 16 March will be postponed and rescheduled, or, if there is no other option, cancelled.
- We understand that this will cause some disruption and inconvenience but the safety of our staff and students remains our paramount concern.
- This measure is precautionary to support slowing the rate of infection, not because schools are at increased risk.

# Overseas excursions

- The ACT Government took a precautionary decision to **cancel all overseas school excursions until the end of Term 2.**
- The safety of staff and students is our paramount concern.
- We are working out how we can reimburse parents, carers and schools who had already made financial commitments
- On Wednesday 18 March, **a ban on international travel** from Australia was put in place.

# Foreign National Students

- Year 11 and 12 foreign national students who are in China and unable to return to their studies in Australia can apply for an exemption under the current travel restrictions. Exemptions are not available to those within the Hubei province.
- Strict criteria apply to eligible students, including a 14 day self-isolation period.
- There are some ACT public school students, and non-government school students, who may be eligible to apply and return to Canberra for their studies.
- The ACT Government is working with the Commonwealth Government, the Chief Health Officer, the non-government sectors, eligible students and their families to help facilitate this process.

# School cleaning

- The ACT Government is **not advising** additional cleaning in schools, public transport, shopping centres and other public places.
- We are continuing to work on the availability of cleaning support for all of our schools and providing clear guidance to our cleaning staff.
- **Regular hand hygiene** is the best way to protect yourself.
- Each school should have processes in place to regularly check and restock soap dispensers and hand towels in key areas of the school.
- Any school having issues sourcing soap or hand towels, should contact [EDUIMT@act.gov.au](mailto:EDUIMT@act.gov.au).

# If there is a case of COVID-19 in an ACT school

- Any response will be **based on ACT Health advice** and learnings from other jurisdictions.
- This may include **closing a school for a short period** if a student or staff member were to test positive to the virus. Doing so, would allow ACT Health to investigate and a thorough clean of the school to be undertaken.
- Any students and staff identified by ACT Health as close contacts of a confirmed case would need to self-quarantine at home for 14 days.
- At this point in time, the best way to minimise any transmission of the coronavirus is for staff and students to continue with good hand and respiratory hygiene to prevent the spread of germs.
- Modifying the operation of schools is an option, however such decisions will be made on the advice of medical experts and in proportion to the situation.

# Supporting students' continued learning

- The Directorate is planning how we can assist students to continue their learning if their school was to be affected, as well as for students who are required to self-isolate at home.
- Planning is underway on how schools might be able to support digital delivery of lessons, should this become necessary.
- All ACT public schools have access to the Google platform which they use daily with their students. We are working ensure that flexible learning options are available for all students.

# What can schools do now?

- Communicate with your staff, students and school community – ESO can help with wording and templates
- Promote good hygiene practices
- Make sure contact details are up-to-date for everyone in your school community, should you need to communicate with them quickly
- Update medical plans for students and staff
- Make plans now for how you could continue student learning, should a student or teacher be in self-isolation, or should your school need to close temporarily
- Stay up to date through the ACT Health and ACT Education websites:
  - <https://health.act.gov.au/public-health-alert/updated-information-about-covid-19>
  - <https://www.education.act.gov.au/public-school-life/information-on-novel-coronavirus-covid-19>

# More information

|               |  |
|---------------|--|
| Federal       | <a href="https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-nCoV-health-alert"><u>https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-nCoV-health-alert</u></a>                 |
| ACT Health    | <a href="https://health.act.gov.au/public-health-alert/updated-information-about-covid-19"><u>https://health.act.gov.au/public-health-alert/updated-information-about-covid-19</u></a>                           |
| ACT Education | <a href="https://www.education.act.gov.au/public-school-life/information-on-novel-coronavirus-covid-19"><u>https://www.education.act.gov.au/public-school-life/information-on-novel-coronavirus-covid-19</u></a> |

## COVID 19 – Frequently Asked Questions for School Communities - 15 March 2020

The ACT is in a very good place to respond to COVID-19 and the Directorate has developed plans for ACT schools to respond to the potential spread of the virus in school communities. The Education Directorate continues to work closely with ACT Health.

To assist parents, carers and the broader school community, the following answers have been compiled to frequently asked questions around how ACT public schools are managing their response to COVID-19.

### **Are schools boosting their cleaning or hygiene practices in response to the threat of COVID-19?**

We are focusing our cleaning on maintaining the best possible hygiene standards to staff and students. All ACT public schools have been asked to ensure school-wide hygiene practices such as hand washing are in place, encouraged and maintained and that signage is displayed around good hand hygiene, preventing the spread of germs, coughing and sneezing

Currently, the ACT Government is not advising additional cleaning or disinfecting procedures to be implemented in schools, public transport, shopping centres and other public places.

### **How will the school respond if there is a confirmed case of COVID-19 at a school?**

- Planning has been underway to assist our schools in the event of the spread of the virus in our school communities. When and if there is a case of COVID-19 in an ACT school, these plans will be scaled in proportion to the spread of the virus. Our response will be based on ACT Health advice and learnings from other jurisdictions.

### **Is it possible that schools will close?**

- If a student or staff member were to test positive to the virus, the impacted school may close for a short period while ACT Health investigates the incident. Those students and staff identified as close contacts of a case will need to self-quarantine at home for 14 days.
- Parents will be notified by their school if it is to close via their normal communication channels which include email and SMS.

### **What about my child's learning? (will there be provision of online resources?)**

- All ACT public schools have access to the Google platform which they use daily with their students. We are working ensure that flexible learning options are available for all students.

### **For college students, how will workload and BSSS requirements be met?**

- The ACT Education Directorate is working with BSSS to ensure college students will still be able to meet learning requirements if their school needs to close for a short period.

### **Advice for parents on sending children to school**

If your child develops any symptoms such as a fever, cough, sore throat or shortness of breath:

## COVID 19 – Frequently Asked Questions for School Communities - 15 March 2020

- Call your GP in the first instance. By calling your GP before arriving they can take appropriate infection control measures.
- Call your school to let them know.

As always, please do not send your child to school if they are showing any symptoms of sickness. Once your child is well again, they can return to school.

### **My child has COVID-19, do I need to notify the school and how long should they be excluded from school?**

- Yes, you need to notify your child's school as soon as possible if your child has received a positive diagnosis for COVID-19. Your school will work with you and ACT Health to follow up close contacts and take appropriate public health action in line with national guidelines and well-established processes.
- The ACT Education Directorate will also receive direct advice from ACT Health, if a public school student or staff member returns a positive diagnosis for COVID-19.

### **What happens if my child has had close contact with another student who has a confirmed case of COVID-19?**

- Students and staff identified as close contacts of a case of COVID-19 will need to self-quarantine at home for 14 days.
- Being quarantined at home means that you, or your children, need to stay at home, except if you are unwell and need medical attention. You cannot go to work, school, or public areas (such as shops or cafes/restaurants) and should not use public transport, ride share or taxis. You also need to tell people not to visit you while you are in self-quarantine.

### **Someone in our household has coronavirus, can my child go to school?**

- If you are concerned your child may have been exposed to or have symptoms of novel coronavirus (COVID-19), it's important you limit exposure to other people to reduce the risk of transmission.
- Students identified as close contacts of a case of COVID-19 will need to self-quarantine at home for 14 days.
- Being quarantined at home means that you, or your children, need to stay at home, except if you are unwell and need medical attention. You cannot go to work, school, or public areas (such as shops or cafes/restaurants) and should not use public transport, ride share or taxis. You also need to tell people not to visit you while you are in self-quarantine.

### **What should I do if I think my child may have COVID-19?**

- You or your child should get tested if:
  - you've travelled overseas recently, and you develop symptoms of COVID-19 within 14 days of leaving an overseas country.

## COVID 19 – Frequently Asked Questions for School Communities - 15 March 2020

- you're concerned you may have come into contact with someone who has COVID-19 and you develop symptoms of the disease within 14 days of contact with the sick person.
- If you think you might have COVID-19:
  - Limit your exposure to other people by isolating yourself at home.
  - Call your GP and let them know you are worried you may have COVID-19. Testing will be arranged by your GP or medical practitioner if they determine it is necessary. It usually takes about 24 - 48 hours for the test results to be returned, but in some cases may take longer. Further information for someone who is being tested is available [here](#).
  - If you can't see your GP, the preferred Walk-in Centre (WiC) for assessment is Weston Creek WiC. If you are attending a WiC, please ensure you use a mask and hand sanitiser available at the front door.
  - You do not need to visit the Emergency Department unless you have severe symptoms, such as shortness of breath, chest pain or high fever.
- If you or your child have recently travelled internationally or been in contact with someone who has COVID-19, and have symptoms of COVID-19 (such as fever, cough or sore throat), it is important that you take certain steps to reduce the risk of transmission.

### Are students and their families who have travelled to certain countries excluded from my school?

- New quarantine requirements are in place for anyone arriving in Australia from overseas from midnight on 15 March 2020.
  - Anyone returning from any overseas country, should isolate themselves for 14 days.
- The ACT Health Directorate continues to work closely with the Australian Government and other health authorities across the country to monitor and respond to the evolving global situation. As the situation evolves advice will be updated, as necessary.

### Are events going to be cancelled at my school?

The Australian Government has announced that all organised, non-essential mass gatherings attended by more than 500 people must be cancelled from Monday 16 March 2020.

This announcement does not recommend school closures however, it does apply to a range of school events and events organised by school communities.

From Monday 16 March, the following events will be cancelled in ACT public schools:

- upcoming school or regional/ACT swimming, athletics and other sporting events, large band or other music concerts where there would be large gatherings of students
- school assemblies
- parent/teacher nights

- school open days/nights.

**Are school excursions still going ahead?**

Local and interstate school excursions, including camps will be cancelled - effective from Monday 16 March.

All camps scheduled to commence from Monday 16 March will be postponed and rescheduled, or, if there is no other option, cancelled.

**From:** [Brewer, Lauren](#) on behalf of [Huxley, Mark](#)  
**To:** [Hobbs, Rebecca](#); [Haire, Katy](#)  
**Cc:** [EDUJMT](#); [Brewer, Lauren](#); [Matthews, David](#); [Efthymiades, Deb](#); [Hawkins, Ross](#); [Parkinson, Andrew](#); [Myers, Christina](#)  
**Subject:** Caveat brief for MO 200320  
**Date:** Friday, 20 March 2020 5:56:08 PM  
**Attachments:** [Caveat brief for MO 200320.docx](#)

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UNOFFICIAL

Hi Colleagues,

Apologies for direct email. Will update through TRIM as well. Please find attached the latest caveat brief.

Have a good weekend.

Thanks

Mark

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 20 March 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 20 March 2020.

**Noted / Please discuss**

**Yvette Berry MLA..../..../....**

### HOT ISSUES

As you are aware, Education Ministers agreed today that NAPLAN would not be held in 2020.

National Cabinet also agreed to a cap of one person per four square metres for indoor gatherings and the Prime Minister announced the federal budget would be delayed and further domestic travel restrictions would be introduced.

Radford College has also announced it will be having students absent from school for two days next week so they can train staff in online learning. <https://vimeo.com/399048739>

### PLANNING

#### Student and staff attendance

The Directorate is continuing to see decreased staff attendance, with student attendance slightly increased today from earlier in the week (though still lower than normal for this time of the year). Work is continuing to identify teacher-trained Education Support Office staff who could be redeployed into schools, as well as planning for the business impact of this.

#### Access to school psychologists and other wellbeing supports

Work is under way to establish a service allowing students to access wellbeing supports remotely if appointments at school become unavailable. The Allied Health Professional Wellbeing Support Service would be staffed by psychologists and social workers and based on principles of psychological first aid and supportive counselling to support wellbeing. It would include up to three videoconferencing or phone sessions.

## Out of School Hours Care Providers

The Directorate is beginning to receive some correspondence from out of school hours care providers in relation to the impacts of school closures – with issues raised including the impact on before and after school care providers if schools are closed down; and the provision of vacation care if schools are closed.

## **OPERATIONS**

### School excursions

Schools are cancelling or postponing excursions. The Education Support Office has prepared advice for schools that parents/carers should receive a full refund by the end of Term 1. Any costs incurred by the school due to excursion cancellations (such as non-refundable deposits) will be coded to a new ESO cost-code and the Directorate will consider how schools can be financially supported. Non-government schools have also indicated they would be interested in seeking government reimbursement for costs incurred by excursion cancellations.

### School cleaning

Concerns are being raised about cleaning at specialist schools, particularly in relation to the potential perceived risk posed by spitting and feeding. The School Cleaning Taskforce is considering this matter. It is understood the Australian Education Union will meet at Black Mountain school next week.

The Education Directorate is working to help schools source hygiene items such as soap and hand towels through a central procurement process as well as setting clear expectations on the availability and location of handwashing and hand sanitiser in schools.

### Master of Education Program

The University of Canberra affiliated schools Master of Education program will temporarily change its mode of delivery from face to face to online.

## **PUBLIC INFORMATION**

### Stakeholder concerns

Stakeholder engagements today have indicated there is heightened anxiety, with teachers feeling they are at risk and being treated differently to other professions. Questions have been raised about the sustainability of the current position of keeping schools open.

### Communications with schools

The Education Directorate has developed a slide deck for principals and staff including information on COVID-19, current measures in place to protect school communities, information to protect staff and links to the latest and up-to-date information. This is available on the Directorate intranet and will be constantly updated.

Signatory Name: Mark Huxley  
Title Incident Controller  
Date 20 March 2020

**From:** [Huxley, Mark](#)  
**To:** [Ceramidas, Joshua](#); [Hobbs, Rebecca](#)  
**Cc:** [Haire, Katy](#); [Matthews, David](#)  
**Subject:** Fwd: Chronology  
**Date:** Sunday, 22 March 2020 3:54:39 PM

---

Colleagues,

Detailed chronology below as requested.

Thanks

Mark

Get [Outlook for Android](#)

---

**From:** Huxley, Mark <Mark.Huxley@act.gov.au>  
**Sent:** Sunday, 22 March 2020, 1:38 pm  
**To:** Haire, Katy; Matthews, David  
**Cc:** Myers, Christina  
**Subject:** FW: Chronology

UNCLASSIFIED

Hi Katy,  
 Chronology for consideration as requested.  
 Thanks  
 Mark  
 Mark Huxley  
 Executive Group Manager School Improvement  
 ACT Education Directorate  
 (w) 02 62053988 [mark.huxley@act.gov.au](mailto:mark.huxley@act.gov.au)

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**From:** Myers, Christina <Christina.Myers@act.gov.au>  
**Sent:** Sunday, 22 March 2020 1:21 PM  
**To:** Huxley, Mark <Mark.Huxley@act.gov.au>  
**Subject:** Chronology  
**Importance:** High

UNCLASSIFIED

Hi Mark  
 This is a good summary/chronology. I've highlighted key decisions in yellow.  
 I would also add:

**18 March:** Schools contacted and asked to fill out a School Snapshot Forum and daily Staff Attendance Form

| Item                                     | Key messages   | Ext/Internal | Expected publish date       |
|--|--|--------------|-----------------------------|
| Social distancing web content            | <ul style="list-style-type: none"> <li>Overview of social distancing measures being used in schools</li> </ul> | External     | 20 March                    |
| Social distancing guidelines for schools | <ul style="list-style-type: none"> <li>5 x factsheets to guide schools on social</li> </ul>                    | Internal     | 20 March (with MO to clear) |

|  |   |          |  |
|--|---|----------|--|
|  | distancing measures: Early childhood, pre-school, primary, high, school-age care  |          |  |
| <b>DG weekly update to EDU staff</b>                                   | <ul style="list-style-type: none"> <li>Regular weekly update from DG – will include latest info/advice on coronavirus</li> </ul>  | Internal | 20 March                                 |
| <b>Email to ECEC and OSHC providers</b>                                | <ul style="list-style-type: none"> <li>Latest health advice and social distancing</li> </ul>  | External | 18 March                                 |
| <b>Email to [REDACTED] community</b>                                   | <ul style="list-style-type: none"> <li>Reassurance that ACT Health advice is being followed and school community members are at negligible risk of contracting the virus</li> <li>Reminder of respect and courtesy in the school community</li> </ul> | External | 20 March (with CHO)                      |
| <b>EDU social media posts</b>  | <ul style="list-style-type: none"> <li>Basic hygiene and social distancing tips</li> </ul>  | External | 20 March (with PICC design team)         |
| <b>Factsheet for educators – student wellbeing</b>                     | <ul style="list-style-type: none"> <li>Advice and resources for educators about how they can support student wellbeing</li> </ul>   | Internal | 20 March (cleared by PICC)               |
| <b>Factsheet for families – student wellbeing</b>                      | <ul style="list-style-type: none"> <li>Advice and resources for parents about how they can support their children’s wellbeing</li> </ul>  | External | 20 March (cleared by PICC with comments) |
| <b>Letter to parents from Minister Berry – why schools remain open</b> | <ul style="list-style-type: none"> <li>Letter from principals about why it is important our schools remain open at this time.</li> </ul>  | External | 20 March (with CHO)                      |
| <b>Learning at home resources – templates for educators</b>            | <ul style="list-style-type: none"> <li>Resources for Educators to support students continued learning from home</li> </ul>  | Internal | 20 March                                 |
| <b>Learning at home resources – for students</b>                       | <ul style="list-style-type: none"> <li>Resources for students to support their continued learning from home</li> </ul>  | External | wc 23 March                              |
| <b>Video script for Minister Berry</b>                                 | <ul style="list-style-type: none"> <li>For use on social media - why it is important our schools remain open at this time.</li> </ul>   | External | wc 23 March (with PICC to clear)         |
| <b>Preparation checklist for ESO</b>                                   | <ul style="list-style-type: none"> <li>Preparing for remote working scenarios and keeping our workplaces</li> </ul>   | Internal | 23 March                                 |

|  |  |          |               |
|--|--|----------|---------------|
|  | safe/clean   |          |               |
| FAQs   | <ul style="list-style-type: none"> <li>• Further FAQ answers, based on questions received from the community</li> </ul>  | External | Ongoing/daily |
| School closure - Letter and pack to support students/families who cannot attend school (ie. In isolation or school closed) | <ul style="list-style-type: none"> <li>• To support school leaders in the event of a school closure</li> <li>• Continued learning – information and support</li> <li>• Wellbeing advice</li> </ul> | External | When required |
| Script for schools – confirmed case  | <ul style="list-style-type: none"> <li>• To support school leaders in the event of a school closure</li> </ul>   | Internal | When required |
| Email to parents – close contact with COVID-19 case  | <ul style="list-style-type: none"> <li>• To support parent/student of self-isolation requirements in the event of close contact with a confirmed COVID-19 case</li> </ul>                          | External | When required |
| Script for schools – school reopened   | <ul style="list-style-type: none"> <li>• To support school leaders with reopening of a school following a COVID-19 closure</li> </ul>  | Internal | When required |

## PUBLISHED

| Item                                   | Key messages  | Ext/Internal | Publish date |
|--|---|--------------|--------------|
| Minister Berry email to school staff   | <ul style="list-style-type: none"> <li>• Acknowledging the importance of their role in supporting continued learning in challenging times</li> </ul>  | Internal     | 19 March     |
| Letter and talking points [redacted]   | <ul style="list-style-type: none"> <li>• Regarding ACT Health-directed self-isolation of [redacted]</li> </ul>  | External     | 19 March     |
| Email to school BMs regarding cleaning | <ul style="list-style-type: none"> <li>• Update on cleaning standards and procedures in schools</li> </ul>  | Internal     | 19 March     |
| Intranet                               | <ul style="list-style-type: none"> <li>• Redesign of coronavirus page on index to improve navigation</li> </ul>   | Internal     | 19 March     |
| Comms plan – why schools remain open   | <ul style="list-style-type: none"> <li>• Plan to support increased messaging about why it is important our schools remain open at this time. Will include direct comms with parents and social media</li> </ul> | n/a          | 19 March     |
| Slide deck for school staff            | <ul style="list-style-type: none"> <li>• Latest ACT Health advice</li> <li>• Current Directorate decisions and preparations</li> </ul>  | Internal     | 19 March     |
| Slide deck for P&C Assoc               | <ul style="list-style-type: none"> <li>• Latest ACT Health advice</li> <li>• Current Directorate decisions</li> </ul>   | External     | 19 March     |

|   |   |          |          |
|---|---|----------|----------|
|   | and preparations  |          |          |
| Media response  | <ul style="list-style-type: none"> <li>Query from CT regarding the approach of ACT public schools to COVID-19</li> </ul>  | External | 18 March |
| Email to ECEC and OSHC providers                      | <ul style="list-style-type: none"> <li>Reminder of latest health advice and importance of continuing operations, in line with schools</li> </ul>  | External | 18 March |
| Operational email to principals                       | <ul style="list-style-type: none"> <li>Keeping up-to-date contact details for school community</li> </ul>   | Internal | 18 March |
| Email to business managers regarding hygiene supplies | <ul style="list-style-type: none"> <li>Reminder to check/fill school bathroom soaps and paper towels.</li> </ul>  | Internal | 17 March |
| DG all staff email                                    | <ul style="list-style-type: none"> <li>Update on state of emergency, 2nd case, school event cancellations, HR update, staff travel</li> </ul>   | Internal | 17 March |
| HR update   | <ul style="list-style-type: none"> <li>Info for staff and managers re handling of leave/isolation, travel, mental health wellbeing – published to intranet</li> </ul>   | Internal | 17 March |
| Website updates                                       | <ul style="list-style-type: none"> <li>To improve layout and navigation</li> </ul>  | External | 16 March |
| Email to school communities (from Principals)         | <ul style="list-style-type: none"> <li>Advice on cancellation of school events, excursions and assemblies</li> </ul>  | External | 16 March |
| Social media post                                     | <ul style="list-style-type: none"> <li>Advice on cancellation of school events, excursions and assemblies</li> </ul>  | External | 16 March |
| Letter to [redacted] parents (from Principal)         | <ul style="list-style-type: none"> <li>Advising of confirmed COVID-19 case connected with the school community</li> </ul>   | External | 16 March |
| Talking points for [redacted] staff                   | <ul style="list-style-type: none"> <li>Support for staff to respond to questions from school community about confirmed COVID-19 case</li> </ul>   | Internal | 16 March |
| DG email to schools                                   | <ul style="list-style-type: none"> <li>Cancellation of school events</li> <li>Cancellation of school excursions</li> <li>Health and hygiene</li> <li>Planning for online learning</li> <li>Staff wellbeing</li> </ul>   | Internal | 15 March |
| FAQs / Website update                                 | <ul style="list-style-type: none"> <li>To reflect latest ACT decisions, as above</li> <li>Mandatory isolation for people arriving from overseas</li> </ul> <p><a href="https://www.education.act.gov.au/public-school-life/information-on-novel-coronavirus-covid-19">https://www.education.act.gov.au/public-school-life/information-on-novel-coronavirus-covid-19</a></p> | External | 15 March |
| Website update  | <ul style="list-style-type: none"> <li>Cancellation of overseas school excursions for T1 &amp; T2</li> </ul>  | External | 13 March |

|   |   |          |  |
|---|---|----------|--|
| <b>Email from Early Childhood Children's Education and Care Assurance (CECA) email to education and care services</b> | <ul style="list-style-type: none"> <li>• Latest ACT Health advice</li> <li>• Infectious diseases and reporting responsibilities</li> </ul>  | External | 13 March   |
| <b>DG's Weekly Wrap up</b>  | <ul style="list-style-type: none"> <li>• Preparedness update</li> <li>• COAG announcement on public gatherings</li> </ul>   | Internal | 13 March   |
| <b>Communication Strategy</b>   | <ul style="list-style-type: none"> <li>• To guide EDU communication approach over coming weeks</li> </ul>   | n/a      | 13 March   |
| <b>Email to all EDU staff from DG</b>   | <ul style="list-style-type: none"> <li>• First ACT case</li> <li>• If you have been in contact with a confirmed case of COVID-19</li> <li>• Staff leave provisions</li> <li>• Cancellation of overseas school excursions for T1 &amp; T2</li> <li>• Planning for the spread of COVID-19 in our schools</li> </ul> | Internal | 12 March   |
| <b>Email to Principals from EGM School Improvement</b>  | <ul style="list-style-type: none"> <li>• <b>Planning for the spread of COVID-19 in our schools</b></li> <li>• <b>Cancellation of overseas school excursions for T1 &amp; T2</b></li> </ul>  | Internal | 12 March   |
| <b>Information for parents and carers – managing novel coronavirus (COVID-19) in ACT Public Schools</b>               | <ul style="list-style-type: none"> <li>• Planning for the spread of COVID-19 in our schools</li> <li>• Ways to minimise transmission / what to do if sick</li> </ul> <p>(Attached to Principals email from EGM School Improvement)</p>  | External | 12 March<br>(Schools to distribute on to parents and carers) |
| <b>Website updates</b>  | <ul style="list-style-type: none"> <li>• Link added to front page of EDU website and 88 school websites</li> <li>• Updated to reflect latest ACT Health advice and travel bans</li> <li>• Added content "What if ACT schools were to be affected?"</li> </ul>   | External | 12 March   |
| <b>Intranet updates</b>   | <ul style="list-style-type: none"> <li>• Link added to front page of intranet</li> <li>• Updated to reflect latest ACT Health advice</li> <li>• Head of Service message added</li> </ul>  | Internal | 12 March   |
| <b>WhOG talking points (PICC-led)</b>   | <ul style="list-style-type: none"> <li>• Added: Cancellation of overseas school excursions for T1 &amp; T2</li> </ul>   | n/a      | 12 March   |
| <b>WhOG talking points (PICC-led)</b>   | <ul style="list-style-type: none"> <li>• Added: Planning for the spread of COVID-19 in our schools</li> </ul>   | n/a      | 11 March   |
| <b>Media response</b><br>(Contributed to WhOG media response via PICC –   | <ul style="list-style-type: none"> <li>• The Education Directorate continues to work closely with ACT Health. ACT public schools are operating as normal and will</li> </ul>  |          | 11 March   |

|   |   |          |         |
|---|---|----------|---------|
| Canberra Times)   | <p>continue to do so for the foreseeable future.</p> <ul style="list-style-type: none"> <li>• Plans have been developed for ACT schools to respond to the potential spread of COVID-19 in school communities. When and if there is a case of COVID-19 in the ACT, these plans will be scaled in proportion to the spread of the virus.</li> <li>• Our response will be based on ACT Health advice and learnings from other jurisdictions. This may include that if a student or staff member were to test positive to the virus, the impacted school may close for a short period while ACT Health investigates the incident and the school is closed appropriately. Those students and staff identified as close contacts of a case will need to self-quarantine at home for 14 days.</li> </ul> |          |         |
| <b>Email to Principals from EGM School Improvement</b>      | <ul style="list-style-type: none"> <li>• Stepped approach to COVID-19 in schools</li> <li>• Good hygiene</li> </ul>   | Internal | 6 March |
| <b>DG's weekly wrap-up</b>                                  | <ul style="list-style-type: none"> <li>• Information for families on COVID-19 coronavirus</li> </ul>  | Internal | 6 March |
| <b>Website news item</b>                                    | <ul style="list-style-type: none"> <li>• Latest ACT Health advice and travel bans</li> </ul>  | External | 6 March |
| <b>ABC Canberra radio interview with DDG David Matthews</b> | <ul style="list-style-type: none"> <li>• The Education Directorate continues to be led by advice from ACT Health with regard to COVID-19.</li> <li>• The Education Directorate is currently considering its position regarding overseas excursions by ACT public schools.</li> <li>• Once a decision on this matter has been reached, the Education Directorate will inform school communities.</li> </ul>  | External | 3 March |

**From:** [Laurent, Kristen](#)  
**To:** [Short, Paul](#)  
**Cc:** [EDUJMT](#); [Larkin, Lyn](#); [EDU Media](#)  
**Subject:** NOTES: Min stakeholder meeting 23 March  
**Date:** Monday, 23 March 2020 1:14:00 PM

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UNCLASSIFIED For-Official-Use-Only

## Min stakeholder meeting 23 March

Monday, 23 March 2020  
12:11 PM

██████ - messaging not getting through to parents. They will be anxious and wondering whether to send their children to school on Tuesday.

Going live later today with home learning resources

Working on common definition of what are essential workers but won't be turning away any students

Attendance down to 65% today

Staff and students will be safe in schools tomorrow.

### Wendy Cave

- EC services - 2 preschool sites are considered as classrooms in school (clarity around whether EC will continue to operate). Pupil free will apply to preschool. **Need to ensure this is clearer in our communications.**

- P&C workforce - canteens and OOHS in view of pupil free days.

- Online tools and resources to be provided today with advice and guidance
- Stages and school specific
- What does good home learning look like and how to be esafe while online
- Pupil free days allow for check in with staff - where they are at with online learning and what needs to be provided for term 2
- Leveraging good platforms and infrastructure

██████ - need for parent guidance (technical basic stuff) on how to access google classroom  
We are filming videos to step parents through this

██████ - SAs in classrooms don't have access to devices to assist? Yes

### ██████ CPSU

- **What will happen with LSAs and admin staff if we move to more online? Would they work from home, still be paid?**
- Also business managers

- KH - all ACTPS will continue to be employed and paid including casual staff. Will provide more detail about how jobs will change. Min - e.g. could be point of contact for IT connection/issues
- Staff on temp contracts? Looking to extend contracts for all staff?

- CEO school remaining open until end of term. Choice for parents who wish to keep students at home.
- Working with schools to set up online platform across the board
- Cross jurisdictional nature of CEO comes into play
- Similar position to Dir - may need to close if teacher numbers drop but same commitment to providing for students of essential workers
- Embedded in IMT, all resources will be available to all sectors

- Take great assurance re no financial disadv. for staff during this period, also that all members working from home have ICT resources they need,
- 2 big questions
- 3 ways to work - in school with students, in school with no students or working from home using online platform. Need to know who will be where and how people selected for alternatives
- Which kids will be in school facilities and which will now.
- No one will be turned away - what is timeline on that idea being scrapped?
- MB - Govt working on system of alert like NZ system. Will help if complete lockdown for example with scale up.
- Education continuity and supporting staff to do this well, can't say when or trigger point yet.
- Hard if schools don't know what kids will be on site. Issues with parents picking and choosing if they send their students.

### Michael

- Secondary sector- great variation on community expectations and capacity to deliver
- Secondary - good coordination between principals re messaging
- Anxiety of year 12 students across all sectors re ATAR - address explicitly through statement in forward comms will help calm
- Questions around assessment high on agenda
- Perspective that all teaching and learning (including assessment) has ceased.
- Teachers committed but complexities
- Working hard on ground to clarify issues for parents

### Wendy

- Interesting how parents interpreted Mins message
- Anxiety for higher primary students
- Element of adult needs for security as soon as possible for people
- Curriculum - "teachers will use time to develop lesson plans" - could missed great opp for personalised learning, prefer designing learning for students
- OOHSC - hot topic at her school and cleaners

- Worry about secondary effects, mental health
- Services locally will be impacted, how to ensure access to services and resources
- Just come out of bushfires for state of trauma, acknowledge and work with parents dealing with this as home
- Parents anxious themselves and don't always have the answers
- Supplies of cleaning products a concern - no more gloves or paper towelling at her school.
- Impact on parents on needing more food and TP, adds to anxiety

Min - supplies - recognising situation with depletion to organising centralised procurement for all schools

Pulling together advice for parents on mental health

School today coordinating swap forum for food and pantry items - no reason this couldn't continue

█ - Will ISP providers be able to handle this? Work on this at national level to mitigate risk

- █
- Not there

- █
- Need certainty re what parents need to do tomorrow. Will they be doing work from home tomorrow?
  - Can parents in essential services go to work tomorrow- can they be confident.
  - Stop long letters to parents. Text message to parents what they need to do
  - More info on OOHSC
  - Last chance to communicate to students about what they should do at home and how to respect quarantine
  - Principals to get that messaging through to students today.
  - Lots of parent contact re impact on ATAR, will students have to repeat?
  - P&C are developing messaging importance of caring for staff
  - Keep comms simple
  - Parents don't understand what pupil free day means - edu jargon

█ (union)

KH - we'll send email address for IMT to raise day to day issues



Trim No: MIN20/292/xx

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 18 March 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 18 March 2020.



**Noted / Please discuss**

Yvette Berry MLA <sup>24/03/20</sup>

### Incident Management Team

The Incident Management Team (IMT) met to discuss its structure, operations and priority workstreams.

The IMT has a number of work streams and is utilising a nationally recognised Emergency Management AIMS structure of:

- Control
- Planning
- Logistics
- Operations
- Governance and Communications

Each work stream will be supported by staff in other relevant areas, with all contributing staff based in a dedicated area at the Hedley Beare Centre for Teaching and Learning as required.

Catholic Education have also embedded a staff member, [redacted] within this broader group to represent and liaise with Catholic Education and the Association of Independent Schools.

The IMT will also track, allocate and register all incoming work requests related to COVID-19 such as responses to ministerial and directorate correspondence, requests from schools and more.

### Student attendance

Reduced student attendance is continuing to be observed daily. Typically, attendance at schools would be above or around 90 per cent at this time of year. However, attendance at primary schools today ranged from 75 per cent to 88 per cent. Attendance at early childhood schools ranged from 57 per cent to 74 per cent. Staff absences are being reported by schools, with this seen as a particular risk at specialist schools. The

Directorate is currently tracking daily student attendance and staff availability. This will be analyzed and further information will be provided.

### **School closures and extended school holidays**

As you are aware, National Cabinet last night “accepted the advice of the Australian Health Protection Principal Committee that school closures should not be undertaken at this time. Specifically the National Cabinet has agreed that ‘pre-emptive closures are not proportionate or effective as a public health intervention to prevent community transmission of COVID-19 at this time’.”

Jurisdictions also discussed they would not progress extended school holidays at this time. Work will continue preparing advice about this option in case it becomes required, but at this stage the ACT understands this is no longer supported by any jurisdiction.

National Cabinet meets again this Friday 20 March 2020.

### **Business Continuity Planning**

Senior executive staff are meeting tomorrow (19 March 2020) to discuss business continuity planning and the reprioritisation of organisational priorities.

### **out of hours school care**

The Directorate has been advised that the [redacted] out of hours school care provider, [redacted] has been able to continue services following concerns raised yesterday about staff shortages.

### **School cleaning**

School cleaning is emerging as an issue and a number of schools have contacted the IMT advising they cannot source supplies such as soap and hand towels.

The Directorate’s cleaning taskforce is working with suppliers to obtain an emergency stock of soap, sanitiser and wipes and has secured a central supply of emergency toilet paper and hand towels.

School cleaning plans are being realigned to the COVID-19 response to reduce vacuuming and instead increase cleaning of high touch points.

### **Media and Communications**

The Chief Minister has today (18 March 2020) requested that all Government advertising campaigns, both those currently in market and those that are planned over the next six months, be immediately re-evaluated in light of the Government’s response to COVID-19. The Directorate will comply with this request and consult with your office in relation to any campaigns identified through this process.

The Director-General has also instructed the Media and Communications section to focus on COVID-19 related communications – for example, a stronger focus on communicating why school closures are not considered necessary at this time. Daily themes and enquiries from schools are being monitored and communications adapted accordingly.

### **Stakeholder engagement**

Regular engagement with stakeholders is also occurring, including a teleconference with the Association of Independent Schools, Catholic Education and senior Education Directorate officials on 18 March 2020.

Issues discussed included national pandemic discussions, business continuity planning, overseas school excursions, staff travel and workforce planning, cleaning regimes, ACT Health advice, and communication and engagement.

**Staff support and wellbeing**

The Chief Minister, Treasury and Economic Development continues to lead advice in relation to the ACT Public Sector workforce. Communication about general work entitlements in response to COVID-19 was sent to all staff on 18 March 2020, including information about a policy on emergency response staff entitlements which covers access to leave during self-isolation or when caring for others, working from home arrangements and other considerations; and domestic and international travel arrangements for ACTPS employees. A dedicated page for staff has been added to the ACTPS Employment Portal.

As you were advised yesterday, Frequently Asked Questions have been prepared for Education staff, covering topics such as what to do if staff feel unwell, to understanding leave provisions. These are available on the Directorate intranet.



Signatory Name: Mark Huxley  
Title Incident Controller  
Date 18 March 2020

**From:** [Myers, Christina](#)  
**To:** [Hobbs, Rebecca](#); [Education DLO](#)  
**Cc:** [Matthews, David](#); [Huxley, Mark](#)  
**Subject:** Updated response to Ms Lee  
**Date:** Tuesday, 24 March 2020 2:09:17 PM  
**Importance:** High

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## UNOFFICIAL

Dear Bec and Ash

Please find attached updated responses to Ms Lee's questions, cleared by DDG David Matthews.

Thank you

Christina

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**From:** Hobbs, Rebecca <[Rebecca.Hobbs@act.gov.au](mailto:Rebecca.Hobbs@act.gov.au)>  
**Sent:** Monday, 23 March 2020 3:07 PM  
**To:** Huxley, Mark <[Mark.Huxley@act.gov.au](mailto:Mark.Huxley@act.gov.au)>; Haire, Katy <[Katy.Haire@act.gov.au](mailto:Katy.Haire@act.gov.au)>  
**Subject:** Fwd: Questions on pupil free days

Hi Mark,

Can we get some answers to as many of these as possible? By the end of today would be ideal.

Thank you

Bec

Sent from my iPhone

Begin forwarded message:

**From:** "Ceramidas, Joshua" <[Joshua.Ceramidas@act.gov.au](mailto:Joshua.Ceramidas@act.gov.au)>  
**Date:** 23 March 2020 at 2:51:15 pm AEDT  
**To:** "Hobbs, Rebecca" <[Rebecca.Hobbs@act.gov.au](mailto:Rebecca.Hobbs@act.gov.au)>  
**Subject: FW: Questions on pupil free days**

Hey can you please get some answers from EDU about this to the extent that we have them, thanks.

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**From:** Berry, Yvette <[Yvette.Berry@act.gov.au](mailto:Yvette.Berry@act.gov.au)>  
**Sent:** Monday, 23 March 2020 12:55 PM  
**To:** Ceramidas, Joshua <[Joshua.Ceramidas@act.gov.au](mailto:Joshua.Ceramidas@act.gov.au)>  
**Subject:** Fwd: Questions on pupil free days

FYI

Yvette Berry MLA

Deputy Chief Minister

Begin forwarded message:

**From:** "Lee, Elizabeth" <[Elizabeth.Lee@parliament.act.gov.au](mailto:Elizabeth.Lee@parliament.act.gov.au)>  
**Date:** 23 March 2020 at 12:50:37 pm AEDT  
**To:** "Berry, Yvette" <[Yvette.Berry@act.gov.au](mailto:Yvette.Berry@act.gov.au)>  
**Subject: Questions on pupil free days**

Hi Yvette,

As per our text message exchange. Below are some of the questions I am being asked:

- How will students with special needs or disability be catered for when schools go to online teaching? In particular, students at schools like Black Mountain, Woden, Cranleigh, Malkara?

*The Education Support Office is working closely with specialist and other schools to determine a service offering, should schools need to change how they deliver education for an extended period. Students of specialist and other schools are still able to attend school this week and the Education Support Office is also making sure students who need it can access appropriate transport.*

- Who are 'essential services' workers? Is there a list of professions/occupations/jobs? And is it sufficient for one parent to be in 'essential services'? Or do both parents have to be in 'essential services' for schools to allow their kids to attend school?

*The Government has confirmed that all children who need to attend school are able to attend school at this time. Should this change, essential services will be clearly defined and would include professions such as health care workers.*

- Will students whose parents are not deemed 'essential services' be allowed to attend school up until end of Term 1? I note the Chief Minister said students who were not able to be cared for would not be turned away tomorrow...is there a hard line drawn somewhere? Or any parent that is not able to make other arrangements for care for their children during school hours?

*The Government has confirmed that all children who need to attend school are able to attend school at this time. Out of School Hours Care services and childcare services are also continuing to operate.*

- Will online teaching commence from Tuesday or from Term 2? There seems to be a bit of inconsistency in reporting about when online teaching will actually start

*Schools, teachers and the Education Support Office are currently preparing for alternative delivery of education services should this be required – for*

*example, if school closures are determined to be necessary. At the moment, we are already seeing reduced student attendance and would like to make alternative offerings available to those families and students. Should the alternative delivery of education services be required on a broader scale, this would be communicated to school communities as quickly as possible.*

- What provisions are being made for students who do not have internet access and/or insufficient access to hardware? Not every student has an iPad and some families may have multiple children and only one home computer

*The ACT Government believes that every child deserves a great education and the life chances which flow from it, and equity is a key pillar of the Government's Future of Education Strategy. The Government is of course considering the issue of equity – for example, access to devices and the internet – should alternative delivery of education services be required and I can assure families that this is a priority and they should not be concerned.*

- What resources/support is being provided to teachers to develop online resources as well as teach face to face until the end of Term 1?

*Professional development is being prepared for teachers and school leaders and families are being encouraged to keep students home unless they need to attend school to give teachers and school leaders more time to access this professional development. The Education Support Office will be supporting schools and teachers in making this change to pedagogy through the provision of professional learning, fact sheets, tools, web sites and support and advice. Virtual training centres and professional learning supports will be made available.*

- Are the Catholic and independent schools also having pupil free days from Tuesday until end of Term 1?

*Catholic Education have confirmed their schools will currently remain*

*open for students who need to be at school. Each independent school will ultimately make their own decision regarding whether they will close, or not, and if so, when. We are working closely with the Association of Independent Schools and they have indicated that they will be seeking to make decisions in a consistent manner with the government schooling and Catholic education sectors, wherever possible.*

- How will online teaching work for early childhood education, preschool, kindergarten and primary schools?

*The Education Directorate is working to support teachers and principals prepare for the possibility of student learning at home for Years P-12 by providing professional learning, factsheets, tools, websites and support and advice along virtual training centres and professional learning supports.*

*Supporting parents and carers with early childhood education is also a focus of the Education Directorate's work at this time, based on the Early Years Learning Framework.*

- What is the status of before and after school care?

*Out of School Hours Care services are continuing to operate.*

- Will the Directorate or school undertake regular welfare checks (including checking on progress of their education) for students who are remaining at home and if so, how will this look?

*Work is under way on this matter but it is anticipated regular check-ins with students would occur for both welfare and wellbeing reasons with additional supports in place for vulnerable students and families in the event of an extended period away from school.*

Thanks.

Look forward to speaking to you soon.

Best,  
Elizabeth

# Min Briefing

Tuesday, 24 March 2020 3:41 PM

## EDU list:

- Update on Lyneham High
- Definition of essential services for next phase
- Prep and readiness for online
- Attendance today and tomorrow
- Prep for lockdown
- Colleges

## Min list:

- Competency based learning and VET quals
- OOSHC
- Stat appts and non gov school registration and other leg. requirements (compliance stuff that can be delayed beyond this year)
- AEU demands
- Cleaning
- Have all schools sent online learning tables? Canberra High School has sent own. Need for consistency. Planning to start talking to schools tomorrow about this. MO has been sharing our resources with other jurisdictions.

## Lyneham HS

Still tracking last contacts for tracing

Need answer about whether we will be open tomorrow, expecting yes, not expecting staff to turn up tomorrow

[REDACTED]

Health overwhelmed

Call it now, school can't open tomorrow

Supporting school - trial site of working remotely? If essential students could be diverted elsewhere.

To be discussed with Rob. What would help Rob?

Contract tracing complete (good reassurance for fams) but further cleaning required at school so school will not open tomorrow

EDU to come back to MO on best way to support LHS **SCHOOL OPERATIONS**

Seek CHO advice to make call another day is required - Health advised tracing is complete so closure wouldn't be based on health advice.

## Essential services definition

Key consideration for EDU is defined cohort schools will be expected to provide an option for

Could be discussed at EC on Friday

JC: Care not to get ahead of national cabinet decision on this

Cabinet decision on what is being shut down v who we would provide learning and care for?

CMTEDD has been handling as two separate but related issues.

Josh to follow up on this.

Our proposed list has been discussed with deputies group but gone no further. Based on UK definition. Does not have essential PS in top tier. We would hope to service both tiers but only tie 1 if workforce capacity issue.

Keeps tier 1 pretty tight.

BH: Further category for PS between essential COVID response and non-essential PS?

On national cabinet agenda tonight

JC: Need to provide for stimulus activities e.g. construction? Live debate.

Tension between keeping city going and catering to needs of students given union concerns

Kids on bus as part of tracing process  
DM would need to check with CHO is [REDACTED] have been informed

NZ providing care for essential workers today and tomorrow and then nothing  
Vic seeking teacher volunteers to provide for tier 1, not compelling staff to work

### Lockdown planning

0-4% attendance at some schools

Expecting limited time to respond to lockdown

Regional based birth to 12 sector neutral offering

SM mapping services against emergency services and hospitals for P-10 sites

Looking at ratios for hygiene and physical distancing

More detail to come on our planning

Clearly identified sites, a model and workforce and agreed definition of essential workers for T2 or when lockdown occurs

"Learning and care" language

Now space for schools to engage with prep for alternative learning model

Year 4-12 would have device availability

Younger kids, plan to check with parents if kids have device and internet. MO comfortable with this.

Option to purchase dongle for families to access internet ([REDACTED] to pay for data) by leveraging SA deal

Have chromebooks we can use for staff

Cannot order anything else through shared services at the moment

Work to uplift skills of teachers re digital provision, focus commencing tomorrow

- Provide update on lockdown plan ASAP **IMT**

### Colleges

EC discussion coming re ATARs

What is happening in public colleges - waiting to hear back from Deb

Are non govts giving formal online delivery - any disadvantage for public students?

Clear directive to colleges tomorrow re approach to assessment and support for college kids for remainder of term. Will come to Bec by lunchtime tomorrow. Will allow for clarity to be provided to college parents tomorrow.

Confident schools will comply with this.

- Prepare comms for parents of college students (include P&C) and update website etc **DEB/PAUL**

### Compliance/regulations

How to make lives easier for school etc re compliance work

- FOIs - Flag if we get any from members of the opposition. EDU to provide latest list of FOIs. Any way to reduce compliance burden for FOI? **DANIELLE**
- Progress brief on TQI

### OOHSC

Need for clear messaging for parents

Parents paying for services they are not using (pay 2 weeks in advance)

[REDACTED] highlighting lack of clarity

National issue

- Katy to raise at AESOC - what are others doing **KATY**

### Cleaning

Redeploy cleaners to hospital where possible if not needed in schools

FAQs on website

Ensure FAQs are being regularly updated PAUL

[REDACTED] - litigation re non-govs

Social media

[REDACTED]

[REDACTED]

Principal reminded of obligations

Seek advice from health re personal distance guidance for early childcare workers

**From:** [EDU Alerts](#)  
**Subject:** A message from Mark Huxley: AEU Update 25 March 2020  
**Date:** Wednesday, 25 March 2020 4:13:24 PM  
**Attachments:** [image004.jpg](#)  
[image005.png](#)  
[image006.png](#)  
[image007.png](#)  
[image008.png](#)  
[image009.png](#)  
[image010.png](#)  
**Importance:** High

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Colleagues

As you will now be aware, the Australian Education Union has carried a motion that its members can request to work from home until further notice. Where a staff member makes this request it is likely to be supported.

The Education Support Office recognises the anxiety being experienced by staff at this unprecedented time and, including principals.

Please acknowledge all working from home requests received today. Further advice about how to respond to requests will be provided at tomorrow's teleconference.

It is important to recognise ACT Public Schools need to be ready for the alternative delivery of quality education beginning in Term 2. We will continue to support our teachers and school leaders in preparation for this. Teachers will need to participate in related professional learning and curriculum and lesson preparation regardless of work location.

Please continue to use the '*student free period – questions*' form distributed earlier in the week to report any specific issues or concerns you have. We will use this to inform the 8am teleconference in the morning.

Thank you for your ongoing leadership of your school communities.

Regards

Mark Huxley

COVID-19 Incident Controller



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 -----

**From:** [Haire, Katy](#)  
**To:** [aeuact@aeuact.org.au](mailto:aeuact@aeuact.org.au)  
**Cc:** [Matthews, David](#)  
**Subject:** Re: Education services in a predominantly online environment  
**Date:** Thursday, 26 March 2020 2:13:36 PM  
**Attachments:** [image001.png](#)

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Dear [REDACTED]

Thank you for your email. We would be very happy to discuss our approach to each of these important issues with you, and work together on how we implement appropriate approaches.

It would be great if you could frame this to your members as items that we have agreed to talk about, rather than the current framing. I think that would reflect the collegial approach that we have agreed on.

As usual, would you be able to share the proposed text with David Matthews before sending out?

Very best wishes, KH

Katy Haire | Education Directorate  
02 6205 9158 | [Katy.Haire@act.gov.au](mailto:Katy.Haire@act.gov.au)

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**From:** [aeuact@aeuact.org.au](mailto:aeuact@aeuact.org.au) <[aeuact@aeuact.org.au](mailto:aeuact@aeuact.org.au)>  
**Sent:** Thursday, March 26, 2020 1:39 pm  
**To:** Haire, Katy  
**Subject:** Education services in a predominantly online environment

Dear Katy,

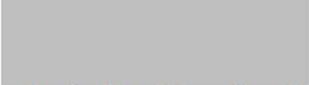
I am writing to you seeking a number of assurances from the Directorate regarding our members' capacity to deliver education services in the context of a predominantly online environment.

I seek your assurance that:

1. whilst most students are receiving their education at home during the COVID-19 crisis, parental expectations are addressed through prompt and ongoing communications so that there is broad community understanding that school is not business-as-usual, and that education will need to be delivered differently;
2. as a priority, assessment is undertaken of system-readiness for online learning and the impact for students identified as coming from low-socioeconomic backgrounds, who are vulnerable, and who have special needs;
3. consideration is given to the isolation of staff and students, their mental health, wellbeing and sense of connectedness when working and learning from home;
4. all AEU members working from home have been required to assure the employer that their home-based work environments meet the employer's work health and safety obligations;
5. all AEU members are provided with the ICT and other resources required to work from home at the required capacity;
6. online learning safety protocols are implemented for duty of care, mandatory reporting and staff and student safety;
7. there are solutions for children and families who do not have access to the internet and ICT hardware, and that the equity issues arising from this are addressed through appropriate additional resources;
8. the AEU is provided with a clear picture as soon as possible of the numbers and nature of students who are best-placed in school sites during this period, and in how many and

which sites they will be located;

9. clear industrial, professional and logistical guidance is given to any of our members who agree, following negotiation, to work in a school site for all or part of this period;
10. best practice safety, health protection, washing and hygiene facilities and personal protective equipment (PPE) are in place for any AEU member onsite.
11. principals are supported to a high degree in managing this unprecedented situation, whether they be on site or working from home.



### **Australian Education Union – ACT Branch**

40 Brisbane Avenue, Barton ACT 2600

PO Box 3042, Manuka ACT 2603

Ph: (02) 6272 7900



The Australian Education Union acknowledges the traditional owners of country throughout Australia and recognises their continuing connection to land, waters and community. We pay our respects to them and their cultures, and to elders both past and present.

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**From:** [EDU Alerts](#)  
**To:** [#EDU\\_School Leaders](#)  
**Cc:** [EDUITM](#)  
**Subject:** A message from Mark Huxley: Preparedness for online learning 26 March 2020  
**Date:** Thursday, 26 March 2020 6:33:56 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
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[image010.png](#)  
[PREPAREDNESS CHECKLIST FOR ONLINE LEARNING IN TERM 2.docx](#)

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26 March 2020



Colleagues,

Thanks for all the great work, perseverance and flexibility that you are continuing to show this week.

Attached is a checklist to support you in managing the activities that need to occur before the end of the term so you can assure yourself that you can get to the holiday break, confident that you are ready for term 2. Please complete this checklist and the associated activities and return the checklist to your DSI before the Easter break. This will allow us to continue to tailor our supports to meet your needs.

The timeline provides some guidance about activities to be completed over the coming weeks, there is also a link to the professional learning that your teachers should participate in during the next week: [Google Calendar](#).

As you manage your staff working arrangements, please ensure your teachers are collaborating, so that they are sharing the workload and that the learning which will be delivered is consistent across teams and faculties. This should be occurring across your teaching staff, regardless of work location, to ensure we are as prepared as we can be for the delivery of quality alternative learning programs for term 2.

I will be talking more about these supports at the 8am teleconference tomorrow.

Regards,

Mark Huxley  
COVID-19 Incident Controller



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## PREPAREDNESS CHECKLIST FOR ONLINE LEARNING IN TERM 2

The purpose of this checklist is to support Principals in prioritising actions to support the operations of the school in moving to an online learning environment.

The following actions are required to be completed by Thursday 9 April 2020. Once completed, send the signed checklist to [SchoolOperations@act.gov.au](mailto:SchoolOperations@act.gov.au). ESO will use the information to provide individualised support more effectively.

- You have confirmed with staff they have all the devices and internet access they need to participate in online learning from school or home.
- You have confirmed with families they have the devices and internet access they need for their student to participate in online learning.
- Staff have participated in professional learning to improve their capability to use online learning.
- Staff have collaborated to develop teaching and learning packages and know how they will be delivered at the commencement of Term 2.
- You have communicated with families and students about online learning expectations and avenues for issues resolution.
- Staff have trialled online learning packages with students in Week 10 of Term 1 and made required adjustments.
- Staff know where to seek support from within your school and the ESO to address any technical or practice issues that may arise.
- Staff are aware of their responsibilities about protection and safety when working in the online learning environment.
- Protocols are in place for ongoing collaboration within teaching teams and other colleagues.
- All teaching staff are ready to commence the delivery of online learning with their students on Tuesday 28 April 2020.
- Protocols are in place for regular wellbeing checks with student and enhanced communications with parents and carers.
- Protocols are in place for regularly checking the wellbeing of your staff.

School:

...../...../.....

Principal Signature



## TIMELINE FOR PRINCIPALS & CONSIDERATIONS DURING WEEKS 8, 9 & 10

### Week 8

- It is important to communicate with staff that pupil free days are to provide the necessary time and space to learn how to provide learning through a management tool e.g. Google Classroom
- It was also to ensure that teachers could collaborate with their team or plan, design and create the learning experiences in an online environment for term 2.
- Ensure staff have enrolled into the online professional learning. Additional support is available to work with staff members who need additional support in using the tool. Please contact DSST on 6207 7935 for additional support.
- There is an expectation that given this time, teachers will be ready to lead and manage the learning of their students in term 2 and beyond in the online environment. Please ensure that teachers are aware of the importance of their engagement with the professional learning offerings that commence on Friday 27 March and continue through the [Google Calendar](#).
- Teachers need to be aware of their obligations to be able to engage with online learning if and when they are working from home. Principals and school leadership teams need to ensure that their staff are ready and able to do this.
- Provide opportunities for teams to gather at school on different days, and different times, keeping to physical distancing requirements, to ensure that planning for term 2 occurs.
- Ensure staff understand that the COVID-19 response is expected to continue well into term 2 at the minimum.

### Week 9

- Check in with staff;
  - Have staff completed online learning professional learning?
  - Have staff worked with identified trainers to further improve and develop their skills?
  - Are plans in place for week 10 and term 2 to lead the learning?
  - Do any staff require additional support?

### Week 10

- If your school has not done so already, ensure staff have launched their online learning program.
- Encourage staff to test and refine their thinking and the way in which learning occurs.
- Negotiate opportunities for staff to collaborate to improve the learning program and to plan for term 2.
- Ensure that each teaching team has a program of learning that can be delivered online ready for the start of term 2.

**From:** [EDU Alerts](#)  
**To:** [#EDU\\_School\\_Leaders](#)  
**Cc:** [EDUITMT](#)  
**Subject:** A message from Mark Huxley: COVID-19 update 27 March 2020  
**Date:** Friday, 27 March 2020 8:43:14 AM  
**Attachments:** [image001.png](#)  
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[image010.png](#)  
[School run sheet - 27 March 2020.docx](#)  
[Advice - Marking Attendance During Pupil Free Days.docx](#)  
[FAQ for School Staff - 27 March 2020RH.docx](#)  
[Telecon script 270320 updated.docx](#)

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27 March 2020



Dear colleagues

I hope you are all finding these morning teleconferences and email updates useful. You'll notice we are now attaching the script from the teleconference to this email. We appreciate it is a lot of information to be taking in every day but hopefully providing various mediums to keep up with messaging is working for you and your staff.

As touched on, understandably, we are receiving a lot of questions around flexible working arrangements and leave enquiries from school staff. We have been doing our best to answer these questions clearly in the attached FAQs each day and aiming to consolidated these on the Intranet. I would like to remind you these can and should be shared with your staff to ensure that their questions are being answered.

Whilst we did have a small drop in staff attendance following the AEU's advice, attendance and engagement was still strong yesterday with many of you already negotiating flexible working arrangements with your staff. Those that are working from home should be focusing on the same thing that our on-site staff are - preparing for the possible alternative delivery of education from Term 2.

As you know from my email yesterday, our Professional Learning opportunities begin today, and I hope you and your staff find the information useful and inspiring. Whilst we are all going through this unprecedented change to the way we work, it is important to take a break, learn something new, and remember that you and your staff, as education professionals, have an opportunity here to make a difference to how we educate long term. This is an exciting opportunity.

Once again, I remind you to please record attendance of students and staff using the form [HERE](#) before 9.15am, as well as mark the rolls as early as possible. We are continuing to receive questions about how to mark the rolls, so please find the information attached. Please disseminate this advice to your staff.

Please find attached for your information:

- School run sheet – provides an overview of tasks and communications required to be

completed, 27 March 2020.

- Advice – Marking Attendance During Pupil Free Days.
- New FAQs for School Staff - 27 March 2020.

I hope that you all find time over the weekend to relax and enjoy time with your family and come back refreshed next week. Please stay safe.

Regards,

Mark Huxley  
COVID-19 Incident Controller



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| School Run Sheet – 27 March 2020 |   |
|----------------------------------|---|
| 8.00am                           | <p>Teleconference with ESO</p> <ul style="list-style-type: none"> <li>• Flexible Working Arrangements</li> <li>• Professional Learning</li> <li>• Central Placement Panel</li> <li>• FAQs</li> </ul>  |
| 8.30am                           | <p>Conduct a staff meeting to relay information that has been provided during the 8.00am Teleconference.</p> <p>During this time, you should:</p> <ul style="list-style-type: none"> <li>• Check which staff are in attendance.</li> <li>• Remind staff to use the full available space in the school and spread out the staff and students during the day.</li> <li>• Check the <a href="#">Google Calendar</a> that provides all the Professional Learning offerings for all staff - <i>Online Learning Professional Learning Schedule</i>.</li> </ul>  |
| 9.00am                           | <p>Principal to complete <a href="#">form</a> detailing staff and student attendance.</p> <p>+<br/>All staff to mark rolls on SAS as soon as practicable.<br/>Advice on best practise can be found attached to email from Mark Huxley to Principal's this morning.</p>  |
| 9.15am                           | <p>Leadership team to ensure that there is a distribution of students amongst staff who are present. Work with students to develop their timetable for the day. Focus on care and learning, noting that the usual education is not currently in place.</p>  |
| 9:30am                           | <p>GOOGLE CLASSROOM<br/>Protocols, Classwork, Student Tracking &amp; Feedback<br/>for PRIMARY</p>   |
| 9.45am                           | <p>Work with students to develop their timetable for the day. Focus on care and learning, noting that the usual education is not currently in place.</p>  |
| Morning break                    | <p>Check-in on staff and identify any issues that have arisen throughout the morning.</p>   |
| 11:00am                          | <p>GOOGLE CLASSROOM<br/>Protocols, Classwork, Student Tracking &amp; Feedback<br/>for SECONDARY</p>   |
| Throughout the day               | <p>Wellbeing check on students at school and staff working from home. Ensure staff working from home are not experiencing any issues accessing the PL.</p>  |
| 12:30pm                          | <p>SEESAW PLATFORM INTRODUCTION<br/>For EARLY YEARS</p>   |
| 2:00pm                           | <p>TOOLS FOR ONLINE LEARNING<br/>Settings &amp; Teacher Support<br/>For ITOs</p>  |
| End of day                       | <p>Principals conduct a staff meeting, consider the following:</p> <ul style="list-style-type: none"> <li>• Check in with staff on how the day progressed. <ul style="list-style-type: none"> <li>○ How did they find the PL today?</li> <li>○ Ensure staff are where they can find the Google Calendar that provides all the Professional Learning offerings.</li> </ul> </li> <li>• Note that things are changing rapidly, and you understand the confusion and anxiety that this can cause. Assure staff that you, and the ESO are doing their best to provide clear information as it comes to light. Remind staff that their patience is required as we endeavour to solve issues and provide relevant information as quickly as possible.</li> <li>• Remind staff to try to relax and spend time with their families over the weekend.</li> </ul> |

## Roll Marking Procedures for Pupil Free Days

It is important to ensure all schools are recording attendance consistently during pupil free days.

We ask that **all rolls are marked as per your regular roll marking procedures and to make sure they are submitted daily, at your earliest convenience.** Please use the attendance codes for student absence, explained and unexplained. If the absence is explained please choose either *Leave* or *Sick* (if known), if you have received no notification from parents (likely) mark as unexplained.

Please make sure that the parent/carer absent SMS notification is sent without any changes to the message below.

Note: The parent/carer absent SMS reads:

*School Name: Today is a pupil free day. Schools are open for those who need it. If you sent {student\_first\_name} {student\_surname} to school today, please reply to this message as they have not arrived at school.*

High schools may choose to cancel classes in SAS after the first lesson has been marked. This is dependent on individual schools' processes, the number of students who arrive at school and the learning program your school chooses to deliver that day.

Given the dynamic nature of our current environment, the information around what attendance codes to use may change. Be assured that ESO are closely monitoring student's attendance across ACT public schools and we are endeavouring to provide you with the most current information as we are keeping abreast of broader national advice.

**How do I access flexible working arrangements during pupil free days?**

Advice from the AEU states that any AEU school sector member can, as of 3pm Wednesday 25 March 2020, request to immediately work from home until further notice. If you wish to make this request, please make a time to speak to your school executive to discuss these arrangements.

Whilst our schools remain open (pupil free days) our educators are encouraged to attend work as usual, unless a flexible working arrangement has been put in place as agreed with your school executive.

**Accessing leave entitlements**

We continue to receive a variety of specific questions about staff accessing leave. Staff are reminded to refer to up to date information about leave entitlements on [Index](#).

If your staff require specific HR advice, they should contact the EDU HR IMT at [workplace.relations@act.gov.au](mailto:workplace.relations@act.gov.au) or call 0466 649 866.

We ask for your patience whilst they work through the increasing number of enquiries.

**Are we expected to continue with relief staff bookings that were pre-arranged for this term? Do we have the right to cancel the booking?**

Information on the working arrangements and entitlements for casual staff, temporary fixed term employees /contractors or labour hire staff is available at the following link on [Index](#).

**We have year 12 students that were on track to complete their Year 12 Certificate by the end of semester 1. What are the procedures to ensure students can still finish on time?**

We understand this is a particularly stressful time for our college student cohort, as well as teachers and staff. We are working to develop options to support students to continue their learning and ensure they are provided every opportunity to complete their Year 12 Senior Secondary Certificate. The answer to this question will be very different depending on the individual student circumstances, and as such is likely to be addressed on a case by case basis.

We ask that you be patient while the Directorate and BSSS work together to develop procedures that will support our students to achieve their goals in these unrepresented and challenging times.

**How do we continue to deliver practical based courses to high school and college students?**

This will be challenging and may require some innovative thinking in relation to how we seamlessly transition practical class content to an online learning environment. As educators we need to continue to deliver aspects of the Australian Curriculum which include elements of practical based learning. To do this effectively we will need to make adjustments. We must also acknowledge the importance of students being able to access the learning areas they enjoy and seek fulfilment from, especially during these unsettling times.

Further advice is currently being developed in relation to VET and this will be communicated as soon as possible.

**What Occupational Violence and Complex Case Management (OV&CCM) support is currently available to schools?**

The O&VCCM team will continue to provide support to schools in mitigating occupational violence (OV) risk.

It is important to remember that:

- If any staff are exposed to OV (including from parents) report these incidents on Riskman. All reports in Riskman are monitored and triaged for response.
- The OV&CCM team have been contacting schools that have had recent experiences of high OV risk to check if these students are currently attending school and if identified controls are able to be put in place during the current circumstances to support staff safety. If since you have been contacted the attendance status of these students or your capacity to implement adequate controls has changed, please contact your OV&CCM team case coordinator or Rebecca Smith ([rebecca.smith@act.gov.au](mailto:rebecca.smith@act.gov.au)).
- If students attend school during the 'pupil free' days present an OV risk to staff, the OV&CCM team continue to be available to review OV controls or establish new controls as needed.
- For any schools who had OV risk assessments (OVRAs) booked in the next few weeks, you will be contacted by the OV team to determine if the OVRA needs to be completed or postponed. OVRAs are usually done face to face, however we will commence supporting you in this area using technology (preferably video).
- Despite all the changes to schools this week, supporting staff safety and wellbeing continues to be a priority for the OV&CCM team. Please contact the team if you need any further advice.

**What are the current NSET supports available to schools?**

To support current school responses, several teaching and allied health staff have been reallocated from NSET to targeted wellbeing responses. These decisions have a direct impact on the service offering that NSET will be able to provide during this time. To manage this, a number of changes in NSET processes and service have been implemented:

- The NSET portal on Index has been closed for new requests.
- All communication with NSET, requests for urgent support or queries should be emailed directly to the NSET inbox ([NSET@act.gov.au](mailto:NSET@act.gov.au)) which is still being monitored.
- All requests will be triaged by NSET Directors based on need.
- Schools will no longer have an Inclusion Officer (IO) allocated as their key contact.
- Existing active cases will be triaged, and only urgent actions completed. This will be completed in consultation with individual schools.

NSET will continue to make every effort to support schools, however, it is important to be aware that with the significantly reduced capacity NSET will respond to issues in order of urgency. NSET will continue to work closely with the OV&CCM Team to prioritise the safety of staff.

**What cleaning measures are in place to protect my safety and ensure a safe workplace?**

In response to COVID-19 the School Cleaning Service has changed its approach to cleaning in ACT Public Schools. This has required changes to both daily and weekly duties for the cleaning staff.

On advice from ACT Health, daily vacuuming activities have stopped with spot vacuuming/mopping occurring on Tuesday and Thursday evenings. This approach has allowed for greater cleaning emphasis on high frequency touch points and other locations that ACT Health have advised to be of higher risk.

Under the new cleaning regime daily duties must be:

1. Waste removal (pick-up litter and debris as you go),
2. Washroom and toilet cleaning and sanitising,
3. Sick bay cleaning and sanitising,
4. Kitchen and kitchenette cleaning, and
5. Touch point cleaning and sanitising:
  - Desks (student and administration),
  - Light switches and surrounding area,
  - Door handles and push plates,
  - Bathroom sinks, taps, toilets (in particular flushing mechanisms),
  - Kitchens (including school canteens), and
  - Counters and hard surfaces.

On Tuesdays and Thursday (and if time permits at other times) spot vacuuming and mopping will occur.

This is a rapidly evolving situation and the provision of cleaning services will be regularly reviewed to ensure it aligns with the most up to date guidance and advice.

**Mark Huxley****Teleconference script with Principals****27 March 2020**

- Good morning and thanks for dialing in. Happy Friday.
- I'd like to acknowledge that we are meeting on the lands of the Ngunnawal people and pay respect to elders past present and emerging. I'd like to welcome all of our Aboriginal and Torres Strait Islander colleagues who join us today for this meeting.
- I'll try to keep things a bit briefer today and see if we can't trick the weekend into arriving a little sooner. Its been a big week for everyone.
- I'll start by updating you about a few things and then I'll hand over to our Director-General Katy Haire who is with me this morning.
- The first news of the day is that we've had a confirmed case of COVID-19 in the Ngunnawal Primary community. The school is able to remain open on health advice.
- I want to thank Bec Turner for her leadership and her work with the Education Support Office and ACT Health.
- Our message to the Ngunnawal Primary community is that there is no need to be unduly worried and ACT Health are undertaking contact tracing and will directly contact anyone who needs further follow-up.
- Yesterday's average student attendance was **2.8 per cent**. Teaching numbers also dropped after the AEU motion on Wednesday; down about 11%, from a previous drop of 5% on Tuesday.
- As discussed yesterday, we are supportive of people who need to work from home in the current circumstances. I hope the information we sent on Wednesday night provided further assistance to you in having these conversations. Just a reminder that the record of conversation template should not be used to determine if a person should work from home, but rather how do we support them to do so in a safe and supported way. Please use it with this intent in mind.
- After connecting with a few of you yesterday and hearing what you are up to, it also appears that schools are a very productive place to plan and prepare learning programs when students aren't around. It makes me sad to think of the possibility of our schools without kids for an extended time, but in the short term it looks like we are making the most of it.

- The significant majority who remain across schools are taking the opportunity to collaborate with colleagues and preparing for term 2, before we might be asked to physically distance ourselves further.
- The comradery and shared purpose being displayed by so many of you to ensure success for the rest of the year for your students is a credit to our public school system.
- Thanks Wendy for sharing that post with me last night from an interstate colleague. You rightly point out - How many industries, sectors or institutions could transform their operating model in such a short period of time under such fast moving and confronting circumstances. Educators truly are amazing, creative and dedicated people. A big shout out to the Stromlo dancing cowboy. If you don't know what I'm talking about, check out The Stromlo High website.
- Our position remains unchanged from the start of the week.
- Our schools remain open, and no children should be turned away.
- Please continue to contact your DSI immediately if you have any concerns about your school viability, but it would appear the low student numbers make the reduced onsite staffing very workable at this stage. If our posture on schools change, we will be in contact and advise you of the impact and steps you need to take.
- Please continue to record attendance of students and staff using the form provided before 9.15am. This information is greatly appreciated and helps us target supports where they are needed most.
- Its now time to contemplate how will you know that you, your staff, your students and parents are prepared for delivery of quality alternative programs in term 2. We have developed some supports and professional learning starting today to assist.
- You received a **Preparedness Checklist for Online Learning in Term 2** in my email yesterday afternoon. The purpose of this checklist is to support you in prioritising actions to support smooth operations of the school in moving to an online learning environment. The actions on the checklist are required to be completed by Thursday 9 April 2020, so you have a little bit of time to get through them. These actions are applicable across sectors. We are here to help with these activities and will be providing more information / templates / PL and supports in the coming days. Our focus will be to do all that we can to prepare schools to be ready for day one of term 2.
- Once complete, you'll need to send it through to the School Ops email so we can use the information to provide individualised support more effectively.

- I want to pass on my thanks to your staff for the fantastic take up we've already seen of professional learning. More than **500** teachers have already undertaken some professional learning with around **95 per cent** indicating they feel comfortable with what they've learnt.
- You received a link to a Google Calendar from me yesterday afternoon that provides all the Professional Learning offerings for all staff in one place. The link will also be in the daily Runsheet you'll receive in the morning email at 8:30. We ask that you share this with your teachers. There will be a technical session for ITOs today at 2pm, so it would be great to ensure they are aware of that. This will build on the session with the ITOs yesterday following your feedback. All sessions will be hosted via Google Meet as live webinars.
- The links provided in the calendar can be used to connect to each meet, and teachers need to link into each google meet five minutes before the planned start time, with microphones set to mute.
- It's our hope this will support teachers to increase their digital knowledge and skills.
- These professional learning sessions and team planning and collaboration in developing learning programs is the key activities required of our teachers for the remainder of this term. Regardless of work location, this is what we must do. Many of you are well advanced and we hope this will assist you accelerate further. We have additional supports available to ensure a differentiated approach for all.
- I would like to raise a scenario that you need to consider when planning your professional learning and preparation of the term 2 learning program next week. If circumstances change, and we are advised to implement stricter social control measures including potentially school closure, how will you continue to lead the preparation work? We have developed the program so it can be available anywhere, anytime. But what will your approach be to team collaboration.
- You might notice some more media and communications around this space in the public arena, and we were involved in an interview with the Canberra Times yesterday showing them what is going on across our system to prepare our schools.
- We're working hard to reassure the community that we're ready for what the near future may hold, by demonstrating some of the great learning and innovations under way and how we're supporting a move to digital learning such as by delivering Chromebooks to primary students.
- I'm also really pleased to be able to share with you that parents and carers are really taking up the opportunity to access home learning resources. The home learning web site we created received **40,000 page views** since launch and has had people accessing it from across the world, which is a great result.

- I would encourage you to keep directing families towards it. It can be easily accessed via a link from the Education Directorate home page. It has been accessed by people all over the world who are going through a similar experience. I would like to thank Kate Mc Mahon, Kelly Bartlett and their teams specifically for their quick work in pulling this resource together.
- I'd also like to thank Chris Shaddock from Kaleen for allowing one of his great teachers, Jamaal to work with us to continue to develop and enhance our additional online resources for the benefit of all our students. We have such amazing talent in our schools and its great to be able to share that for the benefit of the system.
- I'd also like to thank Chris for the deal he struck. Only agreeing to release Jamaal if one of my senior executive colleagues dressed up in the now infamous Kaleen PBL 'cheeky' chicken mascot outfit later this year. I will make sure this occurs. A promise is a promise, and we will share that link widely when its available.
- On another note, we're also distributing resources to support school-based support staff following some questions from Business Managers.
- We've reached out to our Business Managers an e-mail letting them know their health and wellbeing and that of the teams they lead are a priority.
- We've encouraged Business Managers to talk to their team members and understand their personal considerations. School support staff should make requests to work from home to their business managers. When a request is made these staff should be supported to work from home wherever possible, but business managers do need to discuss these requests with their principal.
- We have been asked questions about IT for Business managers and administration staff particularly in regard to bill payment. We are working on a solution and will let you know when we have it.
- We've also suggested some general workforce advice such as staggering work hours, alternating days/hours to ensure social distancing guidelines are followed; enabling staff to work from home where possible; and rostering support staff in key positions such as the front office or reception.
- So that's it from me for the week. Its been great to be able to connect with you each morning and share the great work of schools and ESO teams. Thank you for all of your work. I'm looking forward to taking again soon.
- I'll now hand over to Katy for some final words.

**KATY:**

- Hi everybody.

- I asked Mark if I could join this morning's teleconference because I wanted to personally acknowledge all of your work this week and thank you for your leadership, commitment and dedication to the ongoing learning of our children and young people during a time that still feels absolutely unbelievable some days.'
- I also wanted to let you know that Minister Berry has asked me to personally thank you on her behalf, and to let you know of the total confidence she has in all of you.
- The fact we are planning for most children to be learning from home from Term 2 is so significant and unprecedented.
- The reason I think it is achievable is, in a word, **you**.
- We are so fortunate in the ACT Public Education System to have such strong principals and leaders supported by such expert teachers and I am so encouraged to hear of strong take-up of professional learning opportunities already.
- I think it's also a really good sign we've had so many thousands of parents and carers accessing our home learning resources via the web site already.
- It wouldn't surprise me if the ACT is leading the nation in relation to this work which is so crucial to outcomes for the Territory's children and young people – not just for now but for their entire futures.
- As you can imagine, things at the Education Support Office are very busy as we work to support schools as best we can for rest of 2020 and beyond.
- I'd like to assure you that we're putting a lot of efforts and focus into working out how we will support the children and young people of essential workers as well as those experiencing vulnerability, because I know many of you will share our concern about these groups.
- You're doing an amazing job in extraordinary conditions.
- I hope you manage to enjoy some time with your families over the weekend and please make sure you take some time to relax. Looking after yourselves so you can keep looking after others will continue to be so important in the weeks ahead.
- Stay safe and I look forward to speaking to your next week.
- Thank you.

**From:** [Brewer, Lauren](#)  
**To:** [EDUMCR](#)  
**Cc:** [Education DLO](#)  
**Subject:** FOR MO OFFICE: CAVEAT BRIEF - DAILY UPDATE (IMT TEAM - COVID-19) - 27 MARCH 2020  
**Date:** Friday, 27 March 2020 5:48:00 PM  
**Attachments:** [2020.03.27 - SIGNED BY IMT CONTROLLER - CAVEAT BRIEF - DAILY UPDATE.tr5](#)

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UNCLASSIFIED For-Official-Use-Only

Good evening,

IMT daily update for Minister's office

Education DLO copied in.

Kind regards,

Loz

**Lauren Brewer** | *Executive Support Officer to  
Mark Huxley, Executive Group Manager – School Improvement*  
☎ 0424 170 416 | 📧 GPO Box 158 CANBERRA ACT 2601  
School Improvement | Education Directorate | ACT Government  
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**Document: DOC20/8495**

**Reference/Location/Container: MIN20/292/02**

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 27 March 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 27 March 2020.

**Noted / Please discuss**

**Yvette Berry MLA..../..../....**

### 1. HOT ISSUES

#### Incident Management Team

The Incident Management Team will be stood down over the weekend and only operate on a reactive basis. Rostering is now occurring to support staff working on the IMT. Thank you for your visit to the IMT today, which was well received and appreciated by staff. Rostering will soon begin occurring in the IMT.

#### Attendance

Attendance remained low today with an average student attendance of 2.4 per cent. 2475 teachers attended their schools.

#### Essential worker definition

An essential worker definition paper will be included [REDACTED] and you were briefed on the service model today.

### 2. CONTROL: PLANNING

#### Lockdown preparation

The Incident Management Team is preparing detailed lockdown planning with sequence-based procedures, should these be required. A high-level plan will be considered by the IMT Incident Controller today.

#### School viability

Negotiations with schools and monitoring of school viability continues and a checklist has been developed for school staff to guide and assist them identify what they need

to work from home. The decision to close a school would be made by the Education Support Office, not the school principal. Some schools have indicated all staff may be working from home next week and this will be closely monitored, and controls implemented by DSIs. The Education Support Office will be focusing on how to support staff and student wellbeing along with specifically vulnerable students including CYPs interaction. The wellbeing of international students, including homestay students, is also being considered.

#### Social media and e-safety

All staff will be reminded of their obligations regarding the appropriate use of social media with this unprecedented use of online learning and digital platforms. Employees may engage with students and families through the agreed educational online platform but must not provide personal contact numbers, make contact through their personal mobile, invite students to join personal social media accounts e.g. Facebook, or provide their personal electronic devices to students. Catholic Education are also focusing on e-safety and child protection.

#### TQI

Work with the TQI remains a priority and you will soon receive advice and recommendations relating to amending registration and professional learning requirements in light of the current difficulties being faced by teachers.

#### Early childhood sector

An all-day out of hours school care model is proposed to start next week and you are being briefed on this now. Negotiations and procurement processes will need to occur with relevant providers.

### **3. CONTROL: PUBLIC INFORMATION**

#### Communications

There has been significant successful effort this week to proactively communicate with the community including a Canberra Times article, local television news coverage, and social media.

### **4. CONTROL: OPERATIONS**

#### Professional learning

Professional learning for all teachers started today. With over 1000 participants expected to have the opportunity to ask questions and provide feedback on the courses.

#### Education staff

A manager's toolkit has been distributed to help managers support their staff at this time. Any vulnerable staff identified as having a critical onsite role will be "swapped" with another staff member. Staff wellbeing is being prioritised and staff have been reminded it is okay to take a break and be rotated. Staff have been reminded that we

are currently in a transition phase, but that we will move to a response and recovery phase. The staff hotline is receiving a call approximately every three minutes.

### Cleaning

The importance of cleaning in schools at this time remains a significant focus of the Education Support Office, which is working to ensure cleaner availability and appropriate standard operating procedures are followed in light of COVID-19 e.g. focusing on high touch points. The Directorate is also working with cleaners about the lack of Medicare coverage amongst some of the workforce. Specialist schools are a particular concern and focus area and the ESO began visiting specialist schools today to work with staff to identify key areas to inform the development of guidelines. As cleaners are released from other sites, additional cleaning will be prioritised at specialist schools. All specialist schools will be provided with PPE today.

### Chromebooks

A further 550 Chromebooks were delivered to seven schools yesterday and another 400 are expected to be delivered today. This brings the total number of Chromebooks collected, cleaned, tested, tagged, packaged and delivered to 1800 in three days.

### Home learning

The home learning resources published on the Education Directorate web site continues to be popular (including with hits from outside Australia) and a new version of the site will be published today, including active content which will be updated both daily and weekly. The Limelight art page will also be available for students to submit their artwork online.



Signatory Name: Mark Huxley  
Title Incident Controller  
Date 27 March 2020

## Non-Gov - 30/3

Monday, 30 March 2020 8:33 AM

Deb  
Mark  
Lachlan  
Caitlin

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
Paul S

Learning and Care model - don't have formal consideration of Min - but very open  
2 sites at Garran to help with health workforce  
Buddy sites - for overflow etc.  
Symbolic 'all in it together'

Make sure that the workforce that is offering the service is covered off with induction, whs etc.  
[REDACTED] details provided to EDU team for consultation.

[REDACTED] is working with Principals on Operational plan -  
1- maintain schools open for children  
2- cross sectoral care and supervision network  
3- providing staff for system professional learning next week - what that means - parents to provide break from student attendance for that.

2 systems means we can start shaping things and then connect in the Independents.  
[REDACTED] had a hook up with Principals this morning and gave a rough overview re care and learning opportunity.

Early childhood - ECPG 2 telecons Saturday and Sunday  
- Commonwealth enquiring the viability of providers  
The wage subsidy has been put in the public domain - \$1500 per employee, per fortnight will be rolled out to EC centres. Potentially not enough to cover Educators, but diploma and cert staff should be ok. Ministerial discussion tomorrow - Deb to update other sectors.

[REDACTED] - fyi -  
20% attendance in PS  
Under 5% high schools  
15-20% at [REDACTED]

Will be reinforcing the 'only if no other option should you be sending your child to school'.  
**Would like to give his staff a transparent medical briefing from ACTHealth - prerecord and circulate?**

**Mark Huxley**

Attendance 2.7% - slight increase from Friday  
1600 teachers today - down from 2300 on Friday - in line with Staff working from home.  
PL great uptake - last week and ongoing this week  
Site viability being looked at due to staff availability

Next week - start of term 2 is our priority.

- Workforce and work expectations - how will learning and teaching work in Term 2. - equity
- Continuity of learning for term 2.
- Flexibility required in learning
- How do we build redundancy in?
- Greater central delivery - if our workforce is significantly reduced for whatever reason.

- Trialling of telehealth service
  - o Allied health
  - o Psychologists
- Ngunnawal PS and Lyneham HS
- Wellbeing needs of communities
- Will be scaled up to all schools if effective.

How are we monitoring student engagement and student outcomes.

Monitoring data re: Google log ins

What are the universal responsibilities of teachers to check in with students? What is our point of escalation? CYPS, CSD involvement?

[REDACTED] - seeking advice re: roll marking

Students are being marked as absent without explanation as a standard until coding updated to be more accurate.

[REDACTED]  
Early Learning centres - when is the government going to communicate subsidies, attendance measures. Many Principals concerned.

Further advice re: Roll marking

- If programs are able to mark consistently with a code in line with students not required to attend.

**From:** [Huxley, Mark](#)  
**To:** [Hobbs, Rebecca](#); [Ceramidas, Joshua](#)  
**Cc:** [Haire, Katy](#); [Matthews, David](#); [EDUIMT](#); [Myers, Christina](#)  
**Subject:** 2020.03.30 - IMT CONTROLLER TO SIGN - Caveat Brief - Daily Update for MO  
**Date:** Monday, 30 March 2020 8:40:55 PM  
**Attachments:** [2020.03.30 - IMT CONTROLLER TO SIGN - Caveat Brief - Daily Update for MO.DOCX](#)

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UNOFFICIAL

Hi Bec and Josh,

Please find attached todays caveat. Signed version will be in TRIM in morning.

Thanks

Mark

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 30 March 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 30 March 2020.

**Noted / Please discuss**

**Yvette Berry MLA..../..../....**

### 1. HOT ISSUES

#### School viability

Student attendance is remaining steady for this pupil-free period at under 3 per cent on average. This is currently sustainable with the numbers of teachers working in schools, however the Education Support Office is closely monitoring staff attendance to ensure schools remain viable in relation to staff: student ratios. The Network Student Engagement Team (NSET) is currently providing staff assistance at Malkara School as a result of reduced staff attendance. This is currently manageable but limits the ability to respond to other specialist schools should extra staff be required.

#### Non-government school attendance

The Association for Independent Schools has confirmed that all independent schools remain open and no student is being turned away. Precise numbers are not available but [REDACTED] indicated student numbers were very low and similar or below ACT Public Schools. Catholic Systemic Schools maintained a higher average last week of 25-30 per cent although today's reported levels are lower at 17 per cent for primary and 6 per cent secondary.

#### School playgrounds

Advice about school playgrounds is being urgently prepared following the Prime Minister's announcement last night that playgrounds would be closed. On radio this morning the Chief Minister said school playgrounds were likely to need intensive cleaning which would make them unlikely to be used. However the Directorate understands there is no health advice about school playgrounds and they are used by supervised groups of children during school hours with appropriate usage and distancing enforced by this supervision. Schools will be reminded to regularly clean and check playgrounds and sign-post their playgrounds that public usage is not currently allowed outside of school hours.

### Early Childhood Education and Care

The States and Territories continue to work with the Commonwealth about Early Childhood Education and Care (including out of school hours care) services and their lack of viability without support from the Commonwealth. ACT-specific modelling is being prepared for your consideration.

### ANU extension program

Term 1 classes have to date been held as usual following social distancing advice, but from today have moved to remote delivery. ANU Extension teachers are planning for term 2 classes to be delivered remotely and the coordinator and Centre for Learning and Teaching are assisting teachers to explore options and delivery platforms to help staff making these changes and implementing ways to create an online class community.

## **2. CONTROL: PLANNING**

### Vulnerable students

The Education Support Office is working to identify vulnerable students, and their schools, for Term 2 as well as ways to regularly engage with other relevant agencies including ACT Policing, the Community Services Directorate (with both Child and Youth Protection Services and Youth Justice).

Telehealth services have been established and are beginning at Lyneham High and Ngunnawal Primary today. A case management system will be in place within a few weeks to support the work of psychologists.

### Specialist schools

Work is under way to determine what service offering from Term 2 onwards will be in place in relation to specialist schools.

Education business continuity planning

Most ESO Directorate staff have now been asked to work from home with the focus now on how to get the Incident Management Team working remotely. The People and Performance Branch is looking at supports for employees during this time including supporting them to understand obligations and expectations.

**3. CONTROL: PUBLIC INFORMATION**Media coverage

A weekend Canberra Times article highlighted the work under way preparing schools for Term 2 and noted that: *“teachers are already finding novel ways to engage – and entertain – their students from afar”*, referencing the Mt Stromlo live streamed cowboy dance class as an example. There was also positive coverage of the allocation of Chrome Books to primary schools that occurred last week.

Communications priorities

Work is under way developing clear communications and guidance for parents and carers about expectations from Term 2.

**4. CONTROL: OPERATIONS**COVID-19 Incident Management Team

Plans are in place to establish a roster and support more staff to work remotely to support the sustainable work of the IMT. By Wednesday it is planned that most IMT staff will be working remotely.

Signatory Name: Mark Huxley  
 Title Incident Controller  
 Date 30 March 2020



Trim No: MIN20/292/02  
Doc No: 20/7846

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 23 March 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 23 March 2020.



Noted / Please discuss  
Yvette Berry MLA 31/03/20

### HOT ISSUES

#### Lyneham High

Lyneham High School will be closed for an additional day to facilitate continued tracing following the confirmation a student tested positive for COVID-19. The Directorate is working with the school to protect the privacy of the student.

#### ACT Public School staffing arrangements for pupil free days

A survey of teaching staff found a significant number felt they vulnerable and would be required to work from home or felt they had carer responsibilities that would prevent them for working at all. Communication has been sent to principals asking them to clarify with their staff that schools will still be open to children of teachers and that staff are expected to attend the workplace. Principals were reminded that the circumstances where it is anticipated staff would be away from the workplace include:

- To provide care of support to a member of the employee's immediate family or a member of the employee's household who is ill or injured; or
- Staff who identify as being a vulnerable person (65 or older, suppressed immunity or a chronic/terminal illness).

#### Out of School Hours Care (OSHC) services

Currently, OSHC services operating on school sites are to continue operation. OSHC providers can only cease operation with a directive from ACT Health, the regulatory authority or if they independently choose to close. Closing services would have significant financial implications for providers. If services are required to close, advice about how rent is paid or waived will be provided by the Strategic Finance and Procurement Branch within the Education Service Office.

Childcare

Childcare centres are remaining open and the Commonwealth Government has announced the Child Care Subsidy will continue to be paid to families who can't attend childcare because of COVID-19 and to services that are forced to close temporarily.

**CONTROL: PLANNING**Staff and student attendance

As you are aware, live data monitoring is now in place for both student and staff attendance rates in ACT Public Schools. Today the average student attendance dropped to around 65 per cent.

Essential services

Work is under way to define what would be "essential services" for the purposes of which children and young people can attend school. As you are aware, the ACT Government has confirmed that at this time, all children who need to attend school can attend school. However, it is anticipated that a definition of essential workers could be required in the future and this is being prepared in consultation across government.

Business Continuity Planning

Education Support Office business continuity planning is continuing and will be discussed by executive today and finalised tomorrow.

Canberra Health Services programs in schools

Canberra Health Services have advised the Education Directorate they wish to redeploy school-based program nurses to the health system. This means that youth health nurses in high schools, the immunisation program, and the kindergarten health check will be postponed for the foreseeable future. CHS have highlighted the potential to run catch-up programs in the future.

**CONTROL: PUBLIC INFORMATION**Timely communications

Communications remain a priority issue for the IMT. A number of enquiries were received today about whether children (and which children) should attend school during the pupil free day period.

**CONTROL: OPERATIONS**Online resources

Online publication of learning is occurring today. This will be an iterative web site with additional resources continually being added.

Specialist schools

The Education Support Office is working closely with specialist schools to determine a service offering for pupil free days and has confirmed schools will remain open and supported. Following concern about the availability of transport, the Directorate has

worked with Transport Canberra and the City Services to confirm that families of students requiring transport are able to book this by contacting TCCS.

#### School cleaning

A large number of schools have indicated they are running low of essential hygiene products. The School Cleaning Service is coordinating a network-wide response to provide urgent assistance, including engaging local supplier [REDACTED] to hold and supply essential hygiene products for schools. Urgent needs from the Directorate's limited stockpile are also being prioritised.

Signatory Name: Mark Huxley  
Title Incident Controller  
Date 23 March 2020



Trim No: MIN20/292/02  
Doc No: 20/8053

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 24 March 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 24 March 2020.

**Noted / Please discuss**

Yvette Berry MLA *21.03/20*

### 1. HOT ISSUES

#### Lyneham High

It is anticipated that Lyneham High will no longer be closed after today based on advice from the Office of the Chief Health Officer about the status of contact tracing. Final contact tracing is expected to be completed today (24 March 2020).

Additional cleaning has been completed at Lyneham High.

#### Student and staff attendance

While relatively high numbers of teachers have attended, very few students have attended ACT Public Schools today, with attendance ranging from 0 per cent to 4 per cent.

It is understood Catholic Education have also seen reduced attendance, although not to the extent of ACT Public Schools, with about 23 per cent average attendance at primary schools.

### 2. CONTROL: PLANNING

#### "Lockdown" preparations

Currently schools remain open for children who need to attend. Scenario planning has been under way in the Education Support Office in relation to the possibility of a wider scale 'lock down'. It is likely that ACT Public Schools would provide a school-based *Care and Learning Program* in a supportive learning environment (at a more limited number of school sites) for children whose parents and carers must attend work to provide essential services in response to COVID-19 and are therefore unable to care for their children at home. It is intended that supports would be available for children

who may be vulnerable or have additional needs and advice is being prepared on this matter. An Out of School Hours Care-type model is being costed and developed.

#### Essential services

In relation to the definition of essential workers, the Education Directorate is working across government on this matter and also understands this matter is being discussed at National Cabinet tonight. It is understood the Australian Public Service may be seeking to have a lot of their workforce to be considered essential.

The Directorate has identified a draft and scalable definition of essential workers, grouped into five tiers which may be enacted individually or concurrently, and is currently consulting about this across government and this will be discussed with your office.

#### Out of School Hours Care (OSHC) services

OSHC services operating on school sites are continuing operation. Your office advises that you are receiving a number of enquiries from parents and carers who are concerned they are still paying for OSHC (such as before school care and after school care) despite their children being absent from school.

This is largely an issue with the way these services are funded by the Commonwealth. Parents and carers eligible for the Child Care Subsidy generally still pay a “gap” fee (based on their circumstances, such as their income) which is still charged when their child is absent from school. If parents and carers cancel their enrolment with services they will not be charged a gap fee after the service’s notice period, but service viability would become a significant issue if this was widespread. This is particularly the case because the Directorate understands OSHC insurance does not include coverage for pandemics. This is obviously a national issue and a teleconference with the Commonwealth, States and Territories is occurring later today.

### **3. CONTROL: PUBLIC INFORMATION**

#### Timely communications

Communications remain a priority issue for the IMT and all parents and carers are receiving communications clarifying arrangements for pupil free days, including that schools remain open to students who need to attend. Communications have specified that preschools are included and that other early childhood services such as long day care continue to operate. Parents and carers have also been reminded that a resource library to support them with home learning has been published and can be accessed via a link at: [www.education.act.gov.au](http://www.education.act.gov.au)

#### Stakeholder engagement

Regular stakeholder engagement continues with concerns raised about:

- College students and the impact on their assessment
- OSHC (viability from providers and cost from parents and carers)
- Questions about pupils coming to school on pupil free days

#### 4. CONTROL: OPERATIONS

##### Access to devices

Schools are contacting parents and carers to determine access to devices and internet to plan for home learning if required. [REDACTED] have indicated they will provide up to 5000 eligible (vulnerable) families with wifi internet connection if the Directorate purchases the relevant hardware and work is under way on progressing this opportunity.

##### Professional learning

Professional learning for teachers focusing on remote/online learning will begin tomorrow with "train the trainer" style coaching. Guidance to principals will follow on Thursday so they are ready for all-staff training to commence Friday.

##### Education Support Office staff

The Director-General has today communicated with staff about options to support staff in place such as:

- Staggering work hours by splitting staff into teams with alternating days/hours in the office to ensure social distance requirements are being followed.
- Enabling staff to work from home where possible or stand down temporarily where home-based work is not available. Leave provisions for those who are unable to work in the office or at home are available.
- Providing job share and succession planning opportunities so staff can rotate into key positions that support response and recovery over weeks and months ahead.
- Using online tools (eg Jabber, WebEx, MS Teams) in place of face to face meetings.

The Director-General has advised staff more information would be provided in coming days about how these arrangements could be put into practice.

Advice relating to casual staff and temporary/fixed term staff is being finalised.

[REDACTED]

Signatory Name: Mark Huxley  
Title Incident Controller  
Date 24 March 2020



Trim No: MIN20/292/02

**Caveat Brief**

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 25 March 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 25 March 2020.

Noted / Please discuss

Yvette Berry MLA 21/03/20

**1. HOT ISSUES**Australian Education Union

The ACT Branch Executive carried a motion this afternoon that any AEU member could request to immediately work from home until further notice and that this request would be granted. Staffing attendance will be monitored tomorrow, with data requested from schools by 9am, and principals will be asked to contact their DSI if they require support. The Education Directorate is planning to host a teleconference with principals tomorrow morning to provide guidance about how to manage and approve requests to work from home. Information from DSIs is that most staff are still planning to attend their workplace.

National Cabinet

Following National Cabinet last night, the Prime Minister said that parents who had to be at work and could not stay home with their children should be able to send their children to school.

He said: "Everyone who has a job in this economy is an essential worker" and gave examples including doctors, teachers, public servants and "people earning money in their family when another member of their family may have lost their job and can no longer earn".

Student and staff attendance

Once again, very few students attended ACT Public Schools today, with attendance ranging from 0 per cent to 5 per cent. One small school (Lyons Early Childhood School) had 9.8 per cent but no other school reached above 5 per cent.

## 2. CONTROL: PLANNING

### "Care and learning program" preparations

Work continues on developing and costing a *Care and Learning Program* model for consideration, particularly in light of continued low attendance at schools. Access to such a model is also being considered, with definitions of essential workers and vulnerable families under development. A number of teaching staff have also asked that their children are able to attend the school they are working at, and this is being actively considered.

### Access to devices and internet

The Education Directorate is working with schools and families to ascertain home access to devices and internet. Considerations include provision of ipads for children in years P-3 and chrome books from years 4-6.

Following communication sent to principals yesterday, additional chrome books are currently being delivered to Neville Bonner; Campbell Primary; Farrer Primary; Red Hill Primary; Macquarie Primary and Garran Primary to meet some immediate needs of these school communities. 689 additional chromebooks were delivered today to these schools ready for student home use.

### ESO Business Continuity Planning

Executives are working with their teams to identify essential staff and work.

## 3. CONTROL: OPERATIONS

### Work health and safety concerns

The Australian Education Union this morning raised concerns about work health and safety risk at certain sites because of a lack of hygiene products (sanitiser, soap, cleaning products, disinfectant); lack of application of social distancing within schools; and access to PPE. Lower student attendance across all ACT Public Schools significantly mitigates these risks but in light of the concerns raised by the AEU, the Education Support office is preparing packages for schools to allow school leaders to have conversations with staff about potential vulnerabilities, carer responsibilities, working from home and taking leave. Guidelines on how to achieve physical distancing in schools are also being prepared.

### Occupational Violence

The Education Support Office has completed work to identify students of concern in relation to occupational violence and is now contacting schools to check whether these students attended, whether schools are aware if these students plan to attend between now and the end of term, and whether existing controls are able to implemented.

### College concerns

Deputy Director-General Deb Efthymiades is working directly with colleges and the Board of Senior Secondary Studies to consider and address concerns about the impact of COVID-19 on required learning and assessment.

Professional learning

Professional learning for teachers focusing on remote/online learning begins today with “train the trainer” style coaching. Guidance to principals will follow tomorrow so they are ready for all-staff training to commence Friday. Site attendance would generally be required for professional learning so staff attendance at this will be monitored in light of the AEU today encouraging its members to work from home.

Teacher Quality Institute Registration

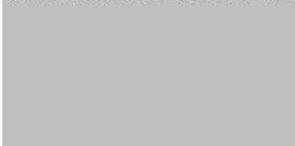
The Education Directorate is working with the TQI in relation to waiving or suspending certain legislated obligations (such as ensuring every teacher holds a current registration by 31 March but some are struggling to meet requirements for this such as professional learning in the current climate) for 2020 teacher registration.

**4. CONTROL: PUBLIC INFORMATION**Timely communications

Communications remain a priority issue for the IMT and updated Frequently Asked Questions have been prepared for the Education Directorate web site.

Australian Government Primary Principals Association

The AGPPA has congratulated states and territories which have acted quickly to initiate ‘student free days’ to allow staff time to plan for an alternative delivery method in a media release issued today. This has been provided to your office.



Signatory Name: Mark Huxley  
Title Incident Controller  
Date 25 March 2020

# AEU Meeting 31 March 2020

Tuesday, 31 March 2020 12:16 PM

DM Acknowledgment of country

Areas of great sensitivity or additional issues

Seeking joint approach to comms to show we are working together

Would like to send something through tomorrow

Not BAU

Value fams keeping kids at home

Transition period until Good Friday, still work being provided to students

Expect more frequent online contact from beginning of T2. How will it look different?

Yes T2 a different story

Commitment or provide any parent communication sent out

Session to be organised to go through model and offer for term 2 in next week or 2

Deal with 2 and 7 together

3. About 57% of people working from home. Support/encouragement for teachers in Maintaining sense of connectedness with staff. Strong engagement in PL from home. Awareness of ways to stay connected and wellbeing strategies in place to support this and mental health. Need for strong feedback loops from AEU and members, and likewise from our staff, Commit to recalibrate as required as we progress. Social people working in anti-social environments. AEI - proposed survey in Term to provide useful feedback?

KH - perhaps pulse survey every couple of weeks, thinking about it across the service but teachers specifically

Baseline as start of T2 and then regularly

Develop plan for survey

4. Advice to all ACTPS re WHS in home

Do staff have to sign off on anything? AEU used Vic checklist.

█ - yesterday received risk assessment specific to WFH arrangements principals asking teachers to complete

WFH toolkit.

Share copy of this WOG advice and WFH toolkit

Happy to discuss specific FUP strategies

█: No intent to have them sign off on anything?

Record of conversation attached in toolkit

Compliance element to it or just discussion?

Next week - comms/assurance for staff not working in dangerous place

5. A couple of issues █ working with Ross on e.g. staff not being allowed to take screens, questions re payments for increased internet and phone plans. Atm telling people they can claim costs on tax but would be great if something could be put in place. Some don't have internet at home and will have sig costs to set up from home. Diff in costs would be covered by employer - AEU expectation.

EDU to come back on question of cost recovery

Some will have higher phone and internet costs, should not be borne with them.  
Staff should email supervisor to advise if upgrade of plans is needed and advise of additional expenses so on our radar.

Once EDU position, AEI will seek for clarification to be sent out. Should be compensated.

■ Other issue raised with Ross. Need for some responsible parameters around use of google classrooms etc. Also people using personal phones which could result in students accessing personal details of teachers which is against COC. Seeking resolution from Ross this afternoon.

People using different platforms and forums which creates issues, would be good to have a consistent approach.

MH: advantage of shared common platform so really no need to jump outside of there where that capability is available.

Our tools are appropriate and work really well, need to encourage staff back to this, Google classrooms, chromebooks - single user name and logon. Right controls in place and right guidance to do that safely.

Messaging that this is the only forum for which safety will be guaranteed?

6. ■ - If play by rules will be guaranteed good online safety?

EDU to consult with AEU on safety materials and guidelines before sending

On consultation - reminder re need to consult where sense not always happening.

Need to look at what consultation looks like in the current enviro and how we work with AEU structures to do this.

7. ICT access for children and fams. Challenge is immense.

We are checking with every family re their access to the internet

Solution in the works

National agreement being developed to get no cost internet access with low cost infrastructure (e.g. dongles)

Will be solved before beginning of T2

Would bring internet to an internet free household

Expecting goof outcome

EDU to keep AEU informed re internet access solution for children and families

2.5% attendance

■ what work being done, what kids aren't at school that should be? At what point do we rationalise number of buildings open? Transport issues. Not planning in keeping all schools open for this period?

Separate session to take them through term 2 provision

9. People in schools.

Good industrial advice and logistical guidance

Enough sanitiser etc available now less students?

Consolidation of sites becomes easier with PPE, cleaning etc

DM- Proposal to come re how staffing will operate, so fair transparent, can meet requirements and have specialist skills available

Staff should experience no direct or indirect pressure

11. SL supportive of actions from last Wed

Handful for whom the simplicity of the decision was too hard to deal with

Off conversation with SLs feeling culturally obliged to be at the worksite

Principal WFH received advice that although all staff WFH expectation there must be a member of the exec on site to fulfill duty of care, WHS or whatever? Concerned about that.

Any staff member should work from home if they want to. Members relieved of responsibility to be on site.

DM- still have operational requirements including WHS and DOC requirements at each site.

How met can vary depending on particulars of each site. Managerial presence an important part of looking after wellbeing of staff and any other members of the community on site. Practicalities need to be worked through to ensure appropriate level of support and supervision for those remaining on site.

■ No AEU member should be forced to be at work. Enough capacity within directorate to have contingency for this scenario.

■: Needs to be managed through an operational lens and FWC would require employer could show no-one else is available to do that work. If valid operational reason provided then would go to....between AEU, worker and Directorate.

MH: Principals have key role in transition and continuity of support v handing over to DI responsibility, They have local expertise needed on site.

KH: As issues arise let us know so we can work on a solution. Want to protect staff and support them to prepare for next term.

■  
Will feel freer to work from home when less sites  
They will continue to advise members that covered by decision and if unable to have any exec teacher on site contact DSI and ask to work through a solution to that.

Joint comms re work?

Work together on comms to staff and members we are working together to ensure staff health and safety.

**From:** [Laurent, Kristen](#) on behalf of [DGEDUoffice](#)  
**To:** [Haire, Katy](#); [Huxley, Mark](#); [Matthews, David](#)  
**Subject:** FOR CHECKING: Draft Actions Arising EDU/AEU meeting  
**Date:** Tuesday, 31 March 2020 2:21:00 PM

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Good afternoon all

Apologies for the technical hiccups at the beginning of the meeting and thank you for your patience as we refine processes for these online forums. I captured the following actions as they relate to each of the points in the 11 point plan. Please let me know if you feel anything has been missed or misrepresented and I can circulate a revised set of actions is required.

- EDU commitment to provide any communications sent out to parents. *(Point 1)*
- Dedicated session to be organised to go through model and alternative education offer for term within the next few days. *(Point 1)*
- EDU to develop a proposal for AEU consideration in relation to staffing requirements to support the term 2 model. *(Points 1, 8, 9)*
- EDU to develop a plan for monitoring staff wellbeing (e.g. regular pulse survey starting term 2). *(Point 3)*
- EDU to share a copy of the WOG advice that has been circulated today in relation to work, health and safety and working from home as well as a copy of the Directorate's Working From Home toolkit. *(Point 4)*
- EDU to come back with advice in relation to the extent of compliance requirements for staff in terms of signing off on WHS at home. *(Point 4)*
- EDI to develop communications for staff to be circulated in the next week to provide further assurance for staff in relation to their work, health and safety when working from home. *(Point 4)*
- EDU to come back on question of cost recovery and options for addressing issue of staff being out of pocket for additional expenses such as increased phone and internet charges. *(Point 5)*
- EDU to consult with AEU on online safety materials and guidelines before sending. *(Point 6)*
- EDU to keep AEU informed re internet access solution for children and families. *(Point 7)*
- EDU and AEU to work together on comms to staff and members to convey both organisations are working together to ensure staff health and safety.

We'll move to set up the next meeting as quickly as diaries will allow in the next few days to focus on the proposed term 2 model.

Regards

Kristen Laurent | **Executive Officer to the Director-General**

Phone: 6207 9264 | Email: [kristen.laurent@act.gov.au](mailto:kristen.laurent@act.gov.au)

**Student Engagement**

Education Directorate | ACT Government

GPO Box 158 Canberra ACT 2601 | [www.act.gov.au](http://www.act.gov.au)

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# Non-Gov 1/4

Wednesday, 1 April 2020

Deb  
Caitlin  
  
Mark Huxley

1:22 PM  
HOT ECEC items

Waiving fees and charges for ECEC Services  
Ceased assessment and ratings  
Have already happened in the ACT

Expediting qualification waivers - caveat to be added (subject to being assessed on no risk to students or staff)  
Fast tracking operational requirement waivers - subject to health advice

No further advice available re: subsidy  
EDU providing advice to CMIN regarding how subsidy pans out in the ACT  
ELC's are included under the archdiocese so not sure if covered under subsidy

### Emerging issues

- Nil
- Nil
- Nil

Next horizon - scenario planning re enrolment drift across sectors - short term and long term issues  
Third horizon - recovery - enrolment drift and multi sectoral impact

Huxley  
2.2% attendance - drop from yesterday  
1600 staff working from schools Largely unchanged this week  
Large uptake of PL and Resources



 - question re: Attendance - can we get something on paper re attendance - daily schools are questioning obligations re attendance - advice is that unless schools are told child is ill/on leave they are to be marked absent? **Is there an official position that can be put out from the regulator re roll marking?**

Mark - attendance procedures are being updated for Term 2  
Deb - Schools are still formally engaging students - we need a consistent message across the board for the language around roll marking and absences etc

  
What is the obligation and the understanding from an individual school site about attendance regardless of online learning?

Mark -  
Regularly confirming with families 'We are on pupil free, but we just want to ensure your child is with you ' to maintain some sort of duty of care



EDU to provide formal advice to Non-Govs re attendance recording/roll marking - added to action register

Ed Council meeting rescheduled from yesterday - only covering early childhood

**From:** [Brewer, Lauren](#)  
**To:** [EDUMCR](#)  
**Cc:** [Education DLO](#)  
**Subject:** FOR MO OFFICE: CAVEAT BRIEF - DAILY UPDATE (IMT TEAM - COVID-19) - 1 April 2020  
**Date:** Wednesday, 1 April 2020 5:10:00 PM  
**Attachments:** [2020.04.01 - SIGNED BY EGM IMT - Caveat Brief - Daily Update for MO.tr5](#)

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Hi team,

IMT daily update for Minister's office

Education DLO copied in.

Kind regards,

Loz

**Lauren Brewer** | *Executive Support Officer to*  
*Mark Huxley, Executive Group Manager – School Improvement*  
☎ 0424 170 416 | 📧 GPO Box 158 CANBERRA ACT 2601  
School Improvement | Education Directorate | ACT Government  
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**Reference/Location/Container: MIN20/292/04**

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 1 April 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 1 April 2020.

**Noted / Please discuss**

**Yvette Berry MLA..../..../....**

### 1. HOT ISSUES

#### Attendance

Student attendance was slightly lower today at around 2.3 per cent and there are enough staff to keep all school sites open, although around 100 fewer teachers attended their workplaces today compared to yesterday. Malkara has raised concerns about the availability of LSAs and the Education Support Office is providing the school with support.

#### Learning and care model

You will receive a brief today seeking your endorsement for a proposed learning and care model at limited school sites from Term 2 (MIN20/426) for the children of essential workers and for vulnerable and/or at-risk children.

#### Incident Management Team

A recovery workstream has been added to the IMT led by Executive Branch Manager Robert Gotts.

### 2. CONTROL: PLANNING

#### Professional learning

Four professional learning sessions were held today for primary, secondary and college teachers. Up to 250 teachers are attending each session.

Chromebooks

Chromebooks are continuing to be delivered to primary students and it is understood some schools are setting up innovative ways for families to collect devices, such as a drive-through pick up service in the school's usual carline area (Macgregor Primary).

Australian Education Union

The Directorate will meet with the AEU tomorrow to explain Term 2 planning and supports for staff, and to seek to negotiate some industrial flexibility to accommodate the proposed learning model for Term 2.

**3. CONTROL: PUBLIC INFORMATION**Communications priorities

Schools will send out your letter to parents and carers today about Term 2. Other priorities include promoting the home learning portal, chromebooks, and the hard work of teachers at this time.

**4. CONTROL: OPERATIONS**Enrolments

Advice is being prepared about how mid-year enrolments will be managed if children are not physically able to attend their new school, as well as planning for 2021 enrolments.

Parent feedback

The Directorate has received the following feedback from a parent and this was shared with principals this morning :

*Today my son [redacted] participated in his first Google Hangout session and it meant the world to him. Viewing and listening from the distance I could see happy little faces and truly caring teachers who were absolutely focused on making them feel comfortable and safe. Suddenly, he found his place again and he cannot wait until tomorrow for the next one. Having online meetings like mum, makes him feel very grown-up, but fundamentally, has given him security in a time of uncertainty.*

*As a parent and member of the ACT community I cannot thank you enough for the efforts you are making in supporting our children and families during this time. You are providing a safe space for our children and beautiful learning opportunities for us all. You are mindful of the challenges and you are*

*holding parents' and carers' hands in this brave new world of distance education. You are modelling the best possible dispositions for learning by taking on the challenge of shifting your practices so dramatically in a matter of weeks. You are making sacrifices every day at a family level to care for us. For that, and so much more, thank you!!*



Signatory Name: Mark Huxley  
Title Incident Controller  
Date 1 April 2020

**Education Directorate**

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**To:** Minister for Education and Early Childhood Development

Tracking No.: MIN20/426

**Date:** 01/04/2020**CC:** IMT Incident Controller**From:** Director General**Subject:** Care and Learning support model**Critical Date:** As soon as practicable**Critical Reason:** To enable the Care and Learning support model to commence in Term 2**Recommendations**

That you:

1. Note the information contained in this brief;

**Noted / Please Discuss**

2. Agree to the further development of the proposed Care and Learning support model to commence in Term 2.

**Agreed / Not Agreed / Please Discuss**

Yvette Berry

...../...../.....

Executive Feedback

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**Background**

1. The Education Directorate is preparing for increased measures that could be applied in the ACT to prevent the spread of COVID-19. A model that will ensure the wellbeing and ongoing supervision and support will be provided for the children of those individuals providing essential services to the community is being developed.
2. From 24 March 2020, ACT public schools have been 'pupil free'. This decision provided time and opportunity for ACT public school teachers to be ready to deliver alternative learning from the commencement of Term 2. Although pupil free, schools have remained open. This reflects the ACT Government policy that 'no child will be turned away', and the need to provide equity of access and engagement of learning for all students.
3. In developing a Term 2 Care and Learning support model, two cohorts of students have been identified as most likely to require physical attendance at school sites:
  - a. Students whose parents are engaged in the provision of essential services (including children of health and emergency services personnel)
  - b. Students with vulnerabilities, including:
    - i. Students with disability
    - ii. Students who are disengaging with their education
    - iii. Students from an Aboriginal or Torres Strait Islander background
    - iv. Students who are at risk e.g. experiencing family or domestic violence
4. The Education Directorate is developing a support model that will provide a safe place for students to engage in alternative learning and required supports students that could be deployed for the commencement of Term 2 and for the duration of the COVID-19 pandemic.

**Issues**

5. The school support model should reflect the needs of the Canberra community and enable students to continue their learning whilst appropriately supervised. The proposed model will need to be scalable, depending upon a range of factors associated with the pandemic response which may increase or reduce demand for this service offering.
6. The premise of the model focuses on building on the current policy position of 'no child will be turned away'. Should the model be unable to manage demand or if there is a move towards the national definition of essential worker, we can further examine this with you to identify how this could be addressed.
7. Data held by the Education Directorate suggests approximately 3265 ACT public school students (P-12) have one or both parents engaged in occupations which may be

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included in a 'broad definition' of essential worker, noting that this is still being determined. Inclusion of non-government schools in the Care and Learning support model could provide the ability to scale up the model to provide support for up to 5000 students if required (noting at this stage that this is an indicative estimate). Any model will need to respond to demand should it increase or decrease.

8. At present around 1000 students have been attending public schools, the majority in Primary school. Student attendance at Catholic schools was proportionally higher, consistent with national attendance rates at Catholic schools.
9. The Education Directorate will need to have a model that can grow to meet demand over time. Initial planning assumptions will be for at least the current 1000 students, based on a 'no child turned away' principle currently being applied, with the planning capacity to build up to the 5000 students if required.
10. Three issues are critical to development of the Learning and Care support model include:
  - a. Student numbers and needs – identification of the likely number of students requiring care and support and the vulnerabilities associated with these students
  - b. Site selection – a reduction in the number of operational school sites (able to be appropriately scaled)
  - c. Workforce model – identification of a suitable workforce to supervise care and learning supports at operational school sites

*Model overview - Mainstream*

11. The Care and Learning support model involves reducing the number of operational school sites to reflect the student numbers physically attending school premises.
12. Academically, students would continue to learn using the home learning supports established by the school they are enrolled in. Their learning experience would be aligned to their peers who are learning from home. The Care and Learning support model focuses more on providing a safe physical location from which to learn from.
13. A workforce to supervise nominated Care and Learning support model sites will need to be established to provide learning support to students at those sites and supervision to ensure that home/alternative learning continues. This will be distinct from school teaching staff, who will continue to provide home learning to their students.
14. Care and Learning support model sites will provide care for students from 7.30am to 6.00pm, to appropriately reflect work hours associated with schools and Out of Hours School Care (OSHC).

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*Site selection*

15. The Education Directorate has 88 public school sites across the ACT. Schools are geographically dispersed in a manner that reflects the population and demography of the city. From these schools 15 have been identified as potentially suitable to provide Care and Learning support model sites. Additional sites are being identified through the Catholic Education Office for possible expansion or to manage specific community need. A table identifying the initial thinking regarding Care and Learning support model sites is provided (**Attachment A**), along with a map showing their locations (**Attachment B**).
16. The following criteria was utilised to support site selection for provision of Care and Learning support model sites:
  - a. Student demand and indicative attendance
  - b. Suitability of facilities - square meterage to allow for compliance with 1:4m2 requirements for appropriate social distancing and specialist facility requirements
  - c. Geographic location - to ensure that there are sites available at major Canberra hubs. Ongoing consideration will be given to any emerging ACT Health advice as to clusters of COVID-19 confirmed diagnoses.
  - d. Ability to mobilise a mature and scalable Out of School Hours Care (OSHC) provider
  - e. Proximity to hospitals and nurse-led walk in centres

*Care and Learning support model workforce - mainstream*

17. The Care and Learning support model would require a workforce appropriate to undertake student supervision. The program would run between 7am and 6pm to provide continuity of before and after school hours care.
18. The model would require joint engagement from OSHC providers and the Education Directorate, with primary duty of care resting with OSHC entities. Appropriate work health and safety, and student safety controls would be implemented by agreement of the parties and formalised.
19. Care and Learning support model sites would provide supervision of students by OSHC, with support for OSHC staff provided by Education Directorate teaching staff and allied health workers (similar to the current NSET model).
20. It is envisaged that the Care and Learning support model staff would primarily be sourced from OSHC providers across all operational hours. The exact composition of the workforce is being examined in light of staffing availability,

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contractual/Memorandum of Understanding arrangements and work health and safety requirements.

*Model overview – Specialist offering*

21. Some students will require ongoing, specialist support to be provided. Further supports are proposed to assist students with identified vulnerabilities. The specialist model will assist with providing ongoing care and learning support in four categories:
- a. *Specialist - Students with disability* would provide supervision and support similar to the standard service offerings available at our four existing specialist school locations. Specialist schools are already established with tailored facilities, cleaning services and other supports. Continuity of this offering is particularly important as stability and routine is critical to current enrollees. Additional students may be considered for inclusion where there is a demonstrated need.
  - b. *Specialist – at risk high school students* would be provided with continuing education supports, similar to the Muliyan program. A Muliyan cohort is already established, but COVID-19 poses further risks of disengagement. Additional students may be considered for inclusion where there is a demonstrated need, without requiring formal consideration of the established intake panel. The risk of disengagement is elevated by the move to alternative learning throughout the response to COVID-19. Whether this program will require a specific site will be determined based on student numbers requiring support and our ongoing ability to sustain a third-party site.
  - c. *Specialist – at risk primary school students* will be able to access the Care and Learning support model. A differentiated approach will be taken with respect to these students. Care providers will receive additional training and support to meet individual needs.
  - d. *Specialist – Boomanulla program* is an entirely new offering that is being considered to support Aboriginal and Torres Strait Islander cultural connection and enrichment for students who identify. A suitable site would need to be confirmed which offered continuing opportunity for connection to country and the possibility for on-country learning to take place. Ideally, this offering would be entirely staffed by an Aboriginal and/or Torres Strait Islander workforce to ensure appropriate cultural connection in a deep and integral way. Further consultation with the community about how this may occur will need to take place, possibly facilitated through the Community Services Directorate.

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*Specialist workforce*

22. For a *Specialist* site to be feasible, some existing teaching staff would be required to continue in their roles. Complexities arise with respect to this model in terms of providing equitable supports our workforce. The staffing profile could include:
  - a. OSHC providers – external services such as Koomari and Open Circles may be able to provide support to assist with Care and Learning, and supplemented by:
  - b. Teaching staff
  - c. Learning Support Assistants (LSAs)
23. Teaching staff for Specialist sites may be more difficult to identify, due to increased WHS risks associated with working in those settings. A rostered staffing program may reduce the risk and perception of risk so that existing staff in these settings are more willing to continue to provide the service that they are employed to provide. Other innovative options are being explore, including reduced hours for staff with additional respite leave.
24. Learning Support Assistants could be canvassed to continue to work within school settings, or drawn from within ESO. The Education Directorate is working to commence recruitment of LSAs which would be advertised through the University of Canberra and target student teachers. Student teachers are already knowledgeable of the education system, many already have Working with Vulnerable People Cards.
25. The *Muliyana program* staffing profile could be similar to that currently established but on a reduced scale. A multidisciplinary team will be able to be accessed virtually, and when required face to face.
26. *Boomanulla* would require additional consideration about how to provide a workforce to support cultural and community connection in an appropriate manner.
27. Once a formal risk assessment is conducted for each site, control measures would be mandated which would reduce the risks associated with the spread of Covid-19 including increased cleaning, hygiene, communications and social distancing.

*Early Childhood*

28. A plan to maintain Early Childhood Education and Care (ECEC) has been proposed for your consideration (TRIM: MIN20/418 Capacity Planning or EDU20/446/07/05). The plan identifies continuity for 66 ECEC services with a capacity of 5460 children.

**Financial Implications**

29. The costs associated with the Care and Learning support model are difficult to calculate without further clarification as to the model and staffing profile. Use of existing staff will assist with lowering the cost of the model, as will the provision of additional support through other Directorates. Defined costings for the management

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of sites by OHSC providers will require further examination, with the provision of teaching and support staff identified an offset against the cost of those supports.

#### Internal

30. Significant consultation has been undertaken within the Education Support Office, led by the Incident Management Team. Further consultation with schools will be required.
31. Further workforce consultation will be required, whether through a survey or call for expression of interest to ensure that there is an available workforce to make the proposed Care and Learning support model sites feasible.

#### Cross Directorate

32. In order to stand up the Care and Learning support model and providing universal and tailored support to vulnerable students the Education Directorate has consulted with counterparts in the Community Services Directorate (CSD), Justice and Community Services (JACS) and Transport Canberra and City Services (TCCS), ACT Health as well as Emergency Services.
33. Consultation is ongoing with the following Directorates:
  - a. Further information from CSD is required to identify how best to provide wrap around supports to vulnerable students and whether there is any staffing component afforded through the supports CSD may provide. CSD already identifies vulnerable families and children which would assist with ensuring suitable provision of contact and support for at risk students. The Education Directorate is working with CSD in relation to data provided about vulnerable students.
  - b. Information sharing between JACS, Emergency Services, CSD and the Directorate would allow for better identification of students and families that are vulnerable or at risk.
  - c. Discussions are ongoing with ACT Health in relation to how to manage the Health Access at School workforce in the current climate.
  - d. Discussions with TCCS care ongoing with respect to a special needs transport program, including revised school bus offering to service the Care and Learning support model sites.

#### External

34. Consultation with [REDACTED] Catholic Education Archdiocese of Canberra and Goulburn is occurring to identify the likely need within the Catholic education sector and the availability of additional sites and possible workforce (which could be seconded, but paid for by the Catholic system) to support this model.
35. The Education Directorate has commenced informal discussion with OSHC providers who have indicated their interest in supporting the model.

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36. Significant Industrial consultation is required, noting that the AEU has a strong position on ensuring the voluntary nature of any education workforce. Initial discussions have taken place, but these will need to be finalised.
37. ACT Parents and Citizens Council have been tentatively approached, noting that expectations of service provision should not be raised until an appropriate model is confirmed as feasible.
- 38. Work Health and Safety**
39. A two tier risk assessment is being undertaken with the first tier identifying program level risks. The second tier will involve a site by site risk assessment and development of site specific controls.

**Benefits/Sensitivities**

40. The agreement of teachers and allied health workers to provide support to OSCH providers is critical to the establishment of this model.
41. The Care and Learning support model will enable ACT public school teachers to focus on the development and delivery of distance education for all students across the ACT while supporting children who cannot remain at home to be supervised in a safe environment and access online learning resources.
42. Utilising OHSC providers will ensure an appropriately high level of support is provided for the safety, wellbeing and learning of children attending and will also support longer term sector viability and longevity.
43. The scalable nature of the model will enable the Directorate to respond to fluctuations in demand and conditions.
44. The community both locally and worldwide are in a heightened state in response to this unprecedented health event.

**Communications, media and engagement implications**

45. A detailed communications plan is being developed to respond to impacted audiences including students and their families, the broader Canberra community, the education workforce and ACT stakeholders. Communications should be sensitively managed to communicate clear information and manage community expectations.
46. There are three lines of critical communication should you agree to this proposal:
  - a. Clear communication to OSCH providers as to the offer and nature of the temporary amended agreements and their communication to families;
  - b. Consistent communication from the Directorate, schools, and OSCH providers to families about the arrangements; and

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- c. Clear direction to Principals and staff about the need to be very flexible with the use of space and the need to collaborate with OSHC providers utilising the Early Childhood Committees established by the Service Deed.

Signatory Name: Katy Haire, Director General Phone: 6205 9198

Action Officer: Mark Huxley, IMT Incident Controller Phone: 6205 3988

#### Attachments

| Attachment   | TRIM No    | Title  |
|--------------|------------|--|
| Attachment A | MIN20/8704 | Learning and Care support model site locations                 |
| Attachment B | MIN20/8710 | Map identifying Learning and Care support model site locations |

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**Attachment A****Learning & Care Centres - Mainstream**

Learning and Care Centres (Mainstream) provide education supervision, OSCH and allied health supports in line with current mainstream school service offerings available through the Learning Support Unit (whether virtually or on site). Site numbers would be determined based on the number of students requiring care and support to engage with alternative learning provided by their school.

| <b>School Name</b>            | <b>Region</b>     |
|-------------------------------|-------------------|
| Harrison School               | North / Gungahlin |
| Amaroo School                 | North / Gungahlin |
| Kingsford Smith School        | Belconnen         |
| Namadgi School                | Tuggeranong       |
| Charles Weston Primary School | South / Weston    |
| Mawson Primary School         | South / Weston    |
| Hughes Primary School         | South / Weston    |
| Red Hill Primary School       | South / Weston    |
| Turner Primary School         | North / Gungahlin |
| Majura Primary School         | North / Gungahlin |
| Maribyrnong Primary School    | Belconnen         |
| Weetangera Primary School     | Belconnen         |
| Mt Rogers Primary School      | Belconnen         |
| Monash Primary School         | Tuggeranong       |
| Gordon Primary School         | Tuggeranong       |
| (Potential at this stage)     |                   |

**Learning & Care Centres - Mainstream - Additional Site**

|                        |                   |
|------------------------|-------------------|
| Lyneham Primary School | North / Gungahlin |
|------------------------|-------------------|

**Learning & Care Centres - Specialist Schools (Students with Disability)**

Learning and Care Centres - Specialist (Students with Disability) provide continuing education supervision and support in line with the standard service offerings available on these sites. Specialist schools are already established with specialised facilities, cleaning services and other supports. Continuity of this offering is particularly important as stability and routine is critical to current enrolees. Additional students may be considered for inclusion where there is a demonstrated need.

| <b>School Name</b>    | <b>Region</b>     |
|-----------------------|-------------------|
| Malkara School        | South / Weston    |
| Black Mountain School | North / Gungahlin |
| Cranleigh School      | Belconnen         |
| Woden School          | South / Weston    |

**Boomanulla**

Learning and Care Centre - Specialist (Boomanulla) would support Aboriginal and Torres Strait Islander cultural/community connection and enrichment.

|                              | <b>Region</b>  |
|------------------------------|----------------|
| Support Model (New Offering) | South / Weston |

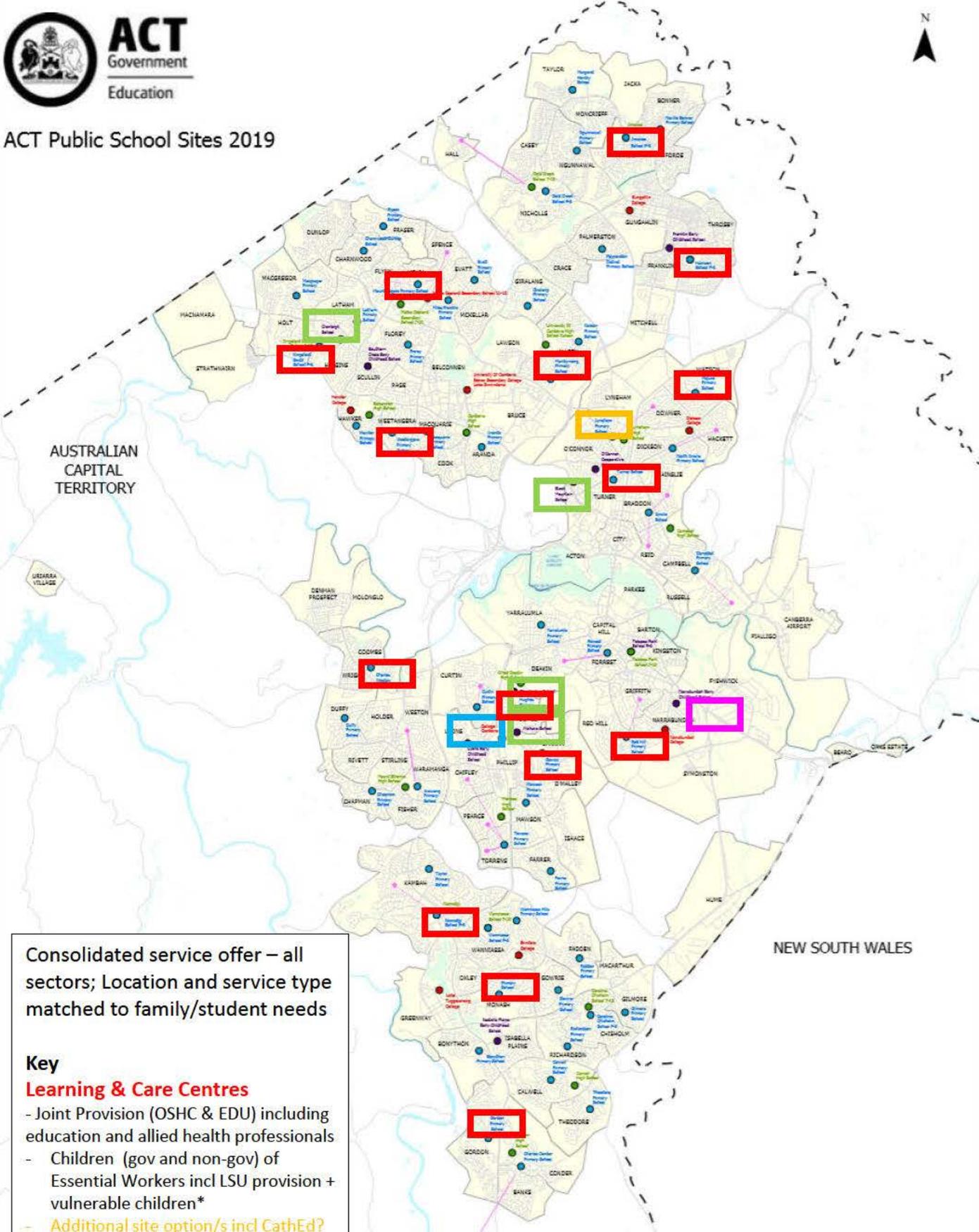
**Muliyon**

Learning and Care Centre - Specialist (Muliyon) provides continuing education support to students at risk of disengaging from education. This cohort is already established, but COVID-19 poses further risk of disengagement. Additional students may be considered for inclusion where there is a demonstrated need.

|                         | <b>Region</b>  |
|-------------------------|----------------|
| Support Model (Muliyon) | South / Weston |



ACT Public School Sites 2019



Consolidated service offer – all sectors; Location and service type matched to family/student needs

**Key**

**Learning & Care Centres**

- Joint Provision (OSHC & EDU) including education and allied health professionals
- Children (gov and non-gov) of Essential Workers incl LSU provision + vulnerable children\*
- Additional site option/s incl CathEd?

**Specialist Schools**

- Current enrollees plus potential others

**Boomanulla (TBC as site)**

- Aboriginal and Torres Strait Islander cultural/community connection & enrichment site

**Muliyam**

- Engagement/ at risk - Current participants plus potential others

\*warm referrals for vulnerable children presenting through CFCs/DV etc.

NEW SOUTH WALES

## Non-Gov 3/4

Friday, 3 April 2020 1:20 PM

Deb  
 Caitlin  
 [REDACTED]  
 Mark - apology  
 [REDACTED] apology  
 Paul Short

**Deb -**  
 Ministers ECEC Stakeholder Briefing

A number of actions came out of the meeting  
 C'with listening - making adjustments.

Intention is to ensure that ALL services have the funding for families to access services at no cost to family.  
 Where there are gaps, C'with to provide a top-up.

The 2 critical elements are about -

eligibility around job keeper - full revenue stream included. Limited to only ECEC stream or they will provide equivalent funding as part of the jobkeeper program - safety net is calculated based on hourly rate- services will get 50% of hourly rate up to the maximum that is charged by the standard. Double safety net to ensure viability of services. Additional students will also be covered.

Follow up occurring re: timing of jobkeeper - lag in money

Safety net we know they are hoping to get the first payment out before Easter - weekly after that.

Top-up's also to be made quickly and also on a weekly basis.

Katy and [REDACTED] had discussed online delivery or learning and wellbeing for term 2 and pupil free for week 10.

EDU to connect in with [REDACTED] to provide support.

Resource materials able to be made available to be shared across the sectors - Curriculum materials - tips and tricks - Professional Learning for Teachers.

Emails from Deb - pupil free and attendance recording

Pupil free until holidays

Term 2 - kids are either engaging online, or physically at schools - how do we monitor?

What mechanisms do we have available to monitor kids engagement? What processes are we using to cross-check? Minimum 1-1 contact? Kids physically present in schools will be engaging in online learning as well.

How do parents meet their obligations for their young person to be attending school?

Pupil-free days not something able to be legislated easily.

[REDACTED] per week. Not on a full population of kids based on what they were charging parents as of yesterday.

How quickly will the comms come out to the sector?

[REDACTED]  
 Cleaning guides just provided.

Working on compliance list and will return asap.

## MINSET 3 April 2020

Friday, 3 April 2020 5:11 PM

Term 2

Vic approach

ACT slightly different circumstances given bulk of critical APS workers here in Canberra and pressure to meet their needs of workers' children

Need for robust conversation with AEU

NSW approach - maintaining current position

5% primary, 1% high schools - manageable with workforce

Same program whether remote or face to face

Comms to keep kids at home if possible has worker - more in line with ACT position on this

Schools are open, please keep your kids at home

Meeting with premier this afternoon to get her agreement on T2 approach

May be times a safe number of students attend the school for a short period of time.

Katy update later this afternoon after conversation with premier

Tasmania - similar

Qld - complexity of remote schools like WA and NT

Could be a patchwork of models in those jurisdictions

Min: Not use "care" language, needs to show same model being delivered whether remote or at school  
How do we understand who is going to turn up

Katy high level overview of proposal

2 streams

Main stream (majority)- kids at home and engage with own school via online methods, including targeted approach for vulnerable kids

Most schools piloting more structured approach to online learning this week

Concentrate on site delivery to smaller number of geographic sites

Largely staffed by OSH workers and educator support, allows teachers to maintain focus on teaching children in their classes

10-15 sites

Vulnerable kids (outreach) and kids of essential workers

Kids all doing same work as classmates

Same offer - not a two speed education program

There with supervision to do the same program

Learning same, physical context is different

Students with disability and vulnerability

SSs remain open

Staff concerned about additional risk to them in these environments, can't maintain appropriate distancing

Increased cleaning presence

Checking with health cleaning and hygiene requirements will be an important step.

ATSI students - physical site at Boomanulla

Muliyan

Min - SS and Boomanulla - need to be clear on increased susceptibility and risk of hotspots

Ross to speak to Julie and Kim and get ACT Health advice to frame up with new detail.

Min - Advice needs to be the same, only bring the kids if you gave to.

Min seeing inconsistency across schools in terms of check in with students online e.g. Canberra High v KSS

KH - balance of having some consistency v schools meeting indiv school needs

Our expectation is checking in and marking roll

MH - have been working with schools on managing expectations. Prioritise relationships and connectedness, but will be diversity between our schools

We can strengthen guidance to schools re check ins

Min - Can't be structured for everyone, likely increased expectation of 24/7 responsiveness from teachers

Importance of comms to families and what they can expect - we will make this a specific aspect of our comms

Cannot replicate the normal school day online

Support kids to do self-directed learning

AEU meeting on Friday

Agreement on outcomes based approach to teaching and learning

Open to workloads being negotiated at a team level

JC

Should have public modelling that gives sense of best, worst scenarios in next week

Then need to start giving community a clear sense of timeframe for duration of alternative delivery, for sense of certainty

ECEC sector

Email from [REDACTED] believes ACTGOV considering providing similar funding to feds to support sector. Not sure where this perception has come from. Ashley to send through.

David will check with treasury refs in stimulus package work

JC to check with CM office

Ideally tell schools before end of T1 on Thursday

Timing of when and how

Most s/t not waiting until national cabinet but needs discussion with CM

Tas has already announced, NSW and Vic soon to

Do we go straight to new model in T2 (reg school physically closed to them)

Clean cut

Alternative is a couple of weeks parallel

Stand up new environments, but have flexibility that some kids attend in own school until transitioned to new site

AEU might not like

Messier

May be less total change from what we are doing right now

Comms would remain no child would be turned away

Not likely to have workforce support to go any longer than a couple of weeks

Josh prefers clean cut

Messes around with teachers

Other creates uncertainty for parents

First week, support transport options for relocation

Never know who is going to show up

Model can cater for about 5000 kids, reasonable estimate based on current attendance

If more would need to open more sites or

JC - how many teachers would this require?

Teachers still have option to work from own workplace

Procurement of OSH providers?

RH: NSET for capability support and uplift, digital coaches  
 Permanent teaching workforce and ratios being discussed with AEU  
 Seeking volunteers - expect there to be appetite

LSAs workload?  
 Use to supplement  
 What about LSAs providing supervisory function?  
 Open 7-6  
 Casual staff, ESO staff, LSAs  
 Test workforce to see what could be provided  
 Partnered model like ECEC to deliver service outcome

JC: Care we are not doubling up cost if workforce of our own

DM  
 Can redirect cleaning resources to ECEC environments and operating sites  
 Need to be conscious re security of unoccupied schools  
 Stand school up and down as required

BH:  
 Will all sites be open to teachers to work from their schools?  
 Yes, principals would manage

KH:  
 Threshold question for this afternoon - extent to which Min wants to foreshadow what we are thinking about  
 Vic foreshadowing

Non-govt school stream  
 What are NSW and Vic doing?  
 Vic and NSW not consolidating across specific sites like ACT proposal  
 Non govts very interested in being of our settings with us  
 CEO has offered 1 site

Deb testing with CEO today - may run a service in parallel v sector blind approach

RH more concerned about the independents given lack of system  
 [redacted] thinks they would be inclined to opt in because their numbers are likely to be low  
 Deb meeting with non-govts at 1.30pm - report back

Internet access - [redacted] option to come off, devices in week 2 of hols and then distribute early term 1  
 A number of staff don't have access to internet  
 Immediate option to get workforce up and running now - about 100 teachers  
 Following SA announcement  
 Min - SES assistance for delivery  
 No idea of how many students -schools have been collecting data.  
 Ross to provide the data today

JC: Housing and womens portfolio clients - similar issue  
 Likely overlap with client base  
 WOG view  
 Ross discuss with [redacted] how they can leverage same offer from [redacted] for internet access  
 When can we announce? Needs to follow SA.  
 Have comms ready to go on this

Still following with CW questions raised by stakeholders and EDU on Friday

EC meeting - will discuss separately  
 Issue of T2 and senior secondary.  
 Pre-brief on both, have had input to paper



Send list of additional issues to be followed up in next day or two



#9 - 6 April  
2020

**From:** [Brewer, Lauren](#)  
**To:** [EDUMCR](#)  
**Cc:** [Education DLO](#)  
**Subject:** FOR MO OFFICE: CAVEAT BRIEF - DAILY UPDATE (IMT TEAM - COVID-19) - 3 April 2020  
**Date:** Friday, 3 April 2020 8:13:00 PM  
**Attachments:** [2020.04.03 - SIGNED BY EGM IMT - Caveat Brief - Daily Update for MO.tr5](#)

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Hi team,

IMT daily update for Minister's office

Education DLO copied in.

Kind regards,

Loz

**Lauren Brewer** | *Executive Support Officer to  
Mark Huxley, Executive Group Manager – School Improvement*  
☎ 0424 170 416 | 📧 GPO Box 158 CANBERRA ACT 2601  
School Improvement | Education Directorate | ACT Government  
[www.education.act.gov.au](http://www.education.act.gov.au)

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**Reference/Location/Container: MIN20/292/04**

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 3 April 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 3 April 2020.

**Noted / Please discuss**

**Yvette Berry MLA..../..../....**

### 1. HOT ISSUES

#### Attendance

Student attendance was at 2.2 per cent today and 1483 teachers physically attended their workplace.

#### Early childhood education and care

The early childhood education and care sector is working to absorb the Commonwealth's free childcare announcement yesterday, particularly its alignment with the job keeper payment previously announced. The Directorate is working to address sector and parent concerns about the safety of the sector by preparing and providing evidence.

### 2. CONTROL: PLANNING

#### Professional learning

Question and answer sessions for staff will continue today online, with hundreds of staff taking part in yesterday's sessions. Guidance is being prepared for teachers about working in an online environment and a centralised fact sheet portal is being established. Most questions being received by the Directorate relate to human resources (356 questions received in nine days from schools, with one-third relating to HR). The Directorate will again meet with the AEU today about Term 2.

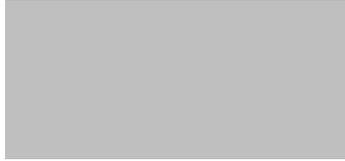
#### Learning and care model: Catholic Education

The Directorate is working with Catholic Education in relation to its Term 2 offering, with the aim of coordinating efforts and sharing capacity. It is understood some



A parent from Weetangera also wrote in to say: *Our school community has been such a key part of my family navigating through this incomprehensible and unsettling time.*

Schools are also finding innovative ways to stay connected. For example, staff at Kingsford Smith will be lining up (with appropriate distancing) along the edge of the car park so families can drive through so students can see their teachers who they are missing.



Signatory Name: Mark Huxley  
Title Incident Controller  
Date 3 April 2020

**From:** [Short, Paul](#)  
**To:** [Ceramidas, Joshua](#); [Hobbs, Rebecca](#)  
**Cc:** [Haire, Katy](#); [Matthews, David](#); [King, Ashley](#); [DGEDUoffice](#)  
**Subject:** For Monday's stakeholder meeting  
**Date:** Sunday, 5 April 2020 7:00:28 PM  
**Attachments:** [Stakeholder agenda\\_06042020.docx](#)  
[COVID19 TPs.DOC](#)  
[DRAFT Term 2 TPs.docx](#)

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Hi Josh and Bec

The attached documents are provided to support Monday afternoon's stakeholder meeting.

- **Agenda** (if you're happy with this we will attach it to the meeting invitation)
- **Talking points** (for your information only)
  - COVID-19 TPs – these are our most up to date talking points on key EDU topics
  - **Draft Term 2 TPs** – these are based on the briefing provided to the office last week.  
The MINSET meeting in the morning will be a good opportunity to discuss the extent we wish to share this info with stakeholders, at this point in time.

I'll be online during the stakeholder session to record any feedback and action items. Let me know if you need anything else in the meantime.

Cheers,

Paul

Paul Short | Executive Branch Manager

**Phone: 02 620 72809 | Mobile: 0408 368 746**

**Media & Communications | Education | ACT Government**

Level 6, 220 Northbourne Avenue | GPO Box 158 Canberra City ACT 2601 | [www.education.act.gov.au](http://www.education.act.gov.au)



## AGENDA

## Education Sector Stakeholder Forum

Monday 6 April, 2.30-4.00pm

Webex video/teleconference (log in details provided in calendar invitation)

## AGENDA

|   |                                  |                       |
|---|----------------------------------|-----------------------|
| 1 | Welcome and introductory remarks | Minister Berry        |
| 2 | Update on current situation      | Education Directorate |
| 3 | Education delivery for Term 2    | Education Directorate |
| 4 | Questions and feedback           | All                   |

## ATTENDEES

|  |   |
|--|---|
| Minister's office  | Yvette Berry<br>Rebecca Hobbs   |
| Education Directorate  | Katy Haire, David Matthews, Mark Huxley, Ross Hawkins<br>Paul Short (secretariat) |
| ACT Principals' Association  |   |
| P&C Council  |   |
| Association of Independent Schools                                 |   |
| Catholic Education   |   |
| Catholic School Parents<br>Archdiocese of Canberra and<br>Goulburn |   |
| Australian Education Union   |   |
| Independent Education Union  |   |
| Community and Public Sector Union                                  |   |
| United Workers Union   |   |



**ACT**  
Government  
Education

## COVID 19: Education Directorate talking points 3 April 2020

The ACT is in a very good place to respond to COVID-19 and the Directorate has developed plans for ACT schools to respond to the potential spread of the virus in school communities. The Education Directorate continues to work closely with ACT Health.

### Pupil free days

- The ACT Minister for Education and Early Childhood announced that from Tuesday 24 March 2020 all ACT public schools will go pupil free until the school holidays, due to begin on Friday 10 April 2020.
- ACT schools will remain open to students who need to attend.
- Schools will still be able to safely receive and provide learning for parents and carers engaged in essential services and unable to care for their children at home, as well as vulnerable children and those with additional needs.
- No child will be turned away.
- This also applies to ACT Government preschools. All other early childhood services, such as long day care, family day care, out of school hours care and vacation care continue to operate. (See below for detailed information on car services)
- ACT Public Schools are preparing to transition to an essential service capacity and going pupil free will support us to adjust to new ways of delivering education to your child. This will include developing alternative methods of delivering education for our children.
- Teachers are focused on developing resources and supports for children to access online and home-based learning.
- If your child is unwell, do not send them to school.
- School holidays will commence as scheduled on Friday 10 April and updates will continue to be provided before the start of Term 2.

### Vulnerable Students

- We are ensuring that we have arrangement in place to meet the needs of our vulnerable students and families. We will continue to work with government and community agencies to make sure we offer the best support for all children in Canberra.
- Work is under way on this matter and it is anticipated regular check-ins with students would occur for both welfare and wellbeing reasons with additional supports in place for vulnerable students and families in the event of an extended period away from school.
- Schools are calling students and parents to do check-ins during this pupil-free period.
- The Education Directorate is working to ensure that students have access to devices and the internet.

### Specialist Schools

- The Education Support Office is working closely with specialist and other schools to determine a service offering, should schools need to change how they deliver education for an extended period.
- Students of specialist and other schools are still able to attend school this week and the Education Support Office is also making sure students who need it can access appropriate transport.

### If Covid-19 affects ACT Schools

- The response in schools will be based on ACT Health Directorate advice and learnings from other jurisdictions. If your child is unwell, don't send them to school. Follow the direction of ACT Health.
- At this point in time, the best way to minimise any transmission of the coronavirus is for students to continue with good hand and respiratory hygiene measures to prevent the spread of germs.
- Schools are focused on maintaining the best possible hygiene standards to staff and students. We have revised our approach to cleaning in ACT Government Schools, with a greater focus of cleaning areas of higher risk.

### Continuing student learning

- It is important we can provide as much continuity as possible for our children's education, no matter what the circumstances. Relationships are key to education and we want to support our students to remain connected to their current teachers wherever possible.
- All ACT Public Schools have been preparing to transition to alternative methods of delivering education for our children.
- We have been designing age and ability-appropriate access to learning materials from home and increased use of online learning platforms to support students, parents and teachers.
- The Education Directorate has released a resource library to support parents and children with home learning. This is available to all parents, including for non-government schools and home-schooling parents. This accessible via the home page **LINK** <https://www.education.act.gov.au/schooling/learning-resource-library>
- ACT Public Schools are among the best in the country and we are absolutely committed to ensuring your child continues to receive a high-quality education during this time.
- We thank you for your flexibility in responding to what is a rapidly changing environment.
- The wellbeing of our students and their families is important. The Education Directorate has also compiled a range of useful wellbeing resources for students and families.

**LINK:** <https://www.education.act.gov.au/public-school-life/information-on-novel-coronavirus-covid-19>

- Professional development is being prepared for teachers and school leaders and families are being encouraged to keep students at home unless they need to attend school to give teachers and school leaders more time to access this professional development.
- The Education Support Office will be supporting schools and teachers in making this change to pedagogy through the provision of professional learning, fact sheets, tools, web sites and support and advice. Virtual training centres and professional learning supports will be made available.
- Supporting parents and carers with early childhood education is also a focus of the Education Directorate's work at this time, based on the Early Years Learning Framework.

### Senior secondary students

- We know that Year 11 and 12 can already be a challenging time for students, who are working towards the ACT Senior Secondary Certificate and finishing their school years.
- ACT Public Colleges are now working to ensure ongoing learning, assessment and student support is available remotely and online to support students who are working to complete their school education during this pandemic.
- All ACT Public Colleges offer strong wellbeing and academic support appropriate to their course offerings and student needs and interests. If you are a student and need support or guidance, please get in touch with your college teachers.
- Assessment schedules and types are being modified to reflect the current circumstances being faced by students, while still meeting the requirements of the ACT Board of Senior Secondary Studies. Student packages are also being reviewed to ensure that success is maximised for all students.

For the latest information see <http://www.bsss.act.edu.au/>

### Early Childhood Education and Care

- The Australian Government has announced an **Australian Government Early Childhood Education and Care Relief Package**.
- This support package to provides "free child care during the coronavirus pandemic".

The details of this package known so far are:

- Payments will be based on 50 per cent of services' fee revenue or 50 per cent of the existing hourly rate cap, whichever is lower.

- The funding will apply from 6 April based on the number of children who were in care during the fortnight leading into 2 March, whether or not children are currently enrolled in or attending services.
- Payments will be made weekly to providers with the first payment anticipated to be before Easter.
- Payments of higher amounts available in exceptional circumstances, such as where greater funding is required to meet the needs of emergency workers or vulnerable children.
- Priority will be given to working parents, vulnerable and disadvantaged children that need early education more than ever and parents with pre-existing enrolments.
- A condition of funding that services remain open and do not charge families for care.
- Providers must continue to:
  - record attendance of children and issue statements to families
  - comply with all other provider obligations including National Quality Framework and other relevant conditions of approval under Family Assistance Law.
- Outside School Hours Care and Vacation care are included in the package.
- The Australian Government will extend the existing National Partnership on Universal Access to Early Childhood Education for a further year.

#### What we don't know:

- How the JobKeeper initiative and the ECEC relief program are intended to work together.
- The Australian Government is yet to resolve the issue of not-for-profit providers who don't meet the 30% JobKeeper threshold because of other streams of funding for community work.
- Whether the relief program and the JobKeeper initiative will work to keep all providers viable.
- Whether this package will support ECEC services run by non-Government schools.

#### Outside School Hours Care

- Outside of School Hours Care (OSHC) can continue to operate at ACT Schools.
- ACT Schools remain open until Friday 10 April 2020 at which point school holidays commence. At this stage, holiday/ vacation care can continue as planned. Please contact your provider for further information.
- OSHC services are experiencing significantly reduced numbers in their services.
- Outside School Hours Care and Vacation care are included in the **Australian Government Early Childhood Education and Care Relief Package**.

- For further clarification please direct inquiries to the Department of Education and Training. COVID-19 information can be found here: <https://education.govcms.gov.au/childcare-FAQ>

### **Can children still use the playground at their school?**

- School playgrounds are currently closed to the public under COVID-19 restrictions.
- Students who are attending school are allowed on the playgrounds on our school sites.
- Playgrounds are available for staff supervised groups of students during school or providers hours of operation, including for Early Childhood and Care providers and out of school hours care providers that share the school grounds. Appropriate use of equipment and social distancing will be enforced through supervision.
- Schools will ensure that playgrounds are regularly cleaned and checked as part of their normal school operations.

### **Which students are eligible to receive a device?**

- ACT public primary schools are identifying students in years 4, 5 and 6 who require a device to ensure learning can continue at home. If your child is in year 4, 5 or 6, please talk to your school about loaning a device for use during the home learning period.
- Year 7 through to Year 12 already receive access to a Chromebook device as part of the ACT Governments nation-leading investment in digital education.

### **Can students keep the Chromebook they've received on loan when the home learning period ends and students return to on-site school?**

- No. These devices are being loaned to students during this home learning period, as their learning approach is primarily online. When school returns to normal after this pandemic the Chromebook devices will need to be returned to your school.
- ACT public schools **are loaning out** Chromebook devices from their existing supply provided by the ACT Government. To ensure there are enough for every student from years 4, 5 and 6, the ACT Government has provided an additional 2000 devices.

### **Why can't students in primary school keep the Chromebooks, when students in years 7 are provided with their own to keep and use?**

- Students in ACT public secondary school return their devices when they exit the system. The Chromebook rollout to ACT public secondary school students is a separate program delivered by the Government to provide equal digital technology access to all senior secondary students.

- The Chromebooks being provided to students in years 4, 5 and 6 are being temporarily distributed for use during this home learning period.

### **Are Chromebooks available for loan to students in Years 3 and under?**

- For children in years P-3, we're working to make sure there's a mix of online and offline learning. Where possible, some schools may loan their devices (such as iPads) to families that don't have a device at home. Schools will be providing hard copy learning packs and they may also provide families with ideas and suggested learning via email.

### **I haven't got a Chromebook yet, what do I do?**

- Chromebooks will be made available to students in years 4, 5 and 6 who require one. There are approximately 11,000 public school students in years 4, 5, and 6. Schools are working hard to distribute these resources. If you haven't already requested a Chromebook, please contact your school to arrange a loan device.

### **The Chromebook my school gave me is broken/not working, what should I do?**

- Contact your school to see if the device can be fixed or if it needs to be replaced.

### **What happens if a device is damaged during the loan period?**

- Contact your school if the device is damaged. The Education Directorate is supporting schools should there be any damage or loss to devices.

### **What if my child attends an independent school?**

- Contact your school to discuss what support options are available to you.
- The Home Learning Resource Library is available to everyone. Visit <https://www.education.act.gov.au/schooling/learning-resource-library>



**ACT**  
Government  
Education

**DRAFT**

**Term 2: Education Directorate talking points**  
**3 April 2020**

## **Term 2: Care and Learning support model**

- We're preparing for increased measures that could be applied in the ACT to prevent the spread of COVID-19.
- We will ensure there is a safe place, ongoing supervision and support for the children of individuals providing essential services to the community, through a 'Care and Learning support model'
- The Care and Learning support model could be deployed for the commencement of Term 2 and for the duration of the COVID-19 pandemic.
- Two cohorts of students have been identified as most likely to require physical attendance at school sites under Care and Learning support model:
  1. Students whose parents are engaged in the provision of essential services (including children of health and emergency services personnel)
  2. Students with vulnerabilities, including:
    - Students with disability
    - Students who are disengaging with their education
    - Students from an Aboriginal or Torres Strait Islander background
    - Students who are at risk e.g. experiencing family or domestic violence
- The premise of the model focuses on building on the current policy position of 'no child will be turned away'.
- We may need to re-examine our approach, should the model be unable to manage demand or if there is a move towards the national definition of essential worker.
- Approximately 3265 ACT public school students (P-12) have one or both parents engaged in occupations which may be included in a 'broad definition' of essential worker.
- Inclusion of non-government schools in the Care and Learning support model could provide the ability to scale up the model to provide support for up to 5000 students, if required.

- At present around 1000 students have been attending public schools, the majority in Primary school. Student attendance at Catholic schools was proportionally higher, consistent with national attendance rates at Catholic schools.
- Three issues are critical to development of the Learning and Care support model include:
  1. Student numbers and needs – identification of the likely number of students requiring care and support and the vulnerabilities associated with these students
  2. Site selection – a reduction in the number of operational school sites
  3. Workforce model – identification of a suitable workforce to supervise care and learning supports at operational school sites.
- Academically, students would continue to learn using the home learning supports established by the school they are enrolled in.
- A workforce to supervise nominated Care and Learning support model sites will need to be established. This will be distinct from school teaching staff, who will continue to provide home learning to their students. The model would require joint engagement from OSHC providers and the Education Directorate.
- Care and Learning support model sites will provide care for students from 7.30am to 6.00pm, to appropriately reflect work hours associated with schools and Out of Hours School Care (OSHC).
- 15 Public School sites have been identified as potentially suitable to provide Care and Learning support model sites, based on demand, suitability of facilities and geographic location.
- Further supports are proposed to assist students with identified vulnerabilities. The specialist model will assist with providing ongoing care and learning support in four categories:
  - Specialist - Students with disability
  - Specialist – at risk high school students
  - Specialist – at risk primary school students
  - Specialist – Boomanulla program
- For a Specialist site to be feasible, some existing teaching staff would be required to continue in their roles. The staffing profile could include OSHC providers, Teaching staff and Learning Support Assistants (LSAs).

## Term 2: Home learning model

- Most students will engage in home learning during Term 2, as they have been doing in the pupil-free period.
- This is a huge paradigm shift for everyone in the sector – for students, parents and carers, our teachers and school staff, the Directorate, government, our stakeholders and the broader community.
- We are all in this together, adapting, learning, making mistakes, but totally committed to delivering the highest quality education to children and young people.
- While homes will become the environment for learning, our teachers and schools will continue to lead, support and facilitate students' learning. We do not expect parents and carers to take on the role of educators.
- Home teaching and learning programs will differ from school to school, just as on-site programs vary between schools. Many schools already have developed and established excellent learning from home plans.
- We are developing for schools, a set of guidelines for programs of online learning that represent the minimum educational offering for teaching and learning. The guidelines will ensure students continue to progress with essential learning.
- The following guidelines apply to students across all year levels:
  - Students and families should be given clear information about how and when they will receive learning materials and feedback. Schools should ensure there is regular communication and that students receive their learning with a regular rhythm.
  - Teachers should together create and communicate a schedule or calendar that shows what is expected of students, what students will be asked to do, approximately how long it will take, and when they should aim to complete the task.
  - Schools should avoid overwhelming students by giving them too many learning activities at once. Generally, no more than a week's activities should be provided at any one time. This can be adjusted by age as younger students might require this on a daily basis.
- Year 7 through to Year 12 already receive access to a Chromebook device as part of the ACT Government's nation-leading investment in digital education.

- To support online learning for younger students, we have been loaning Chromebooks to children in Years 4 to 6. Plans are also being made to facilitate internet access for families who need it.
- Students at home will receive regular “check ins” from teachers and extra supports will be put in place for vulnerable students and families, such as telehealth appointments with psychologists.
- We have launched our Learning Resource Library, which has already been hugely popular with around 30,000 unique visitors.
- This is also an enormous shift for our educators. We are committed their professional learning, their health and their wellbeing.
- Around 5,000 teachers have already participated in online professional learning on topics including Google Classroom, Seesaw, tools for online learning, principles of effective online learning, high quality webinar teaching, online assessment and more. We’re also running Q&A panels online, which are being joined by hundreds of teachers. Upcoming professional learning sessions will have a strong wellbeing focus.
- This week teachers will be testing and trialling their new skills with students when they practise using online tools to engage students in learning. This will be a great opportunity to become familiar with new systems before Term 2 starts.
- We now have many school-based staff working from their homes which presents us with opportunities as well as challenges. We are taking a flexible approach wherever possible and providing our support for staff to do their jobs safely and successfully from home.

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 6 April 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 6 April 2020.

**Noted / Please discuss**

**Yvette Berry MLA..../..../....**

### 1. HOT ISSUES

#### Attendance

Student attendance was at 2.4 per cent today and 1497 teachers physically attended their workplace. The Education Support Office is continuing to closely monitor school viability this week for the remainder of Term 1.

#### Term 2 arrangements and communications

As you are aware, arrangements for Term 2 will be discussed at National Cabinet this week and the Directorate is awaiting the Government's instructions in relation to these arrangements and their subsequent communication to schools and families. Term 2 decisions will also impact this week's professional learning schedule.

#### Technology

Final deliveries of primary school Chromebooks and staff laptops will take place this week and plans for internet provision are being finalised for families and staff who require this.

### 2. CONTROL: PLANNING

#### Professional learning

This week will see schools piloting home learning arrangements should these be required for Term 2, with a Q&A session to be planned for Wednesday and coaches available before then if required in relation to technology or pedagogy questions.

### Early Childhood Education and Care

The Directorate is working with providers to understand how the ECEC sector relief package announced by the Prime Minister last week aligns with the Job Keeper payments. Work is also under way to understand the critical capacity of the sector should a deeper 'lock down' be required. Questions have also been raised by the sector about needing to 'police' who attends out of school hours care services and whether they are the children of 'essential' workers – the Directorate has confirmed that all children who attend should be welcomed and that no 'policing' should occur by services.

## **3. CONTROL: PUBLIC INFORMATION**

### Communications priorities

The key priority for this week is to communicate Term 2 arrangements to schools and families as soon as these are finalised.

## **4. CONTROL: OPERATIONS**

### International students

There has been some confusion from parents of international students that the Prime Minister and other Commonwealth Ministers had called on international students to return to their home countries. The Directorate's understanding is that the comments related to different visa categories and Minister Tehan has also subsequently posted on social media in support of international students as members of our communities. A welcoming letter has been drafted for international families about term 2 arrangements.

### School cleaning

Four new cleaners commenced at specialist schools today and plans are now under way to ensure appropriate cleaning during school holiday programs beginning next week.

### Vacation care

To date, all vacation care providers who operate out of school facilities have indicated that they intend to offer a service in the upcoming school holidays. Some providers have indicated they may reduce the number of sites they offer services from if enrolments are too low. Providers may contact individual schools to discuss usage of space to ensure they can adhere to social distancing requirements. Please be flexible and enable providers to access additional space if required. Cleaning Services will clean all areas used by vacation care providers and providers have been advised not to engage external cleaning services.

2021 Enrolments

Public school enrolments for 2021 are anticipated to open as planned on Tuesday 28 April. An updated process is being developed in anticipation of most schools operating remotely in Term 2.



Signatory Name: Mark Huxley  
Title Incident Controller  
Date 6 April 2020

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Signatory Name: Mark Huxley  
Title Incident Controller  
Date 6 April 2020

**From:** [EDU Alerts](#)  
**To:** [#EDU\\_School\\_Leaders](#)  
**Subject:** A message from Mark Huxley: Morning Update 6 April 2020  
**Date:** Monday, 6 April 2020 10:51:43 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.jpg](#)  
[image005.png](#)  
[image006.png](#)  
[image007.png](#)  
[image008.png](#)  
[image009.png](#)  
[image010.png](#)  
[Chromebook FAQs.pdf](#)  
[Enrolments for 2021 checklist for schools.docx](#)  
[FAQ for School Staff - 6 April 2020.docx](#)  
[Telecon script 060420.docx](#)

UNCLASSIFIED For-Official-Use-Only

6 April 2020



Good morning colleagues

Four days to go!

As I mentioned on my teleconference this morning, I am aware that there is some confusion in the school community around the loaned Chromebooks. Attached is some clear messaging that will be shared with the community via the website, which you may also find useful to note.

I have also attached a checklist to support your preparations for 2021 enrolments. Please work through the checklist by cob Tuesday 7 April and let the enrolments team know of any issues or feedback you have. Their contact details are in the attachment.

Later today I will be sending you an email regarding Business Managers and Support Staff in Schools so please keep an eye out for that and share with your staff as required.

We have just four more days of recording physical attendance of students and staff using the form [HERE](#) (before 9.15am please) as well as roll marking as has been outlined. There will be new information later this week regarding draft Term 2 attendance processes, but for these last few days please keep doing what you have been doing.

Please find attached for your information:

- Chromebook FAQs
- 2021 Enrolments checklist
- Teleconference Script – 6 April 2020
- FAQs for School Staff - 6 April 2020

Regards

Mark Huxley

COVID-19 Incident Controller

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Follow us on

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## Frequently Asked Questions on Chromebooks

### **Which students are eligible to receive a device?**

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Contact your school to see if the device can be fixed or if it needs to be replaced.

## Frequently Asked Questions on Chromebooks

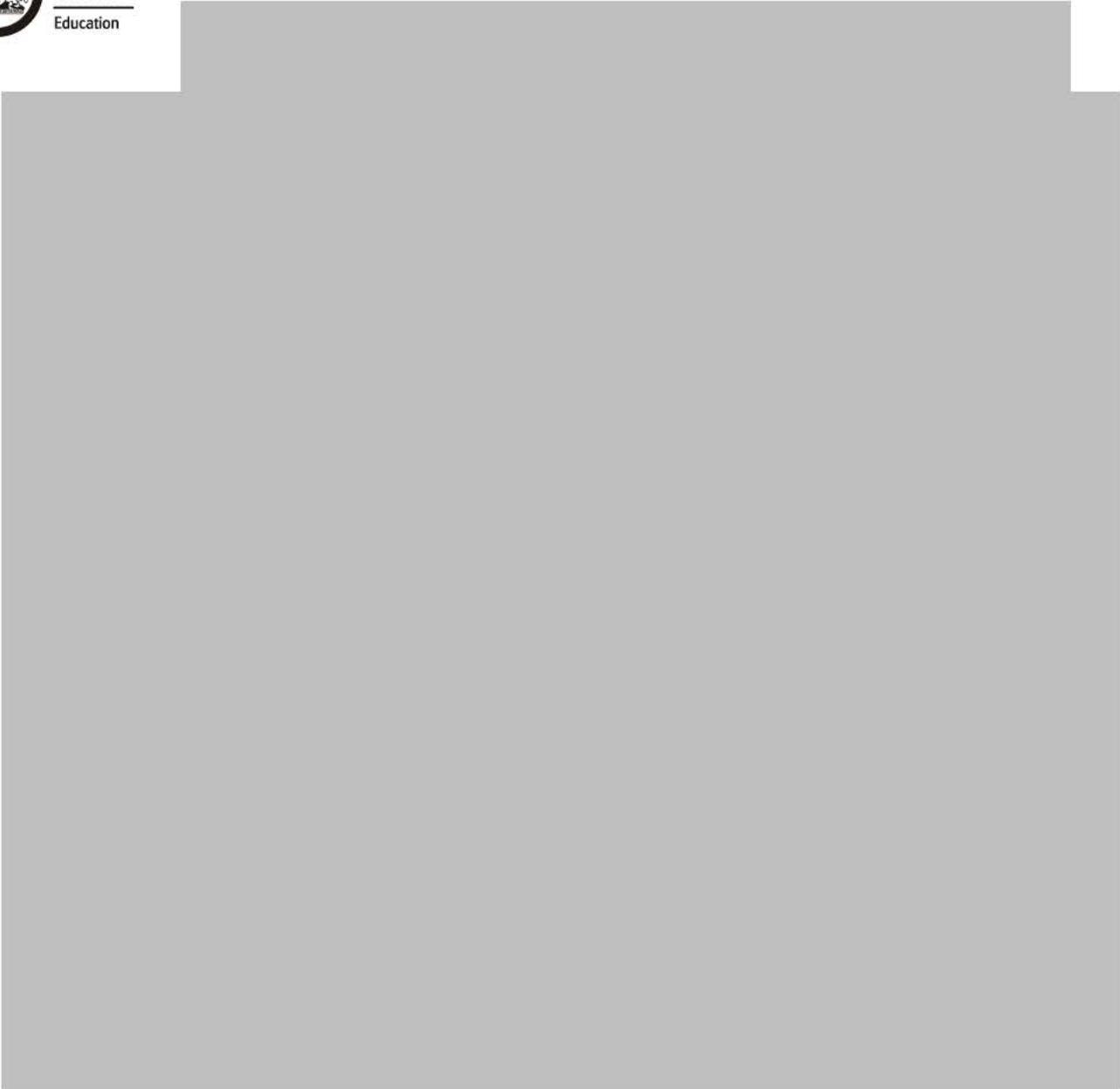
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Contact your school if the device is damaged. The Education Directorate is supporting schools should there be any damage or loss to devices.

### **What if my child attends an independent school?**

Contact your school to discuss what support options are available to you.

The Home Learning Resource Library is available to everyone. Visit <https://www.education.act.gov.au/schooling/learning-resource-library>





**What will be the expectation for assessment and reporting in Term 2?**

The Directorate is currently working to develop advice on assessment and reporting to schools for Term 2. We appreciate that many of you, including our colleges, continue to deliver access to learning and assessment during this period. We will provide more guidance on this important matter soon.

In the meantime, we encourage staff to attend online professional learning to ensure the structures will be in place to support home learning in Term 2. You can access the professional learning schedule via the [Google Calendar](#).

**Will there be an ongoing process for managing technical and fault issues with student's Chromebooks?**

Yes, we are finalising a service support model which will include support for Chromebook issues. The centrally managed support process will be for school staff, students and parents/caregivers to seek technical support when experiencing difficulties with their Directorate allocated devices. We will connect in, where appropriate, to schools ITO's using a new service desk system.

More information, including the phone and electronic communication methods, will be provided shortly.

**What is the difference between Google Hangouts and Google Meet? When would I use Google Meet vs. Google Hangouts?**

Google Hangouts is a peer-to-peer chat platform that can facilitate group chats and calls. Students currently have limited access to Google Hangouts and teachers are not required to use this platform for online home learning.

Google Meet is a webinar/video conferencing platform that integrates with Google Calendar and Google Classroom. It can be used for live lessons and to conduct wellbeing check-ins with students. The Google Meet environment is managed by teachers, though can also be used by students to communicate.

**Under which scenarios are we best to use a screencast?**

Teachers may wish to record their computer screen output, including narration, for direct instruction or to demonstrate a new skill to students online. Eddie Woo, secondary mathematics teacher, is an example of a teacher who regularly models and demonstrates new skills using a screencast.

Students can access this instruction asynchronously, meaning that they can pause, repeat, or rewind as needed to reinforce skills as they follow along with the instruction. This strategy is perfect for embedding into Google Classroom before setting students practice tasks, further research, or creative work.

**Do we have any guidelines that we could provide parents on how to use Google Meet to support their child or young person?**

Keeping our community informed and assisting parents to help their children during home learning is imperative to the success of our students. The Directorate acknowledges this and is working hard to develop a 'Families Guide' page for inclusion on the [Home Learning website](#).

### **What are the changes to health services in ACT schools?**

A change to health services in ACT schools commenced on 31 March 2020. Please note the following changes are temporary and services are expected to re-commence once the ACT COVID-19 response has been finalised.

#### **High School Immunisation**

The high school immunisation program was put on hold when schools commenced pupil free days on 24 March 2020. In the event schools resume normal operations in Term 2, the immunisation program will continue as scheduled. Further advice regarding high school immunisations will be provided by Canberra Health Service in the near future.

#### **Healthcare Access At Schools (HAAS)**

The Health Care Access At Schools (HAAS) program will remain in operation while schools are open or while HAAS students of essential service workers remain at the school. Unfortunately, HAAS will not have opportunity to train new HAAS workers at this time, however support will be available by phone.

It's important for schools to continue to comply with the [HAAS Implementation guidelines](#). Healthcare tasks **must only** be performed by school staff who have been trained by a HAAS Registered Nurse (RN) to deliver those specific HAAS tasks for that specific HAAS student.

If no trained HAAS workers are available, parents have the option of either coming to the school to attend the tasks themselves or keeping the student at home.

██████████ is the Clinical Nurse Consultant who will be available to provide advice and support to existing HAAS workers and schools should they need support. ██████████ can be contacted on ██████████

#### **Kindergarten Health Check**

Due to the redeployment of registered nurses to acute services during the COVID-19 pandemic response, the 2020 Kindergarten Health Check will not proceed.

#### **School Youth Health Nurse Program**

Due to planned redeployment of registered nurses to acute services during the COVID-19 pandemic response, the School Youth Nurse Program will be on hold from Term 2 until further notice.

### **Is there a hotline for parents and carers?**

Parents and carers are encouraged to contact their child's teacher or school principal about any issue or concern regarding their child's welfare.

Alternatively, parents, carers and community members can raise any concerns with the ACT Education Directorate through the Families and Students, Complaints and Feedback Unit online via the [ACT Education Directorate contact form](#) or by phone (02) 6205 5429 between 9am-5pm, Monday to Friday.

### **Where can I find advice about workplace arrangements and employee entitlements?**

For all enquiries regarding working arrangements and employee entitlements, please refer to the workplace relations tab on the Employee Index at: [Index/Our People/COVID-19/Workplace Relations](#).

Should you have any questions that are not answered on this page, please contact [Workplace.Relations@act.gov.au](mailto:Workplace.Relations@act.gov.au).

**Mark Huxley**

**Teleconference script**

**6 April 2020**

Good morning

I'd like to start by acknowledging the traditional custodians of the land we are meeting on, the Ngunnawal people. I acknowledge and respect their continuing culture and the contribution they make to the life of this city and region. I'd like to pay my respects to all people of Aboriginal and Torres Strait Islander heritage who join us today.

Week ten, term 1 with only four days till Easter... in some ways it's hard to imagine we are still in Term 1 with what we've been grappling with all year...bushfires, air quality and now COVID-19. As of yesterday there were 96 confirmed cases in Canberra.

I'm going to keep it short today because I know you'll want to get on with things.

As you know, our main focus for this week is piloting our alternative learning programs for Term 2. Some of this piloting work has already started which is great to see. Some things will work, and others won't, and that's okay. Please be kind to yourselves, be reflective, adapt and respond, and continue learning.

We are all in this together and remember history books are going to be written about this extraordinary time. It's certainly not business as usual and we need to be flexible and forgiving with ourselves and each our community when things don't go how we'd hoped.

Be flexible, maintain relationships and connectedness as a priority, offer asynchronous self-paced options for students, with the odd synchronous face to face check in. This is not business as usual, running your normal face to face school timetable isn't an option. Your parents and community will also thank you for this.

The most important thing I want to say about the piloting work under way this week is: if you need help, please ask. We can support you with questions whether they are about the technology or the pedagogy and have additional supports to offer.

I'm also really mindful that we are still awaiting formal announcement of our Term 2 arrangements for schools. The ACT is committed to working towards a national consistency on the approach to Term 2 and schools will be the focus of this week's national cabinet meetings and the usual discussions that occur between state and territory leaders leading up to any announcements.

Everyone knows how important this decision is. Some states and territories are already foreshadowing what this might be.

Daniel Andrews came out this morning and gave an insight into the likely position from Victoria, that skeleton staff may operate schools to accommodate vulnerable pupils and children of essential workers as the pandemic continues.

Expect more discussion in the media today and tomorrow.

In the meantime, we are certainly continuing the work on moving to an alternative delivery of education for most students next term and we'll say more about this as soon as we can. I'm very aware that everyone wants certainty and we will provide this as soon as possible.

Coming up to the school holidays, I would expect most schools usual holiday programs would run at the end of Term 1 following the Commonwealth's announcement that early childhood and care services would be free from last night (Sunday night) but we will also be keeping an eye on this.

To date, all vacation care providers who operate out of school facilities have indicated that they intend to offer a service in the upcoming school holidays. Some providers have indicated they may reduce the number of sites they offer services from if enrolments are too low.

We will keep you up to date with any information we receive from individual providers and the Directorate's priority will be ensuring that collectively providers meet community demand and services are spread across the ACT.

Providers may contact individual schools to discuss usage of space to ensure they can adhere to social distancing requirements. Please be flexible and enable providers to access additional space if required.

Cleaning Services will clean all areas used by vacation care providers and providers have been advised not to engage external cleaning services.

While acknowledging the need to reduce communications to principals, you can expect some important items this week including:

- Draft Term 2 attendance procedures for your feedback
- A quick update for Business Managers and Support Staff in Schools
- A compilation of all wellbeing supports available for students and families
- Positive Behaviours for Learning (PBL) supports for schools to use.

This week we'll also continue to closely monitor attendance and school viability. Student attendance was at 2.2 per cent on Friday and 1483 teachers physically attended their workplace.

You're all doing an amazing job and it has been so lovely to read the comments from families and the stories on social media about how schools have been stepping up at this time. We're starting to get some lovely parent emails that we are sending on to the Minister's Office so the government has visibility of your great work.

So, please enjoy this week. Go out there and trial with your families some of the new alternative and flexible education delivery approaches you have been developing. It's both a very anxious and exciting time. We are moving well outside our comfort zones and we are all learners together.

As a reminder that we are not alone in this journey and that educators across the globe are grappling with the same issues, I'd like to finish with a quote from the Singapore Education Minister, Ong Ye Kung:

"Try to learn outside the syllabus, read widely....find what subjects, what areas you're passionate about. Stay safe, stay home, stay curious".

Safety, passion and curiosity. Not bad sentiments for these times.

Have a great day everyone. Speak soon.

This document is not released in accordance with Schedule 1.2 of the  
*Freedom of Information Act 2016.*

## Non-Gov 6/4

Monday, 6 April 2020 1:19 PM

Deb  
Caitlin

Ross Hawkins

**Deb**

Thank you for the input from all over the weekend - paper will be circulated once finalised.

Check in re: Term 2 possibilities - good read on Min's position and where she thinks it should best land.

Minister preference is for cut over at start of term 2 - on consolidated offer of learn and care. Students at services would be accessing online learning.

Catholics perhaps running own consolidated model parallel to EDU? Which model are sectors most likely to go with, and when is that likely to settle?

In public schools we are likely to consolidate to a number of schools across the state. 7:30am - 6pm offering offered by the oshc and supplemented by allied health professionals.

Not expecting a directive, but expecting that schools will need to be available to those who can't learn from home. Given low number of students, consolidation might be the best option.

Wherever we land re attendance - will be applicable to all sectors - Deb is seeking further clarification from the C'wealth re regulatory actions.

**ACTION** - [REDACTED] to provide a list of issues to be addressed by the Commonwealth for Deb to write to the C'wealth formally and seek advice.

[REDACTED]  
Current mode of operation is inclined to be continued - may be challenging (attendance for those who need to attend - all sites still open)

Smaller schools or Garran (high percentage of health workers) might merge the attendance at a number of schools to ensure viability. Trying to keep as much of the workforce engaged as possible.

30% of income at stake this year - consolidated learn and care service may jeopardise this further.

Intention is to provide education and care to those students who are unable to learn from home.

**Catholics can't see opening the term with anything except current model (up to wk9 this term). Yet to decide if consolidation of sites is a need.**

[REDACTED] **would like to receive any regulatory advice received by EDU.**

Really keen to understand if CHO has provided school specific advice - how can we get this? Do we just refer employees to the COVID-19 information line?

**ACTION:** Deb to find out why there is no school specific advice to schools as there is for ECEC.

[REDACTED]  
Member update meeting this morning.

- If the Health narrative continues that schools are a safe place to attend - many members expect a spike in attendance.
- Term 2 reporting discussed / questioned.
- Members have heard about consolidated format, not a lot of questions.
- Most likely that schools will continue as is - no discussion about consolidation of sites.

Are we expecting a Federal directive of schools being closed in Term 2?

Ross Hawkins

Collectively it is still quite agile and moving. Even if EDU continues to unpack, there will be more questions - so we should all stay in touch and keep discussing and finessing the offer.

Potentially Primary - yr8 - Victoria has not offered high school.

This document is not released in accordance with Schedule 1.6 of the  
*Freedom of Information Act 2016.*

**From:** [Short, Paul](#)  
**To:** [Haire, Katy](#); [Matthews, David](#); [Huxley, Mark](#); [Efthymiades, Deb](#); [Hawkins, Ross](#)  
**Cc:** [DGEDUoffice](#); [Laurent, Kristen](#); [Larkin, Lyn](#)  
**Subject:** Stakeholder meeting notes  
**Date:** Monday, 6 April 2020 5:17:24 PM  
**Attachments:** [Stakeholder meeting notes 06042020.docx](#)

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UNCLASSIFIED

Hi all – thanks for your participation in the stakeholder webex today. Notes from this meeting are attached fyi.

I didn't catch any specific action items. Most of the feedback received should be addressed over the coming days and weeks through our T2 delivery model. We will certainly factor the feedback into our announcement and supporting comms.

Cheers,

Paul

Paul Short | Executive Branch Manager

**Phone: 02 620 72809 | Mobile: 0408 368 746**

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Level 6, 220 Northbourne Avenue | GPO Box 158 Canberra City ACT 2601 | [www.education.act.gov.au](http://www.education.act.gov.au)



## MEETING NOTES / ACTIONS

## Education Sector Stakeholder Forum

Monday 6 April, 2.30-4.00pm

Webex video/teleconference

## Key themes / issues raised

|                                    |   |
|------------------------------------|---|
| <b>Supporting parents</b>          | <ul style="list-style-type: none"> <li>• Need to be clear about the expectations of parents while their children are learning from home</li> <li>• Comms from schools are a mixed bag: some have been fabulous, others have provided very little info or support.</li> <li>• Parents need reassurance about what their kids are supposed to be doing – and help to manage parent anxiety about this.</li> <li>• Sustainability of home learning over a long period will be an issue. Some parents may send their kids back to school.</li> <li>• Some may need support understanding/using technology. Don't assume everyone has access and knowledge.</li> <li>• Don't forget many teachers are parents too.</li> <li>• Don't forget many parents are managing multiple kids / schools / year levels.</li> </ul> |
| <b>Mental health and wellbeing</b> | <ul style="list-style-type: none"> <li>• Need to prioritise mental health – for students, parents, carers, teachers</li> <li>• Also need to support children and families' mental health with regard to pandemic</li> </ul>   |
| <b>Support for staff</b>           | <ul style="list-style-type: none"> <li>• Staff wellbeing is an ongoing concern – mental and physical health, including safe workspaces from home.</li> <li>• How do principals deliver coaching and support remotely?</li> <li>• What role will LSAs play in our T2 education delivery</li> </ul>   |
| <b>Praise</b>                      | <ul style="list-style-type: none"> <li>• Acknowledgement for schools, teachers, principals and the innovative approaches they are taking</li> </ul>   |
| <b>Assessment and reporting</b>    | <ul style="list-style-type: none"> <li>• Particular concern for year 11/12 students.</li> <li>• Need to communicate with 11/12 parents, not just directly to students.</li> </ul>   |
| <b>Vulnerable students</b>         | <ul style="list-style-type: none"> <li>• Ongoing calls for tailored support and approaches</li> <li>• Concerns around children with disabilities, esp those with complex needs and supports at school. Challenge with NDIS rules and not being able to use core supports in school hours.</li> </ul>  |
| <b>Equity</b>                      | <ul style="list-style-type: none"> <li>• Equity is critical – re learning offer, access to technology. Also some concern about how we help kids catch up in the future, if their learning is impacted this year.</li> </ul>   |

**Raw notes:**

- Minister Berry welcome, key issues:
  - Early childhood care announcement.
  - What term 2 looks like. A different kind of education, support the teaching workforce to deliver in a new and different way, while ensuring our kids get the best possible education
  - Year 11/12 ATAR and what that's going to look like.
  
- Katy:
  - 2 weeks since pupil-free days began. Professional development – several thousand. Trialling new ways of working – online and distance learning. This week test and learn.
  - Vulnerable students – very much on our minds. Teachers have been staying in touch during pupil free period.
  - Year 11/12 ATAR.
  - OSHC continues to operate this week and into school holiday programs.
  
- Questions/feedback from stakeholders:
  - Mike Battenally: Parent community is confused. They need clarity. This will take pressure off schools. We have a long way to go in transforming – it's only the start of the marathon. Staff wellbeing ongoing will be a concern. Coaching and support – what does that look like in an online environment.
  
  - Wendy Cave: grateful for info coming out with tools and guidance for staff working offsite. Ack innovative work happening in schools, eg. front offices providing service support. Imperative for Principals to hone leadership skills in these circumstances. Key national issues – clarity of definitions of essential service providers; consistency/continuity of learning; reporting. Principals aware of need for schools being safe places for whomever attends; also homes being safe places for staff.
  
  - [REDACTED]: parents still confused. Katy letter last week helped clarify concerns around attendance. Getting some great comms coming out now from Minister and Directorate. Schools are a mixed bag though. Some wonderful examples from Principals, but still hearing from parents who have nothing, or have been told they cannot talk to their teacher. General confusion about what parents are supposed to be doing re online learning. What are the parent's responsibilities? Need reassurance if your kids aren't engaging – help manage parents' anxiety. Concerns around children with disabilities, esp those with complex needs and supports at school. Challenge with NDIS rules where you can't use core supports in school hours. Concern as we head to T2 – how can we cope for 10-20 week, and help all kids keep up. LSAs – can they support kids, eg through 1:1 calls? College still a grey area – lots of kids are anxious – may need more info direct to parents of college kids (much of the comms has been direct with students so far). Education and care services run by P&Cs – pressure to close and to stay open from separate parts of community. How can we make up lost learning in the future?
  
  - [REDACTED]: still getting reasonable numbers of students in independent schools. Early learning centres confused by latest Cth announcement. T2 schools planning for what that looks like – interested to take lead from ACT public schools. Could be a spike in attendance at schools as parents are challenged by longer term WFH and LFH

arrangement for T2. What does this mean for teachers – parallel delivery of curriculum online and for those in attendance? Equity issues if some kids F2F and some online.

- [REDACTED]: two themes... 1. How do we ensure equity for all kids to receive a great education? 2. Leadership of Principals has been fantastic.
- [REDACTED]: parents don't have capacity/familiarity with technology. But don't underestimate their capability. Access an issue – don't assume everyone has tech. Potential impact on mental health – mental health first, learning second. Some families may need support to upskill their capability, with school work and use of technology. Importance of relationships, and feedback for students. Difference between home schooling and home learning. Parents are not teachers. Also need to support children and families' mental health with regard to pandemic. Need to consider parents who are supporting multiple children.
- [REDACTED]: Well done ACT EDU Directorate and public schools leading the nation. Keen to see best possible comms for parents...concerns about isolation for students and teachers and managing people's mental health, ensure safe home-based work environs. online safety, equity issues addressed.
- [REDACTED]: main concerns are staff wellbeing. Teachers also managing their own kids learning from home. Concern about assessments and reporting, esp for Y11/2. Potential growth of students wanting to attend schools next term. Supporting at-risk teachers to work from home – still getting questions in the independent sectors. Concerns about job security in early childhood and for casuals.
- [REDACTED] – broader membership eg Essential workers in CHS being told to send kids to school, but may change their minds depending on what the offer will be. Survey last week – admin staff in EDU were unsure if they should be at school or if they should work from home – some uncertainty. Update on LSAs and if they can work from home or are required to go to school.
- Katy: Term 2 in public school sector – overview
  - Bringing learning to life in a different way
  - not expected to teach. Parents are parents. Schools still play an active role. Parents
  - Each school building on existing rships with their community. Broad guidelines being developed by Directorate.
  - In T2 we will ask parents, if they can to please keep kids home.
  - Majority of kids learning will take place not at physical school, but supported by their schools.
  - Some kids will need to go to a physical site. Need to make sure they are safe and accessible. Looking to shift from using all 88 schools to a smaller number of sites. Kids will be cared for and supervised to do work provided by their own school.
  - Planning all 4 specialist schools will stay open. Keep open alternative site a Mullyan. Exploring a site for ATSI students – learning from their school in a culturally safe environment.
  - Consider impact on vulnerable students (eg. autism) of moving to a different site, and what additional support they may need.
- Communication strategy suggestion – more videos on socials. Need to create personalisation and F2F connections.

**ATTENDEES**

|  |   |
|--|---|
| Minister's office  | Yvette Berry<br>Rebecca Hobbs, Josh   |
| Education Directorate  | Katy Haire, David Matthews, Mark Huxley, Ross Hawkins,<br>Deb Efthymiades<br>Paul Short (secretariat) |
| ACT Principals' Association  | Mike Battenally, Wendy Cave   |
| P&C Council  |   |
| Association of Independent Schools                                 |   |
| Catholic Education   |   |
| Catholic School Parents<br>Archdiocese of Canberra and<br>Goulburn |   |
| Australian Education Union   |   |
| Independent Education Union  |   |
| Community and Public Sector Union                                  |   |
| United Workers Union   |   |

This document is withheld subject to further third party consultation

**From:** [Matthews, David](#)  
**To:** [Hobbs, Rebecca](#)  
**Cc:** [Haire, Katy](#); [DGEDUoffice](#); [DDGEDUoffice](#)  
**Subject:** Letter to the AEU  
**Date:** Tuesday, 7 April 2020 9:54:24 AM  
**Attachments:** [200406 DG Letter to the AEU CLEAN version.docx](#)

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UNCLASSIFIED For-Official-Use-Only

Bec,

FYI, we propose to send this today. CMTEDD have given it the tick.

I'd be interested in any views you might have, and happy to discuss.

Regards

David Matthews

A/g Deputy Director General

Education Directorate, ACT Government

Office: 6207 0384 | Email: [david.matthews@act.gov.au](mailto:david.matthews@act.gov.au)

*While I'm sending this message now I encourage you to read, respond or action at a time that best works for you.*



[REDACTED]  
Australian Education Union

[REDACTED]  
[@aeuact.org.au](mailto:[REDACTED]@aeuact.org.au)

Dear [REDACTED]

Thank you for meeting with representatives from the Education Directorate (Directorate) on Friday, 3 April 2020 to discuss arrangements for our teaching workforce as we manage our emergency response to the Novel Corona Virus (COVID-19) pandemic.

As the Directorate undertakes the critical and rapid transition to alternative delivery of education services, we are deeply cognisant of the fundamental role of our teaching workforce in providing high quality, safe, equitable and inclusive education to all of our students.

The Directorate remains committed to working in close partnership with the Australian Education Union (AEU) to ensure we support our teaching workforce during this challenging period based on mutual respect and consultation.

The Directorate will continue to meet our obligations to staff under the *ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2018-2022* (the Agreement) and relevant laws such as the *Work Health and Safety Act 2011* and the *Public Sector Management Act (PSM) 1994*.

Staff will continue to be remunerated in line with the Agreement and accrue their leave and other entitlements and arrangements have been put in place by the Directorate for casual and temporary staff, in line with whole of government commitments. The Agreement also provides for various allowances for employees including (but not limited to): The First Aid Allowance, Special Education Allowance, and Health Access at School Allowance. The payment of these allowances will remain unchanged.

As we navigate the COVID-19 pandemic we have agreed that we need to facilitate fair and flexible working arrangements for all teaching staff which appropriately considers individual circumstances. This may include team-based approaches to work which fairly distribute shared work tasks between team members after consultation and agreement. This may also include flexible working hours to support both synchronous and asynchronous teaching and learning practices.

The Directorate will also be requiring a school-based workforce to facilitate learning for vulnerable children, and those of essential workers in the ACT community. These arrangements will be subject to further negotiation between the Directorate and AEU.

In our discussions we have agreed that it is always important to maintain the highest professional teaching standards and clarified that existing requirements outlined in the Teachers Code of Conduct and the underperformance and misconduct provisions in the PSM will continue to apply.

**GPO Box 158 Canberra ACT 2601 | 220 Northbourne Ave, Braddon ACT 2612 | phone: 6207 5111 | [www.education.act.gov.au](http://www.education.act.gov.au)**

All teachers will continue to maintain core conditions of employment including current teacher registration with the Teacher Quality Institute (TQI) and Working With Vulnerable People registration.

The Directorate will ensure that all staff have a home-based working agreement in place and receive relevant guidance materials on these matters to support staff.

There are a small number of provisions in the Agreement that are not practicable in the current working environment, given home-based working arrangements for most teachers and the approach to flexible work arrangements already outlined. On this basis, I would like to formally seek the AEU's agreement to temporarily suspend the following provisions under the Agreement:

- **Clause R2 – Principal, School Leader and Teacher Placement and Clause R3 – Teacher and School Leader Transfer**

Clause R2 provides that classroom teacher placements are supported through annual career development discussions between principal/manager and teacher which must occur before the end of Term 2. Clause R3 provides for the annual classroom teacher transfer process in accordance with the *Procedures for Filling Classroom Teacher Vacancies*.

It is proposed that the requirement for career development discussions and classroom teacher transfer process is suspended for the 2020 school year; notwithstanding that teachers may still express an interest in other vacancies as advertised.

- **Clause P4 – Class Sizes**

Clause P4 provides the agreed *EDU and AEU Class Sizes Policy and Procedures* outlining class size requirements across all school sectors within the ACT Public School system.

It is proposed that the Policy and Procedures are reviewed and amended, if required to support class size requirements for remote teaching and learning.

- **Clause P5 – Face-to-Face Teaching and P6 – Face-to-Face Teaching Loads**

Clause P5 provides the definition for face-to-face teaching and Clause P6 outlines the maximum face-to-face teaching hours per week for relevant sectors. This is a key staff entitlement for teaching staff and how this will be managed will impact how principals/managers facilitate program of work for teaching staff i.e. timetable.

It is proposed that the Directorate and the AEU work together on the agreed definition of what face-to-face teaching means and how this will apply as schools transition to alternative / remote methods of delivering education.

- **Clause N5 – New Educator Development**

Clause N5 provides for:

- a five day induction program,
- reduced face-to-face teaching hours over their first three years of teaching, with a further reduction to primary teachers commencing July 2020, and
- 6 new educator support days nominally allocated as 2 days per year.

The Directorate is committed to continue to plan for the 2021 five-day induction program with a view to alternative methods of delivery if required. The reduced face-to-face teaching hours for New Educators will be impacted by the change to remote education delivery therefore, as per the above mentioned point we agree to work with the AEU on a shared understanding of the definition of face-to-face and how this will be applied for New Educators. Where new educators are unable to utilise their allocated support days in 2020, this will be rolled over to their 2021 allocation.

- **Clause P9 – Sustainable Management of Workload and Practice**

Clause P9 requires schools to develop a School EA Implementation Plan (Plan) annually. This is currently due to be finalised and agreed with AEU Sub-Branch Officer by the end of Term 1.

It is proposed that schools continue to complete their Plans in preparation for normal school-based arrangements, with a recognition that necessary adjustments will be required due to current working arrangements. Principals will be encouraged to progress the finalisation of their Plan as soon as practicable.

The Directorate looks forward to further dialogue with the AEU on these and other issues. Again, thank you for your continued advocacy for our teaching workforce and I look forward to your response to this request.

Yours sincerely

David Matthews  
A/g Deputy Director-General  
6 April 2020

**From:** [Huxley, Mark](#)  
**To:** [Hobbs, Rebecca](#); [Cursley, Megan](#)  
**Cc:** [Haire, Katy](#); [Matthews, David](#); [Efthymiades, Deb](#); [Short, Paul](#); [Larkin, Lyn](#); [Hawkins, Ross](#); [EDUIMT](#); [Myers, Christina](#)  
**Subject:** FW: FOR YOUR CLEARANCE: UPDATED Announcement package for term 2 remote delivery of school  
**Date:** Tuesday, 7 April 2020 1:15:00 PM  
**Attachments:** [Draft MR - Term 2 alternate learning draft.docx](#)  
[Draft Video script for Minister term 2 updated.docx](#)  
[Draft web story - Term 2 alternate learning draft.docx](#)  
[Email from principals to parents and carers - term 2.docx](#)  
[BERRY letter to parents alternate learning- draft updated.docx](#)  
[Term 2 Remote learning announcement comms plan.docx](#)  
[T2 narrative 07042020 exec eds clean.docx](#)  
**Importance:** High

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UNCLASSIFIED

Hi Bec and Megan,  
Please find attached the draft proposed comms package for a potential announcement tomorrow on the ACT Public Schools education program.  
Happy to discuss further. We are working on the proposed survey to parents and carers and will have that through soon.

Regards

Mark

Mark Huxley

Executive Group Manager School Improvement

ACT Education Directorate

(w) 02 62053988 [mark.huxley@act.gov.au](mailto:mark.huxley@act.gov.au)

---

**From:** Larkin, Lyn <[Lyn.Larkin@act.gov.au](mailto:Lyn.Larkin@act.gov.au)>  
**Sent:** Tuesday, 7 April 2020 12:57 PM  
**To:** Huxley, Mark <[Mark.Huxley@act.gov.au](mailto:Mark.Huxley@act.gov.au)>  
**Cc:** Short, Paul <[Paul.Short@act.gov.au](mailto:Paul.Short@act.gov.au)>  
**Subject:** FOR YOUR CLEARANCE: UPDATED Announcement package for term 2 remote delivery of school  
**Importance:** High

UNCLASSIFIED

Hi Mark, for your clearance, updated announcement pack attached. Once you are happy, I understand this is to go to Bec and Megan in the MO.

Minister Berry MR

Minister Berry letter to parents

Minister Berry video script

Web story for EDU website

Email for principals to parents (Minister Berry letter to be attached to email)

Communications plan for announcement

Warm regards

**Lyn Larkin | Senior Director Media and Communications**

**Phone:** +61 2 6205 0837 | **Email:** [lyn.larkin@act.gov.au](mailto:lyn.larkin@act.gov.au)

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**From:** Short, Paul <[Paul.Short@act.gov.au](mailto:Paul.Short@act.gov.au)>  
**Sent:** Tuesday, 7 April 2020 11:04 AM  
**To:** Huxley, Mark <[Mark.Huxley@act.gov.au](mailto:Mark.Huxley@act.gov.au)>  
**Cc:** Larkin, Lyn <[Lyn.Larkin@act.gov.au](mailto:Lyn.Larkin@act.gov.au)>

**Subject:** FW: Announcement package for term 2 remote delivery of school

UNCLASSIFIED

Hi Mark

Drafts comms attached. Everything is built off the updated narrative (last attachment).

Cheers,

Paul

Paul Short | Executive Branch Manager

**Phone: 02 620 72809 | Mobile: 0408 368 746**

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---

**From:** Larkin, Lyn <[Lyn.Larkin@act.gov.au](mailto:Lyn.Larkin@act.gov.au)>

**Sent:** Tuesday, 7 April 2020 11:01 AM

**To:** Short, Paul <[Paul.Short@act.gov.au](mailto:Paul.Short@act.gov.au)>

**Subject:** Announcement package for term 2 remote delivery of school

UNCLASSIFIED

Hi Paul,

Please find attached the following material for clearance:

Minister Berry MR

Minister Berry letter to parents

Minister Berry video script

Web story for EDU website

Email for principals to parents (Minister Berry letter to be attached to email)

Regards

Lyn

---

**From:** Short, Paul <[Paul.Short@act.gov.au](mailto:Paul.Short@act.gov.au)>

**Sent:** Tuesday, 7 April 2020 10:15 AM

**To:** Larkin, Lyn <[Lyn.Larkin@act.gov.au](mailto:Lyn.Larkin@act.gov.au)>

**Subject:** updated narrative

UNCLASSIFIED

I've listed the key points from Mark and tracked specific edits to the narrative.

Cheers,

Paul

Paul Short | Executive Branch Manager

**Phone: 02 620 72809 | Mobile: 0408 368 746**

**Media & Communications | Education | ACT Government**

Level 6, 220 Northbourne Avenue | GPO Box 158 Canberra City ACT 2601 | [www.education.act.gov.au](http://www.education.act.gov.au)

## Yvette Berry MLA

### Deputy Chief Minister

Minister for Education and Early Childhood Development  
Minister for Housing and Suburban Development  
Minister for the Prevention of Domestic and Family Violence  
Minister for Sport and Recreation  
Minister for Women

Member for Ginninderra

8 April 2020

## DRAFT

# ACT Students to move to Learning from Home program in Term 2

**At the start of term 2, ACT public schools will be moving to an alternate delivery of learning with most students to undertake their learning from home.**

All ACT public school students will be supported through a program of online and remote learning designed and delivered by their usual classroom teacher, who knows them best, to match their school year and ability. This will also ensure students and families maintain their relationships and connection with their school.

Learning from home is not possible for all families at this time. For those ACT public school students who can't be at home, we will provide a small number of safe, supervised school sites they can access their remote learning from. It is unlikely this site will be their normal school.

These sites will provide care and supervision for students who can't be at home. Learning will continue to be delivered remotely by student's usual classroom teacher, and students will have access to the same Learning from Home program as their peers, while being provided a safe and caring supervised environment.

These sites will be open for all students in Preschool to Year 10, including students with disability. We will maintain good physical distancing measures, hygiene practices and cleaning to support the safety of all people at these sites.

A survey will be sent via schools today to for ACT public school families to identify whether they intend to use one of the supervised sites.

---

## ACT Legislative Assembly

Phone (02) 6205 0233 Email: [berry@act.gov.au](mailto:berry@act.gov.au)

 @ YvetteSBerry  YvetteSBerry  yvettesberry

## **Yvette Berry** MLA

### **Deputy Chief Minister**

Minister for Education and Early Childhood Development  
Minister for Housing and Suburban Development  
Minister for the Prevention of Domestic and Family Violence  
Minister for Sport and Recreation  
Minister for Women

Member for Ginninderra

We are fortunate in the ACT to have a flexible approach to year 11 and 12 assessment. Year 11 and 12 students will continue to be supported to complete the ACT Senior Secondary Certificate and finish their school years through remote learning offered by their college. Assessment schedules and types are being modified to reflect the current circumstances being faced by students, while still meeting the requirements of the ACT Board of Senior Secondary Studies. Student packages are also being reviewed to ensure that success is maximised for all students.

We know some students have additional needs. We will support vulnerable students to transition to the most appropriate arrangement for them. This could include, for example, learning support units delivering differentiated supports to vulnerable students learning from home, or access to a safe and supervised school site.

All of our specialist schools will be identified as safe, supervised school sites. Specialist safe, supervised school sites will offer a care service to meet the highly individualised needs of students who cannot be at home.

Families should continue to focus on the wellbeing of their kids. They are not expected to be teachers. Educators are responsible for the quality of learning delivered to students. Your child's teacher will continue to lead and guide teaching and learning, but it will look different.

Students relationship with their teacher and school will continue to be important during this time. Families and students will remain connected with teachers and classmates while they are learning from home.

More information will be available shortly about where care services sites will be located for those families who need to access this service.

**Statement ends**

**Media contact/s:**

**Megan Cursley** T (02) 6207 1653 M 0435 960 505 [megan.cursley@act.gov.au](mailto:megan.cursley@act.gov.au)

---

**ACT Legislative Assembly**

Phone (02) 6205 0233 Email: [berry@act.gov.au](mailto:berry@act.gov.au)

 @ YvetteSBerry  YvetteSBerry  yvettesberry

**Draft Video Script – Minister Berry Term 2 - Learning from Home**

- I'd like to start by acknowledging the very difficult role parents and carers have at this time keeping children safe, helping them feel secure and, in the past few weeks, helping them learn from home while our schools have been skilling up to deliver online learning.
- Our schools have been using this time to develop resources and alternative delivery of learning for children to access their learning from home. This has been an important opportunity for us to make sure ACT public school students can continue to receive the highest quality education, no matter what the setting, in these trying times.
- We thank the Canberra community for providing our teachers with the time and space to do this important work.
- At the start of term 2, ACT public schools will be moving to an alternative delivery of learning.
- This will mean learning from home for most ACT public school students.
- All students will be supported through a program of online and remote learning designed and delivered by their normal classroom teacher, who knows them best, to match their school year and ability, regardless of location. This will also ensure students and families maintain their relationships and connection with their school.
- For those ACT public school students who can't be at home, we will provide a small number of safe, supervised school sites they can access their learning from. It is unlikely this will be their usual school, or with their usual classmates.
- We will maintain good physical distancing measures hygiene practices and cleaning to support the safety of all people at those sites.
- A survey will be sent via schools today to ACT public school families to identify whether they intend to use one of the supervised sites. This will allow us to assess demand and design these services appropriately.
- Families should continue to focus on the wellbeing of their kids. They are not expected to be teachers.
- This is a learning from home model, not home schooling.
- Our year 11 and 12 students will continue to be supported to complete the ACT Senior Secondary Certificate and finish their school years through remote learning offered by their college.
- We are fortunate in the ACT to have a flexible approach to year 11 and 12 assessment. Year 11 and 12 students will continue to be supported to complete the ACT Senior Secondary Certificate and finish their school years through remote learning offered by their college. Assessment schedules and types are being modified to reflect the current circumstances being faced by students, while still meeting the requirements of the ACT Board of Senior Secondary Studies. Student packages are also being reviewed to ensure that success is maximised for all students.
- We know some students have additional needs. We will support vulnerable students to transition to the most appropriate arrangement for them. This could include, for example, learning support units delivering differentiated supports to vulnerable students learning from home, or access to a safe and supervised school site.
- All of our specialist schools will be identified as safe, supervised school sites. Specialist safe, supervised school sites will offer a care service to meet the highly individualised needs of students who cannot be at home.

- This is new and different, but we're all in it together. We will all learn as we go by trying new things, asking questions and listening to our children and young people. Please be kind to yourself and to others as we go through this journey together.

**Draft web story – ACT Students to learn online in term 2**

At the start of term 2, ACT public schools will be moving to remote delivery of learning.

This step is being taken to support ongoing physical distancing measures which have been introduced in our community over recent weeks as a response to managing the COVID-19 pandemic

For term 2, this means the majority of students will undertake their learning from home.

All students will be supported through a program of online and remote learning designed and delivered by their normal classroom teacher, who knows them best, to match their school year and ability. This will also ensure students and families maintain their relationships and connection with their school.

Learning from home is not possible for all families at this time. For those students who can't be at home, the Education Directorate will provide a small number of safe, supervised school sites they can access their remote learning from. It is unlikely this site will be their normal school.

These sites will provide care and supervision for students who can't be at home. Learning will continue to be delivered remotely by student's usual classroom teacher, and students will have access to the same Learning from Home program as their peers, while being provided a safe and caring supervised environment.

These care services will be open for all students in Preschool to Year 10, including students with disability. We will maintain good social distancing measures, hygiene practices and cleaning to support the safety of all people at these sites.

A survey is being sent out via schools for parents who intend to use one of the supervised sites so we can assess demand and design these services appropriately.

**Year 11 and 12 students**

We are fortunate in the ACT to have a flexible approach to year 11 and 12 assessment. Our year 11 and 12 students will continue to be supported to complete the ACT Senior Secondary Certificate and finish their school years through remote learning offered by their college. Assessment schedules and types are being modified to reflect the current circumstances being faced by students, while still meeting the requirements of the ACT Board of Senior Secondary Studies. Student packages are also being reviewed to ensure that success is maximised for all students.

**Vulnerable students**

We know some students have additional needs. We will support vulnerable students to transition to the most appropriate arrangement for them. This could include, for example, learning support units delivering differentiated supports to vulnerable students learning from home.

**Specialist Schools**

All of our specialist schools will remain open. Specialist school settings will offer a care service to meet the highly individualised needs of students who cannot be at home.

**Supporting parents and carers**

The COVID-19 pandemic is impacting families in different ways. We all need to be realistic and flexible about what learning will look like in Term 2.

Parents are not expected to be teachers in the home. Educators are responsible for the quality of learning delivered to students. Student's teachers will continue to play the teaching role, but it will look different.

Students relationship with their teacher and school will continue to be important during this time. Families and students will remain connected with teachers and classmates while they are learning from home.

Learning from home is new for all concerned but the Directorate is committed to bringing learning to life for students in new ways.

We don't expect parents to replicate the structured timetable we would deliver in a school environment. A day of learning in the home environment will look different.

For example, your child's teacher might provide a general routine, with regular check-ins and flexible blocks of time that can be used for learning.

Students should not be expected to be constantly learning. Even in a school environment, learning is broken up throughout the day with time for meals, physical activity and mental breaks. The home environment should allow for similar breaks in learning, in a way that works for students and families.

Learning programs will be tailored depending on a student's stage at school. Much of it will be open ended and self-paced.

More information will be provided shortly about which schools will remain open for care and supervision in term 2.

**Email from principals to parents and carers – Term 2 2020**

Dear parents and carers

I'd like to start by thanking you for your patience and support as we have been working over the past few weeks to design a new way of delivering education to your children for term 2.

Many of you have been seeking information about how we plan to deliver that schooling. Today, the Minister for Education and Early Childhood Development has announced that for term 2, ACT public schools will be moving to an alternative delivery of learning.

This means most students will undertake their learning from home.

All our students will be supported through a program of online and remote learning designed and delivered by their normal classroom teacher, who knows them best, to match their school year and ability. This will also ensure you and your child are able to maintain their relationships and connection with our school.

Students who can't be at home will be able to attend small number of safe, supervised school sites where they can access their learning from. It is unlikely this will be their usual school, or with their usual classmates.

Please find attached a letter from the Minister for Education and Early Childhood Development that outlines how this new way of delivering school for our students will work.

Please find a link to a survey to identify whether your family intend to use one of the supervised sites. This will allow us to assess demand and design these services appropriately. (insert link).

Regards

Principal

**Deputy Chief Minister**  
Minister for Education and Early Childhood Development  
Minister for Housing and Suburban Development  
Minister for the Prevention of Domestic and Family Violence  
Minister for Sport and Recreation  
Minister for Women  
Member for Ginninderra

Dear parents and carers

As we continue to face challenge upon challenge this year, I'd like to acknowledge the very difficult role parents and carers have at this time keeping children safe, helping them feel secure and, in the past few weeks, helping them learn from home while our schools have been skilling up to deliver online learning.

Our schools have been using this time to develop resources and alternative delivery of learning for children to access their learning from home. This has been an important opportunity for us to make sure ACT public school students can continue to receive the highest quality education, no matter what the setting, in these trying times.

We thank the Canberra community for providing our teachers with the time and space to do this important work.

### **Term 2 – alternative delivery of learning**

At the start of term 2, ACT public schools will be moving to an alternative delivery of learning.

We are taking this step to support ongoing physical distancing measures which have been introduced in our community over recent weeks as a response to managing the COVID-19 pandemic

This means for most ACT public school students will undertake their learning from home.

All ACT public school students will be supported through a program of online and remote learning designed and delivered by their usual classroom teacher, who knows them best, to match their school year and ability. This will also ensure students and families maintain their relationships and connection with their school.

We understand learning from home is not possible for all families at this time. For those ACT public school students who can't be at home, we will provide a small number of safe, supervised school sites they can access their remote learning from. It is unlikely this site will be their normal school.

These sites will provide care and supervision for students who can't be at home. Learning will continue to be delivered remotely by your child's normal classroom teacher, and students will have access to the same Learning from Home program as their peers, while being provided a safe and caring supervised environment.

These care services will be open for all students in Preschool to Year 10, including students with disability. We will maintain good physical distancing measures, hygiene practices and cleaning to support the safety of all people at these sites.

### **Parent survey**

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#### **ACT Legislative Assembly**

London Circuit, Canberra ACT 2601, Australia    GPO Box 1020, Canberra ACT 2601, Australia  
Phone +61 2 6205 0233    Email [berry@act.gov.au](mailto:berry@act.gov.au)



@YvetteSBerry



YvetteSBerry



yvettesberry

[Type here]

We want to hear from those parents and carers who are unable to have their children at home during term 2, so we can assess demand and design these services appropriately. A survey will be sent via schools today to for ACT public school families to identify whether they intend to use one of the supervised sites.

### **Year 11 and 12 students**

We are fortunate in the ACT to have a flexible approach to year 11 and 12 assessment. Year 11 and 12 students will continue to be supported to complete the ACT Senior Secondary Certificate and finish their school years through remote learning offered by their college. Assessment schedules and types are being modified to reflect the current circumstances being faced by students, while still meeting the requirements of the ACT Board of Senior Secondary Studies. Student packages are also being reviewed to ensure that success is maximised for all students.

### **Vulnerable students**

We know some students have additional needs. We will support vulnerable students to transition to the most appropriate arrangement for them. This could include, for example, learning support units delivering differentiated supports to vulnerable students learning from home, or access to a safe and supervised school site.

### **Specialist Schools**

All of our specialist schools will be identified as safe, supervised school sites. Specialist safe, supervised school sites will offer a care service to meet the highly individualised needs of students who cannot be at home.

### **Supporting parents and carers**

The COVID-19 pandemic is impacting families in different ways. We all need to be realistic and flexible about what learning will look like in Term 2.

Families should continue to focus on the wellbeing of their kids. They are not expected to be teachers. Educators are responsible for the quality of learning delivered to students. Your child's teacher will continue to play the teaching role, but it will look different.

Your child's relationship with their teacher and school will continue to be important during this time. We will keep families and children connected with their teachers and classmates while they are learning from home.

Learning from home is new for all of us, but we are committed to bringing learning to life for your child in new ways.

We don't expect parents to replicate the structured timetable we would deliver in a school environment. A day of learning in the home environment will look different.

For example, your child's teacher might provide a general routine, with regular check-ins and flexible blocks of time that can be used for learning.

Don't expect your child to be constantly learning. Even in a school environment, learning is broken up throughout the day with time for meals, physical activity and mental breaks. The home environment should allow for similar breaks in learning, in a way that works for your child and your family.

Learning programs will be tailored depending on your child's stage at school. Much of it will be open ended and self-paced.

This is new and different, but we're all in it together. We will all learn as we go by trying new things, asking questions and listening to our children and young people. Please be kind to yourself and to others as we go through this journey together.

Yours sincerely

[Type here]

DOCUMENT 44

Yvette Berry MLA  
Minister for Education and Early Childhood Development  
8 April 2020

**Term 2 – Remote delivery of learning announcement – communications plan 8 April 2020**

|   |  |                             |             |
|---|--|-----------------------------|-------------|
| Principal teleconference                    | Overview of day and support needed from schools to facilitate communication  | Principals                  | 8.30am      |
| Stakeholder phone calls                     | Mark – AEU; Ross – P&C Council; Deb – Catholics and independents   | Key EDU stakeholders        | 1.00pm      |
| Media release and media conference          | Minister media release outlining changes to school offering for term 2.<br>Announce at daily Government COVID-19 press conference  | ACT community               | 1.30pm      |
| Website updates and FAQs                    | Publish new content and FAQs to support term 2 announcement.<br>Demote pupil-free day information from home page and school website banners, substitute with new content about term 2.   | ACT community               | 2.00pm      |
| EDU website story                           | Story outlining changed schooling arrangements for term 2 and encouraging relevant families to fill in survey.   | ACT community               | 2.00pm      |
| Principal email                             | Providing wording and guidance on material they need to share with their school communities (Minister letter and survey link)  | Principals                  | 2.15pm      |
| Email from principals to school communities | Minister letter attached - Outlining changes to school offering for term 2<br>Link to survey   | School communities          | From 2.15pm |
| Email from DG to All Staff                  | Email from Director General outlining change to delivery of lessons in term 2  | Education Directorate staff | 4.00pm      |
| Social media<br><i>Minister video</i>       | Minister video (if agreed)<br>Acknowledging the very difficult role parents and carers have at this time, thank the Canberra community for providing our teachers with the time and space to develop resources and alternative delivery of learning for children to access their learning from home. At the start of term 2, ACT public schools will be moving to an alternative delivery of learning. | ACT community               | 5.00pm      |

## TERM 2 NARRATIVE

### KEY POINTS

- ACT public schools are moving to alternative delivery of learning for term 2.
- This will mean learning at home for most ACT public school students.
- If students can stay home, they should.
- All ACT public school students will receive a learning program provided by their usual school and classroom teacher(s), regardless of their location
- For those ACT public school students who can't be at home, we will provide a small number of safe, supervised school sites they can access their learning from. It is unlikely this will be their usual school, or with their usual classmates.
- We will maintain good physical distancing measures, hygiene practices and cleaning to support the safety of all people at those sites.
- A survey will be sent via schools today to ACT public school families to identify whether they intend to use one of the supervised sites. This will allow us to assess demand and design these services appropriately.
- Families should continue to focus on the wellbeing of their kids. They are not expected to be teachers.
- This is a learning from home model, not home schooling.
- Year 11 and 12 students will continue to be supported to complete the ACT Senior Secondary Certificate and finish their school years through remote learning offered by their college. Assessment schedules and types are being modified to reflect the current circumstances being faced by students, while still meeting the requirements of the ACT Board of Senior Secondary Studies. Student packages are also being reviewed to ensure that success is maximised for all students.
- We know some students have additional needs. We will support vulnerable students to transition to the most appropriate arrangement for them. This could include, for example, learning support units delivering differentiated supports to vulnerable students learning from home, or access to a safe and supervised school site.
- All of our specialist schools will be identified as safe, supervised school sites. They will offer a care service to meet the highly individualised needs of students who cannot be at home.

### NARRATIVE

ACT public school teachers, principals and school staff wish to thank the Canberra community for their support during our recent pupil-free period.

Our schools have been using this time to develop resources and programs for the alternative delivery of learning for children to access their learning from home. This has been an important opportunity for us to make sure ACT public school students can continue to receive the highest quality education, no matter what the setting, in these trying times.

We thank the Canberra community for providing our teachers with the time and space to do this important work.

### Term 2

At the start of term 2, ACT public schools will be moving to alternative delivery of learning.

We are taking this step to support ongoing physical distancing measures which have been introduced in our community over recent weeks as a response to managing the COVID-19 pandemic

For term 2, this means most ACT public school students will undertake their learning from home.

All ACT public school students will be supported through a program of online and remote learning designed and delivered by their usual classroom teacher, who knows them best, to match their school year and ability. This will also ensure students and families maintain their relationships and connection with their school.

We understand learning from home is not possible for all families at this time. For those ACT public school students who can't be at home, we will provide a small number of safe, supervised school sites they can access their remote learning from. It is unlikely this site will be their normal school.

These sites will provide care and supervision for students who can't be at home. Learning will continue to be delivered remotely by your child's normal classroom teacher, and students will have access to the same Learning from Home program as their peers, while being provided a safe and caring supervised environment.

These sites will be open for all students in Preschool to Year 10, including students with disability. We will maintain good physical distancing measures, hygiene practices and cleaning to support the safety of all people at these sites.

We want to hear from those parents and carers who are unable to have their children at home during term 2, so we can assess demand and design these services appropriately. A survey will be sent via schools today to for ACT public school families to identify whether they intend to use one of the supervised sites.

### **Year 11 and 12 students**

We are fortunate in the ACT to have a flexible approach to year 11 and 12 assessment. Year 11 and 12 students will continue to be supported to complete the ACT Senior Secondary Certificate and finish their school years through remote learning offered by their college. Assessment schedules and types are being modified to reflect the current circumstances being faced by students, while still meeting the requirements of the ACT Board of Senior Secondary Studies. Student packages are also being reviewed to ensure that success is maximised for all students.

### **Vulnerable students**

We know some students have additional needs. We will support vulnerable students to transition to the most appropriate arrangement for them. This could include, for example, learning support units delivering differentiated supports to vulnerable students learning from home, or access to a safe and supervised school site.

### **Specialist Schools**

All of our specialist schools will be identified as safe, supervised school sites. Specialist safe, supervised school sites will offer a care service to meet the highly individualised needs of students who cannot be at home.

### **Supporting parents and carers**

The COVID-19 pandemic is impacting families in different ways. We all need to be realistic and flexible about what learning will look like in Term 2.

Families should continue to focus on the wellbeing of their kids. They are not expected to be teachers. Educators are responsible for the quality of learning delivered to students. Your child's teacher will continue to lead and guide teaching and learning, but it will look different.

Your child's relationship with their teacher and school will continue to be important during this time. We will keep families and children connected with their teachers and classmates while they are learning from home.

Learning from home is new for all of us, but we are committed to bringing learning to life for your child in new ways.

We don't expect parents to replicate the structured timetable we would deliver in a school environment. A day of learning in the home environment will look very different.

For example, your child's teacher might provide a general routine, with regular check-ins and flexible blocks of time that can be used for learning.

Don't expect your child to be constantly learning. Even in a school environment, learning is broken up throughout the day with time for meals, physical activity and mental breaks. The home environment should allow for similar breaks in learning, in a way that works for your child and your family.

Learning programs will be tailored depending on your child's stage at school. Much of it will be open ended and self-paced.

This is new and different, but we're all in it together. We will all learn as we go by trying new things, asking questions and listening to our children and young people. Please be kind to yourself and to others as we go through this journey together.



Trim No: MIN20/292/02

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 26 March 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 26 March 2020.

**Noted / Please discuss**

Yvette Berry MLA *07/04/20*

### 1. HOT ISSUES

#### Attendance data

The average student attendance was 2.8 per cent today. Teaching numbers dropped after the AEU motion yesterday by 11%. Principals have been asked to contact their DSIs if they have any concerns about their school viability but it would appear the low student numbers make the reduced staffing very workable at this stage.

Health and hygiene advice (e.g. social distancing, cleaning) has also been sent to schools and advice has been sent to business managers with information about how to support the health and wellbeing of school support staff at this time.

### 2. CONTROL: PLANNING

#### School sites remaining open from Term 2

A three phase approach has been determined to reduce the number of operational school sites from Term 2. In Phase 1, all schools remain open to children who need to attend.

In Phase 2 certain sites would remain open and staffed. Sites under consideration include but are not limited to Harrison, Amaroo, Kingsford Smith, Maribyrrnong, Lyneham, Red Hill, Garran, Namadgi, Gordon and all four specialist schools.

In Phase 3 most ACT Public Schools would close and only specific sites would be identified to remain open and run under an Out of Hours School Care Model with a supporting teaching presence.

In relation to vulnerable and at risk children, tailored approaches are being considered including approaches for children in proximity to family violence, children with disability, Aboriginal and Torres Strait Island children, children with complex behaviours, and children in Introductory English Centres (currently located at Palmerston, North Ainslie, Charnwood, Hughes and Wanniasa Hills).

A reduced number of open school sites will also lead to the ability to clean these sites more deeply.

You will receive a detailed briefing about this in the coming days.

#### Education Support Office business continuity planning

Analysis of which staff are critical and can work from home is under way and expected to be completed in coming days. Some staff have been identified as not currently critical and could be sent home without impacting business. This will occur as quickly as possible.

### **3. CONTROL: PUBLIC INFORMATION**

#### Ngunnawal Primary

As you are aware, a member of the Ngunnawal Primary school community has returned a positive test for COVID-19. Communications with the school community have been sent out today. Closure is not required.

#### Public communication

Work is under way to communicate with school communities and the broader public about how ACT Public Schools are preparing for Term 2, such as through promoting professional learning and the delivery of Chromebooks to primary school students in Years 4-6.

### **4. CONTROL: OPERATIONS**

#### Lyneham High

Additional cleaning at Lyneham High has been completed following the confirmed COVID-19 case in the school community.

#### Access to school psychologists

Discussions are under way with your office about piloting a telephone service for students to access psychologists at specific schools (likely to be Lyneham and Ngunnawal). There will be an opportunity to brief you and 'launch' this next week.

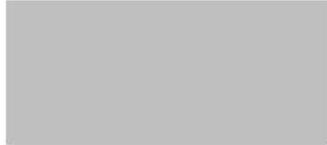
#### Transition to alternative delivery of education

More than 500 staff have now engaged in professional learning with around 95 per cent indicating they feel comfortable with what they have learnt. Online material for

parents and carers is continually being updated at:

<https://sites.google.com/ed.act.edu.au/act-home-learning/resources-to-support-home-learning> The site has received 12,000 page views in 24 hours.

The next phase of detailed planning and preparation for alternative learning supports for schools will commence tomorrow with professional learning across all schools.



Signatory Name: Mark Huxley  
Title Incident Controller  
Date 26 March 2020



Trim No: MIN20/292/02

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 27 March 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 27 March 2020.



Noted / Please discuss

Yvette Berry MLA *[Signature]* 27/3/20

### 1. HOT ISSUES

#### Incident Management Team

The Incident Management Team will be stood down over the weekend and only operate on a reactive basis. Rostering is now occurring to support staff working on the IMT. Thank you for your visit to the IMT today, which was well received and appreciated by staff. Rostering will soon begin occurring in the IMT.

#### Attendance

Attendance remained low today with an average student attendance of 2.4 per cent. 2475 teachers attended their schools.

#### Essential worker definition

An essential worker definition paper will be included for consideration by SEMC today and you were briefed on the service model today.

### 2. CONTROL: PLANNING

#### Lockdown preparation

The Incident Management Team is preparing detailed lockdown planning with sequence-based procedures, should these be required. A high-level plan will be considered by the IMT Incident Controller today.

#### School viability

Negotiations with schools and monitoring of school viability continues and a checklist has been developed for school staff to guide and assist them identify what they need

to work from home. The decision to close a school would be made by the Education Support Office, not the school principal. Some schools have indicated all staff may be working from home next week and this will be closely monitored, and controls implemented by DSIs. The Education Support Office will be focusing on how to support staff and student wellbeing along with specifically vulnerable students including CYPs interaction. The wellbeing of international students, including homestay students, is also being considered.

Social media and e-safety

All staff will be reminded of their obligations regarding the appropriate use of social media with this unprecedented use of online learning and digital platforms. Employees may engage with students and families through the agreed educational online platform but must not provide personal contact numbers, make contact through their personal mobile, invite students to join personal social media accounts e.g. Facebook, or provide their personal electronic devices to students. Catholic Education are also focusing on e-safety and child protection.

TQI

Work with the TQI remains a | recommendations relating to requirements in light of the cu

Early childhood sector

An all-day out of hours school being briefed on this now. Ne occur with relevant providers.

**3. CONTROL: PUBLIC INFORMAT**

Communications

There has been significant suc the community including a Car social media.

**4. CONTROL: OPERATIONS**

Professional learning

Professional learning for all teachers started today. With over 1000 participants expected to have the opportunity to ask questions and provide feedback on the courses.

Education staff

A manager’s toolkit has been distributed to help managers support their staff at this time. Any vulnerable staff identified as having a critical onsite role will be “swapped” with another staff member. Staff wellbeing is being prioritised and staff have been reminded it is okay to take a break and be rotated. Staff have been reminded that we



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nicate with erage, and

are currently in a transition phase, but that we will move to a response and recovery phase. The staff hotline is receiving a call approximately every three minutes.

#### Cleaning

The importance of cleaning in schools at this time remains a significant focus of the Education Support Office, which is working to ensure cleaner availability and appropriate standard operating procedures are followed in light of COVID-19 e.g. focusing on high touch points. The Directorate is also working with cleaners about the lack of Medicare coverage amongst some of the workforce. Specialist schools are a particular concern and focus area and the ESO began visiting specialist schools today to work with staff to identify key areas to inform the development of guidelines. As cleaners are released from other sites, additional cleaning will be prioritised at specialist schools. All specialist schools will be provided with PPE today.

#### Chromebooks

A further 550 Chromebooks were delivered to seven schools yesterday and another 400 are expected to be delivered today. This brings the total number of Chromebooks collected, cleaned, tested, tagged, packaged and delivered to 1800 in three days.

#### Home learning

The home learning resources published on the Education Directorate web site continues to be popular (including with hits from outside Australia) and a new version of the site will be published today, including active content which will be updated both daily and weekly. The Limelight art page will also be available for students to submit their artwork online.



Signatory Name: Mark Huxley  
Title Incident Controller  
Date 27 March 2020



Trim No: MIN20/292

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 31 March 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 31 March 2020.



Noted / Please discuss

Yvette Berry MLA 7.15.20

### 1. HOT ISSUES

#### Attendance

All school sites remain open and available to students with today's student attendance around 2.5 per cent with 1600 staff physically onsite (stable from yesterday). There is a slight increase in student attendance at early childhood schools and some primary settings.

### 2. CONTROL: PLANNING

#### Care and learning package

As you are aware, a priority piece of work is the development of the *Care and Learning* model which will provide a caring environment for learning and supervision of children who need to attend schools from Term 2. We expect attendees will be children of essential workers (whole-of-government work is under way to identify and define these workers) and children who are vulnerable/at risk. Through the *Care and Learning* program, a range of staff in a number of public schools across Canberra, including specialist schools, will support children to access the online learning resources that all ACT Public school students are accessing from home. This will include a mix of Out of School Hours Care providers delivering all day extended services from 7am-6pm, as well as teachers, LSA's, Youth and Social Workers.

A meeting was held today with Black Mountain School and NDIS providers to discuss what a specialist care model will look like.

Vulnerable children

The Community Services Directorate has shared a list of identified at-risk children. This data is being reviewed alongside information held by the Education Directorate.

Guidance will also be prepared for school staff about how to assess student safety and wellbeing when students are home, instead of at a school site.

Professional development and online learning

Professional learning sessions continued today, with specific sessions to support deputy principals. Laptops are being rebuilt for teaching staff, with each laptop taking about three hours to rebuild. The first "online learning challenge" has been published today for years P-10.

AEU Communications

A meeting was held between DG, DDG, COVID19 Incident Controller and AEU officials today to discuss the 11 points presented to the Directorate by the AEU. This meeting was successful and a clear path forward was established to progress actions in a collaborative way.

**3. CONTROL: PUBLIC INFORMATION**Information sharing

Media and Communication are now focused on preparing information for schools, staff and parents about what Term 2 will look like.

**4. CONTROL: OPERATIONS**Telehealth services

Telehealth services are now operational with remote appointments available with psychologists and social workers. Calls and email requests for appointments are now starting to be received and appointments booked.

Cleaning

Cleaning audits were today conducted at Woden School and Malkara, with the School Cleaning Taskforce working with Business Managers to agree areas and frequency.

Analysis was conducted on sites with very low student numbers, and cross checked against available cleaners. Resources will be redirected from these sites to specialist school settings to enhance the cleaning services at these schools. Cleaners work at night and are not currently responsible for playground cleaning, but this can be rostered.

Early Childhood Education and Care sector

The Commonwealth wage subsidy announcement yesterday is currently being considered by the sector in light of its current viability concerns. Private providers are beginning to directly approach schools to pitch "solutions" and this is being monitored

centrally. Governments are also continuing to monitor “at home” services that are beginning to appear throughout the country.

#### Education Support Office

430 ESO staff are now working flexibly from home using online platforms such as Teams to connect and meet with colleagues.

#### IMT Operations

IMT operations moved to Microsoft teams this afternoon to test if the operations could be sustained online. This was successful. The IMT operations team will be moving to a 50% reduction in workforce operating from HBCTL from tomorrow to work from home arrangements. This will improve the overall risk exposure of the IMT and sustainability in operations in coming weeks.

Signatory Name: Mark Huxley  
Title Incident Controller  
Date 31 March 2020

**From:** [Brewer, Lauren](#)  
**To:** [EDUMCR](#)  
**Cc:** [Education DLO](#)  
**Subject:** FOR MO OFFICE: CAVEAT BRIEF - DAILY UPDATE (IMT TEAM - COVID-19) - 7 April 2020  
**Date:** Tuesday, 7 April 2020 6:58:00 PM  
**Attachments:** [2020.04.07 - CAVEAT BRIEF - DAILY UPDATE \(CLEARED BY EGM IMT\).tr5](#)

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UNCLASSIFIED For-Official-Use-Only

Hi team,

IMT daily update for Minister's office

Education DLO copied in.

Kind regards,

Loz

**Lauren Brewer** | *Executive Support Officer to*  
*Mark Huxley, Executive Group Manager – School Improvement*  
☎ 0424 170 416 | 📧 GPO Box 158 CANBERRA ACT 2601  
School Improvement | Education Directorate | ACT Government  
[www.education.act.gov.au](http://www.education.act.gov.au)

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**Reference/Location/Container: MIN20/292/04**

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 7 April 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 7 April 2020.

**Noted / Please discuss**

**Yvette Berry MLA..../..../....**

### 1. HOT ISSUES

#### Attendance

Student attendance was at 2.4 per cent today (917 students) and 1418 teachers physically attended their workplace. The Education Support Office is continuing to closely monitor school viability this week for the remainder of Term 1.

#### Term 2 arrangements and communications

Following your advice yesterday, the Directorate has been preparing today for tomorrow's pending announcement about Term 2 arrangements (including home learning and care and learning model). A communication schedule and package is being worked through with your office in preparation.

The Victorian Government made its Term 2 announcement today, with the Premier announcing that apart from vulnerable children and those whose parents are essential workers, children will be expected to learn from home when school resumes in Victoria next week.

### 2. CONTROL: PLANNING

#### Professional learning

As you are aware, this week schools are piloting home learning arrangements. A Q&A session will be held tomorrow with coaches also available as required in relation to technology or pedagogy questions.

### 3. CONTROL: PUBLIC INFORMATION

#### Communications priorities

The key priority for this week is to communicate Term 2 arrangements to schools and families, with this work expected to start tomorrow.

### 4. CONTROL: OPERATIONS

#### Vacation care

Term 1 ends this Thursday followed by school holidays. As advised yesterday, currently all vacation care providers who operate out of school facilities have indicated that they intend to offer a service in the upcoming school holidays. Some providers have indicated they may reduce the number of sites they offer services from if enrolments are too low. Providers may contact individual schools to discuss usage of space to ensure they can adhere to social distancing requirements. Schools have been asked to be flexible to enable providers to access additional space if required. Cleaning Services will clean all areas used by vacation care providers and providers have been advised not to engage external cleaning services.

#### Parent feedback

The Directorate continues to receive positive parent feedback such as this e-mail yesterday:

*Dear Evatt Primary teachers,*

*I know you are all very busy at the moment, somehow busier than normal. I can't imagine how that could be possible but I'm certain it is.*

*I won't take much time but wanted to write a quick note to let you know how appreciative we are of your extraordinary efforts at this time. It takes courage to continue in the face of adversity and uncertainty like we've never experienced before. On top of this, to alter the entire way the school runs in such a short space of time is completely extraordinary. What we as parents have seen is complete grace in the way you are navigating uncertainty and in the delivery of the learning packages that you have developed. It is pretty much seamless from our end. It is once again another reminder that we made the right choice with Evatt Primary. You have gone beyond all expectations and we thank you.*



Signatory Name: Mark Huxley  
Title Incident Controller  
Date 7 April 2020

This document is withheld subject to further third party consultation.

**From:** [King, Ashley](#)  
**To:** [Haire, Katy](#)  
**Cc:** [DGEDUoffice](#); [Huxley, Mark](#); [EDUIMT](#); [EDUMCR](#); [Hobbs, Rebecca](#)  
**Subject:** MIN20/426 Brief Care and Learning Support Model  
**Date:** Wednesday, 8 April 2020 8:34:52 AM  
**Attachments:** [MIN20426 Final Agreed Brief.pdf](#)

---

UNCLASSIFIED For-Official-Use-Only

Hi

Minister has:

Noted the information contained in this brief, and

Agreed to the further development of the proposed Care and Learning support model to commence in Term 2.

TRIM updated and record closed.

Ashley

Mr Ashley King | Director

Education Directorate Liaison Officer

Phone + 61 2 6205 0291 | Email: [EduDLO@act.gov.au](mailto:EduDLO@act.gov.au)

Office of Yvette Berry MLA

Minister for Education and Early Childhood Development

**From:** [Martinez, Catherine](#) on behalf of [Matthews, David](#)  
**To:** [REDACTED]  
**Cc:** [REDACTED]; [REDACTED] [@aeuact.org.au](#); [DDGEDUoffice](#); [Matthews, David](#)  
**Subject:** D Matthews letter to AEU - COVID-19 Teacher workforce arrangements  
**Date:** Wednesday, 8 April 2020 10:42:16 AM  
**Attachments:** [DDG D Matthews letter to AEU 080420.pdf](#)

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UNCLASSIFIED For-Official-Use-Only

Good morning [REDACTED]

Please find letter attached from A/g Deputy Director-General David Matthews.

Regards

Catherine

**Catherine Martinez | Executive Officer to David Matthews, A/g Deputy Director-General**

Phone: 02 6207 6641 | Email: [catherine.martinez@act.gov.au](mailto:catherine.martinez@act.gov.au)

**Executive Support | Education | ACT Government**

Level 6 | 220 Northbourne Avenue Braddon ACT 2612 | [act.gov.au](http://act.gov.au)



[REDACTED]  
Australian Education Union

[REDACTED]  
[REDACTED] [@aeuact.org.au](mailto:[REDACTED]@aeuact.org.au)

Dear [REDACTED]

Thank you for meeting with representatives from the Education Directorate (Directorate) on Friday, 3 April 2020 to discuss arrangements for our teaching workforce as we manage our emergency response to the Novel Corona Virus (COVID-19) pandemic.

As the Directorate undertakes the critical and rapid transition to alternative delivery of education services, we are deeply cognisant of the fundamental role of our teaching workforce in providing high quality, safe, equitable and inclusive education to all of our students.

The Directorate remains committed to working in close partnership with the Australian Education Union (AEU) to ensure we support our teaching workforce during this challenging period based on mutual respect and consultation.

The Directorate will continue to meet our obligations to staff under the *ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2018-2022* (the Agreement) and relevant laws such as the *Work Health and Safety Act 2011* and the *Public Sector Management Act (PSM) 1994*.

Staff will continue to be remunerated in line with the Agreement and accrue their leave and other entitlements and arrangements have been put in place by the Directorate for casual and temporary staff, in line with whole of government commitments. The Agreement also provides for various allowances for employees including (but not limited to): The First Aid Allowance, Special Education Allowance, and Health Access at School Allowance. The payment of these allowances will remain unchanged.

As we navigate the COVID-19 pandemic we have agreed that we need to facilitate fair and flexible working arrangements for all teaching staff which appropriately considers individual circumstances. This may include team-based approaches to work which fairly distribute shared work tasks between team members after consultation and agreement. This may also include flexible working hours to support both synchronous and asynchronous teaching and learning practices.

The Directorate will also be requiring a school-based workforce to facilitate learning for vulnerable children, and those of essential workers in the ACT community. These arrangements will be subject to further negotiation between the Directorate and AEU.

In our discussions we have agreed that it is always important to maintain the highest professional teaching standards and clarified that existing requirements outlined in the Teachers Code of Conduct and the underperformance and misconduct provisions in the PSM will continue to apply.

**GPO Box 158 Canberra ACT 2601 | 220 Northbourne Ave, Braddon ACT 2612 | phone: 6207 5111 | [www.education.act.gov.au](http://www.education.act.gov.au)**

All teachers will continue to maintain core conditions of employment including current teacher registration with the Teacher Quality Institute (TQI) and Working With Vulnerable People registration.

The Directorate will ensure that all staff have a home-based working agreement in place and receive relevant guidance materials on these matters to support staff.

There are a small number of provisions in the Agreement that are not practicable in the current working environment, given home-based working arrangements for most teachers and the approach to flexible work arrangements already outlined. On this basis, I would like to formally seek the AEU's agreement to temporarily suspend the following provisions under the Agreement:

- **Clause R2 – Principal, School Leader and Teacher Placement and Clause R3 – Teacher and School Leader Transfer**

Clause R2 provides that classroom teacher placements are supported through annual career development discussions between principal/manager and teacher which must occur before the end of Term 2. Clause R3 provides for the annual classroom teacher transfer process in accordance with the *Procedures for Filling Classroom Teacher Vacancies*.

It is proposed that the requirement for career development discussions and classroom teacher transfer process is suspended for the 2020 school year; notwithstanding that teachers may still express an interest in other vacancies as advertised.

- **Clause P4 – Class Sizes**

Clause P4 provides the agreed *EDU and AEU Class Sizes Policy and Procedures* outlining class size requirements across all school sectors within the ACT Public School system.

It is proposed that the Policy and Procedures are reviewed and amended, if required to support class size requirements for remote teaching and learning.

- **Clause P5 – Face-to-Face Teaching and P6 – Face-to-Face Teaching Loads**

Clause P5 provides the definition for face-to-face teaching and Clause P6 outlines the maximum face-to-face teaching hours per week for relevant sectors. This is a key staff entitlement for teaching staff and how this will be managed will impact how principals/managers facilitate program of work for teaching staff i.e. timetable.

It is proposed that the Directorate and the AEU work together on the agreed definition of what face-to-face teaching means and how this will apply as schools transition to alternative / remote methods of delivering education.

- **Clause N5 – New Educator Development**

Clause N5 provides for:

- a five day induction program,
- reduced face-to-face teaching hours over their first three years of teaching, with a further reduction to primary teachers commencing July 2020, and
- 6 new educator support days nominally allocated as 2 days per year.

The Directorate is committed to continue to plan for the 2021 five-day induction program with a view to alternative methods of delivery if required. The reduced face-to-face teaching hours for New Educators will be impacted by the change to remote education delivery therefore, as per the above mentioned point we agree to work with the AEU on a shared understanding of the definition of face-to-face and how this will be applied for New Educators. Where new educators are unable to utilise their allocated support days in 2020, this will be rolled over to their 2021 allocation.

- **Clause P9 – Sustainable Management of Workload and Practice**

Clause P9 requires schools to develop a School EA Implementation Plan (Plan) annually. This is currently due to be finalised and agreed with AEU Sub-Branch Officer by the end of Term 1.

It is proposed that schools continue to complete their Plans in preparation for normal school-based arrangements, with a recognition that necessary adjustments will be required due to current working arrangements. Principals will be encouraged to progress the finalisation of their Plan as soon as practicable.

The Directorate looks forward to further dialogue with the AEU on these and other issues. Again, thank you for your continued advocacy for our teaching workforce and I look forward to your response to this request.

Yours sincerely



David Matthews  
A/g Deputy Director-General  
8 April 2020

**From:** [Short, Paul](#)  
**To:** [Ceramidas, Joshua](#); [Hobbs, Rebecca](#); [Cursley, Megan](#)  
**Cc:** [King, Ashley](#); [Haire, Katy](#); [DGEDUoffice](#); [Matthews, David](#); [Huxley, Mark](#); [Hawkins, Ross](#); [Efthymiades, Deb](#); [Larkin, Lyn](#)  
**Subject:** T2 announcement comms package  
**Date:** Wednesday, 8 April 2020 11:39:34 AM  
**Attachments:** [T2 announcement TPs & FAQs.docx](#)  
[Draft MR - Term 2 Online Learning for ACT Public Schools 080420.docx](#)  
[Updated web story - Term 2 Online learning 080420.docx](#)  
[Term 2 Remote learning announcement comms plan.docx](#)  
[Email from principals to parents and carers - term 2 version 2.docx](#)  
[Updated Email from principals to parents and carers Colleges - term 2.docx](#)  
**Importance:** High

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UNCLASSIFIED

Hi all

Please find attached the package of material to support the Minister's T2 announcement.

**Attached** to support the Minister's announcement:

- Talking points and FAQs
- Media release (short version as discussed with Bec)
- Web story (we will publish this to EDU website at the time of announcement)
- Run sheet – providing an overview of timing and activity for today

**Attached** for information:

- Letter from Principals to school communities (with link to registration form)
- Letter from College Principals to school communities

*Fyi we are continuing to work on the following:*

- EDU web pages
- FAQs for EDU website

Confirming also that your office has the lead on:

- Minister's letter to parents and carers
- Minister video for social media

Cheers,

Paul

Paul Short | Executive Branch Manager

**Phone: 02 620 72809 | Mobile: 0408 368 746**

**Media & Communications | Education | ACT Government**

Level 6, 220 Northbourne Avenue | GPO Box 158 Canberra City ACT 2601 | [www.education.act.gov.au](http://www.education.act.gov.au)

## TERM 2 ANNOUNCEMENT

### Talking points

- To slow and prevent the spread of the virus, the ACT community is being asked to stay at home.
- ACT Public Schools will move to remote learning in Term 2.
- Most public school students will undertake their learning from home.
- If you can, please keep your children home.
- For children who cannot stay home, such as children of essential workers and vulnerable children, supervision will be provided at a small number of school sites.
- Children who continue to attend a school site will be supervised while undertaking the same remote learning program as children at home.
- Teachers will run all classes remotely, with families able to access this flexibly while continuing to focus on their children's wellbeing and their household needs.
- If students don't have access to a device or computer at home, this will be provided, along with internet access for families who need it.

### **Additional information, if required**

- More than 97 per cent of parents have been keeping their children home from school in the final weeks of Term 1.
- Teachers and schools have been working hard to prepare for a new way of teaching and learning, with thousands of teachers undertaking upskilling and professional learning in online delivery of education over the past two weeks.

- Additional supports will be in place for vulnerable students studying from home, such as appointments with school psychologists.
- Parents and carers who cannot keep their children at home in Term 2 and require access to a school site will be able to register for access in coming days.
- Supervision at school sites will be carried out by out of school hours care workers supported by a mix of teachers and allied health professionals.
- Specialist school sites will remain open along with the Muliyan off-campus flexible learning program.

### **What it will look like for parents**

- We are asking families to keep their children home in Term 2.
- While children will be learning remotely, we aren't asking parents to be teachers. This is not home schooling.
- Wherever a child accesses their learning from, it will be delivered by their own school. Families will still be part of their school community with the classmates, people, principals and teachers they know.
- All remote learning will be designed and delivered by teachers and able to be accessed by families and students flexibly, at times that suit them.
- Teachers will likely be arranging a small number of 'check in' times with children and families at set times during the week, such as through video conferencing.
- Teachers will set a range of tasks for the week that students can complete whenever best suits them.
- Just a few examples of tasks might include: watching pre-recorded videos from teachers, listening to music, undertaking physical activity, doing a

simple home based science experiment, reading, online maths activities or making models out of cardboard boxes.

- Younger students in particular learn through play and teachers will provide packs for these students with materials they might need, such as dice and cards for maths games.
- While routines are important for children's mental health and wellbeing, there is no need for families to stick to a rigid, timetabled, 9am-3pm school day.
- For example, early-rising children might like to get started on their tasks first thing in the morning. Others might not get going until later in the day.
- Students who still need to attend a school site will be undertaking the same remote learning program as their peers at home, under supervision from out of school hours care staff.

## **Q&A, if needed:**

### **What will remote learning look like for students?**

Learning remotely is new for most of us and the Education Directorate is committed to bringing learning to life for students in new ways.

We don't expect parents to replicate the structured timetable we would deliver in a school environment. A day of learning in the home environment will look different.

For example, your child's teacher might provide a general routine, with regular check-ins and flexible blocks of time that can be used for learning.

Students should not be expected to be constantly learning. Even in a school environment, learning is broken up throughout the day with time for meals, physical activity and mental breaks. The home environment should allow for breaks in learning, in a way that works for students and families.

Learning programs in public schools will be tailored depending on a student's stage at school. Much of it will be open ended and self-paced.

### **What support will families get from their school?**

Your child remains a part of their current school and will access learning from their own school. Families will still be part of their school community with the classmates, people, principals and teachers they know. Families' first point of contact will remain the same – their own school.

Student and parent relationships with their teachers and school will continue to be central during this time. We will keep families and children connected with their teachers and classmates while they are learning from home.

### **How will remote learning impact year 11 and 12?**

ACT College students will be supported through a program of online and remote learning designed and delivered by their usual classroom teachers. We are fortunate in the ACT to have a flexible approach to year 11 and 12 assessment. All ACT year 12 students will have the opportunity to receive the ACT Senior Secondary Certificate. Year 12 students working towards their ATAR will also have the opportunity to receive it this year.

### **How are we supporting vulnerable students through this change?**

The Education Directorate will support vulnerable public school students to transition to the most appropriate arrangement for them. This could include, for example, learning support units delivering differentiated supports to vulnerable students learning from home.

### **Are specialist schools still open?**

Yes. All of the ACT public specialist schools will remain available as safe, supervised school sites. These sites will work closely with families to ensure they meet the highly individual needs of each student. The Muliyan Off Campus Flexible Learning Program will also continue to be available to students who need it.

### **Do families need to register their children to attend a supervised school site?**

Yes. Families will receive an email from their public school asking them to register through an online form, if they are unable to have their children at home. This will help the Education Directorate assess demand and ensure that the needs of individual students are met.

### **What is a supervised school site?**

For families who are unable to have their children at home, the Education Directorate will provide a small number of safe, supervised public school sites they can access their remote learning from. For most public school students it is unlikely this site will be their usual school.

These school sites will be chosen based on their facilities, geographic location and local demand. It is possible this site will be your child's usual school.

### **Who will look after children at supervised school sites?**

Students will be supervised by Out of School Hours Care staff, supported by teaching staff and allied health staff. The exact composition of the staff on site will vary depending on the needs of the students at each site.

Early Childhood Education and Care providers at the selected sites will be directly engaged through a formal agreement to provide these services for the period required. This consultation will occur when we have established how many school sites will provide supervised care, and the needs of the individual students attending.

### **What hours will the supervised school site operate? Will there be out of school hours care?**

Yes. Out of school hours care will be available at the designated school sites for families who need care before and after school hours. The Education Directorate is working with these service providers and we'll have more detail about this soon.

### **What if families don't have internet access or a computer?**

For those that may not have internet access or a device at home, the Education Directorate is working to provide equal access to enable students to continue to access online learning, assessment and support.

Many schools have already been contacting families to understand what support they may need with this. Families are encouraged to reach out to their schools if they have specific needs.

Not all learning will be online. Younger students in particular will use offline resources provided through their schools to continue their learning.

Year 7 through to Year 12 already receive access to a Chromebook device as part of the ACT Governments nation-leading investment in digital education.

ACT public primary schools are also identifying students in years 4, 5 and 6 who require a device to ensure learning can continue at home. If your child is in year 4, 5 or 6, please talk to your school about loaning a device for use during the home learning period.

## **Yvette Berry** MLA

### **Deputy Chief Minister**

Minister for Education and Early Childhood Development  
Minister for Housing and Suburban Development  
Minister for the Prevention of Domestic and Family Violence  
Minister for Sport and Recreation  
Minister for Women

Member for Ginninderra

8 April 2020

## **ACT public students to learn online in term 2**

**To slow the spread of COVID-19 all ACT residents are being asked to stay at home. At the start of term 2, ACT public schools will be moving to a remote delivery of learning.**

Most students will undertake their learning from home and we are asking parents and carers to keep their children at home if they can.

For students who cannot stay at home, such as children of essential workers and vulnerable children, supervision will be provided at a small number of school sites.

Students who continue to attend a school site will be supervised while undertaking the same remote learning program as students at home.

Teachers will run all classes remotely with families able to access this flexibly while continuing to focus on their children's well-being and household needs.

If students don't have access to a device or computer at home, this will be provided along with internet access for families who need it.

All ACT public specialist schools will remain available as safe, supervised school sites. These sites will work closely with families to ensure they meet the highly individual needs of each student.

**Statement ends**

**Media contact/s:**

**Megan Cursley** T (02) 6207 1653 M 0435 960 505 [megan.cursley@act.gov.au](mailto:megan.cursley@act.gov.au)

---

**ACT Legislative Assembly**

Phone (02) 6205 0233 Email: [berry@act.gov.au](mailto:berry@act.gov.au)

 @ YvetteSBerry  YvetteSBerry  yvettesberry

**Updated web story – ACT Students to move to online and remote learning in term 2**

To slow the spread of COVID-19, the ACT community are being asked to stay at home. At the start of term 2, ACT public schools will be moving to a remote delivery of learning.

Most students will undertake their learning from home and we are asking parents and carers to keep their children at home if they can.

For students who cannot stay at home, such as children of essential workers and vulnerable children, supervision will be provided at a small number of school sites.

Students who continue to attend a school site will be supervised while undertaking the same remote learning program as students at home.

Teachers will run all classes remotely with families able to access this flexibly while continuing to focus on their children's well-being and household needs.

If students don't have access to a device or computer at home, this will be provided along with internet access for families who need it.

More information will be provided shortly about which public school sites will remain available as a safe and supervised environment.

These arrangements are unlike how schools have operated before. The Education Directorate will share more information as it becomes available.

**Year 11 and 12 students**

ACT College students will be supported through a program of online and remote learning designed and delivered by their usual classroom teachers. We are fortunate in the ACT to have a flexible approach to year 11 and 12 assessment. All ACT year 12 students will have the opportunity to receive the ACT Senior Secondary Certificate. Year 12 students working towards their ATAR will also have the opportunity to receive it this year.

Assessment schedules and types are being modified to reflect the current circumstances created by our response to COVID-19.

**Specialist Schools**

All of the ACT public specialist schools will remain available as safe, supervised school sites. These sites will work closely with families to ensure they meet the highly individual needs of each student.

The Muliyan Off Campus Flexible Learning Program will also continue to be available to students who need it.

## Term 2 – Remote delivery of learning announcement – communications plan 8 April 2020

|   |  |                             |                     |
|---|--|-----------------------------|---------------------|
| Stakeholder phone calls                     | <a href="#">David Matthews</a> – AEU; <a href="#">Mark Huxley</a> - ACTPA; <a href="#">Deb Efthymiades</a> – Catholics and independents, BSSS; <a href="#">Ross Hawkins</a> – P&C Council; | Key EDU stakeholders        | 10.30am-12.00pm     |
| Principal teleconference                    | Overview of day and support needed from schools to facilitate communication  | Principals                  | 12.00pm             |
| Email to OSHC                               | Alerting OSCH that Minister will announce T2 arrangements today, with details to follow  | OSHC providers              | 1.00pm              |
| Media conference and media release          | Minister media release outlining changes to school offering for term 2.<br>Media conference @ Hedley Beare, Stirling - office front with lectern.  | <b>Media</b>                | <b>1.30pm</b>       |
| EDU website story                           | Publish story outlining changed schooling arrangements for term 2 and encouraging relevant families to register interest in supervision at school sites.                                   | ACT community               | 2.00pm              |
| EDU website updates and FAQs                | Publish new content and FAQs to support term 2 announcement.<br>Demote pupil-free day information from home page and school website banners, substitute with new content about term 2.     | ACT community               | 3.00pm              |
| Principal email                             | Providing wording and guidance on material they need to share with their school communities (Minister letter and registration form link)   | Principals                  | 3.15pm              |
| Email from principals to school communities | Outlining changes to school offering for term 2 – includes Link to registration form and Minister letter attached.   | School communities          | From 3.15pm onwards |
| Email to OSHC                               | Providing details of term 2 arrangements   | OSHC providers              | 4.00pm              |
| Email from DG to All Staff                  | Email from Director General outlining change to delivery of lessons in term 2  | Education Directorate staff | 4.00pm              |
| Social media<br><i>Minister video</i>       | Minister video (if agreed)   | ACT community               | 5.00pm              |
| Social media                                | Further posts from EDU highlighting key facts re T2.   | ACT community               | 8/9 April PM        |

**Email from principals to parents and carers – Term 2 2020**

Dear parents and carers

I'd like to start by thanking you for your patience and support as we have been working over the past few weeks to design a new way of delivering education to your children for term 2.

Our school has been using this time to develop resources and alternative delivery of learning for children to access their learning from home. This has been an important opportunity for us to make sure your children can continue to receive the highest quality education, no matter what the setting, in these trying times.

Many of you have been seeking information about how we plan to deliver that schooling. Today, the Minister for Education and Early Childhood Development has announced that for term 2, ACT public schools will be moving to remote learning.

This means most students will undertake their learning from home.

If you can, please keep your children home.

For children who cannot stay home, such as children of essential workers and vulnerable children, supervision will be provided at a small number of school sites.

Children who continue to attend a school site will be supervised while undertaking the same remote learning program as children at home.

Teachers will run all classes remotely, with families able to access this flexibly while continuing to focus on their children's wellbeing and their household needs.

If students don't have access to a device or computer at home, this will be provided, along with internet access for families who need it.

While children will be learning remotely, we aren't asking parents to be teachers. This is not home schooling.

Wherever a child accesses their learning from, it will be delivered by their own school. Families will still be part of their school community with the classmates, people, principals and teachers they know.

All remote learning will be designed and delivered by teachers and able to be accessed by families and students flexibly, at times that suit them.

Teachers will likely be arranging a small number of 'check in' times with children and families at set times during the week, such as through video conferencing.

Teachers will set a range of tasks for the week that students can complete whenever best suits them.

While routines are important for children's mental health and wellbeing, there is no need for families to stick to a rigid, timetabled, 9am-3pm school day.

Students attending the school sites will participate in the same remote learning being undertaken by their peers at home and will be supervised by Out of School Hours Care staff supported by teaching staff and allied health staff. The exact composition of the staff on site will vary depending on the needs of the students at each site.

These school sites will maintain hygiene practices and cleaning to support the safety of all people at these sites and practice physical distancing where possible.

Families who require safe and supervised care for their children at the start of term 2 should register their interest by completing a form by **Friday 17 April 2020**. We will be in touch with you from Monday 20 April 2020 with more details. You can access the form here:

<https://forms.office.com/Pages/ResponsePage.aspx?id=MqjU8SFsdUSb9IzH6QRKKWzoc8IZhPILirUHT1THoyJUNzIORlc5RFJLSU9UVTI2STk4TFQ4VUgwVC4u>

If you intend to keep your children at home, you do not need to complete this form. In the future, if your circumstances change, the registration form will still be available for you to complete.

More information will be provided shortly about which public school sites will remain available as a safe and supervised environment.

These arrangements are unlike how schools have operated before. The Education Directorate will share more information as it becomes available.

Please find attached a letter from the Minister for Education and Early Childhood Development on the introduction of this new way of delivering school for our students.

Regards

Principal

**Email from principals to parents and carers – Term 2 2020**

Dear parents and carers

I'd like to start by thanking you for your patience and support as we have been working over the past few weeks to design a new way of delivering education to your children for term 2.

Our school has been using this time to develop resources and alternative delivery of learning for children to access their learning from home. This has been an important opportunity for us to make sure your children can continue to receive the highest quality education, no matter what the setting, in these trying times.

Many of you have been seeking information about how we plan to deliver that schooling. Today, the Minister for Education and Early Childhood Development has announced that for term 2, ACT public schools will be moving to remote learning.

For College students, this will mean learning from home.

All our students will be supported through a program of online and remote learning designed and delivered by their usual classroom teachers. This will also ensure you and your child are able to maintain their relationships and connection with our school.

Our College will continue to support Year 11 and 12 students to complete their ACT Senior Secondary Certificate and finish their school years through remote learning. Year 12 students working towards their ATAR will have the opportunity to receive it this year.

We are fortunate in the ACT to have a flexible approach to year 11 and 12 assessment. Assessment schedules and types are being modified to reflect the current circumstances created by our response to COVID-19.

Parents are not expected to be teachers in the home. Educators are responsible for the quality of learning delivered to students. Teachers will continue to play the teaching role, but it will look different.

The relationship that students have with their teachers and school will continue to be important during this time. Teachers will remain connected with students and families while they are learning from home.

Learning remotely is new for most of us and the Education Directorate is committed to bringing learning to life for students in new ways.

Students should not be expected to be constantly learning. Even in a school environment, learning is broken up throughout the day with time for meals, physical activity and mental breaks. The home environment should allow for breaks in learning, in a way that works for students and families.

These arrangements are unlike how schools have operated before. The Education Directorate will share more information as it becomes available.

Please find attached a letter from the Minister for Education and Early Childhood Development on the introduction of this new way of delivering school for our students.

Regards

Principal

**From:** [Hobbs, Rebecca](#)  
**To:** [Short, Paul](#); [Huxley, Mark](#); [Cursley, Megan](#)  
**Subject:** CLEARED T2 FAQs EDU website (003)  
**Date:** Wednesday, 8 April 2020 4:34:41 PM  
**Attachments:** [T2 FAQs EDU website \(003\).docx](#)

---

Hi team

This should be the last of the web content. Cleared for publication with tracked changes.

Thank you! Hoping to get the messages to parents cleared next.

Bec

## Term 2 FAQs for EDU website

To slow the spread of COVID-19 all ACT residents are being asked to stay at home.

At the start of term 2, ACT public schools will be moving to a remote delivery of learning.

Most students will undertake their learning from home and we are asking parents and carers to keep their children at home if they can.

For students who cannot stay at home, supervision will be provided at a small number of school sites.

The Frequently Asked Questions below provide more detail about the arrangements for learning in ACT public schools from the start of Term 2.

## Remote learning

### When is Term 2?

Public [school term dates in the ACT](#) remain unchanged. Term 2 runs from Tuesday 28 April to Friday 3 July 2020 inclusive (Monday 27 April is a public holiday).

### Will all students undertake remote learning?

Yes. For term 2, ACT public schools will be moving to remote delivery of learning.

All public school students will be supported through a program of online and remote learning designed and delivered by their school, who know them best, to match their school year and ability. This will also ensure students and families maintain their relationships and connection with their school.

For term 2, this means the majority of public school students will undertake their learning from home.

### What are the expectations on parents whose children are accessing remote learning from home?

Families should continue to focus on the wellbeing of their children. Parents are not expected to be teachers in the home. Educators are responsible for the quality of learning delivered to students. Teachers will continue to play the teaching role, but it will look different.

Parents can assist by establishing a flexible routine of access to learning at home. To check in on children from time to time, ensure they are balancing exercise, good health and learning. Try creating a space for learning to occur in the home and avoid distractions where possible. Don't feel guilty. We are all doing the best we can in these difficult circumstances.

### What will remote learning look like for students?

Learning remotely is new for most of us and the Education Directorate is committed to bringing learning to life for students in new ways.

We don't expect parents to replicate the structured timetable we would deliver in a school environment. A day of learning in the home environment will look different.

For example, your child's teacher might provide a general routine, with regular check-ins and flexible blocks of time that can be used for learning.

Students should not be expected to be constantly learning. Even in a school environment, learning is broken up throughout the day with time for meals, physical activity and mental breaks. The home environment should allow for breaks in learning, in a way that works for students and families.

Learning programs in public schools will be tailored depending on a student's stage at school. Much of it will be open ended and self-paced.

### **What support will families get from their school?**

Your child remains a part of their current public school and will access learning from their own school. Families will still be part of their school community with the classmates, school leaders, staff and teachers they know. Families' first point of contact will remain the same – their own school.

Student and parent relationships with their teachers and school will continue to be important during this time. Public schools will keep families and children connected with their teachers and classmates while they are learning from home.

### **How will remote learning impact year 11 and 12?**

ACT public college students will be supported through a program of online and remote learning designed and delivered by their usual classroom teachers. We are fortunate in the ACT to have a flexible approach to year 11 and 12 assessment. All ACT year 12 students will have the opportunity to receive the ACT Senior Secondary Certificate. Year 12 students working towards their ATAR will also have the opportunity to receive it for 2020.

### **How are we supporting vulnerable students through this change?**

The Education Directorate will support vulnerable public school students to transition to the most appropriate arrangement for them. This could include, for example, learning support units delivering differentiated supports to vulnerable students learning from home.

### **Are specialist schools still open?**

All of the ACT public specialist schools will remain available as safe, supervised school sites. These sites will work closely with families to ensure they meet the highly individual needs of each student. The Muliyan Off Campus Flexible Learning Program will also continue to be available to students who need it.

### **What if we don't have internet access or a computer?**

For those that may not have internet access or a device at home, the Education Directorate is working to provide equal access to enable students to continue to access online learning, assessment and support.

Many schools have already been contacting families to understand what support they may need with this. Families are encouraged to reach out to their schools if they have specific needs.

Not all learning will be online. Younger students in particular will use offline resources provided through their schools to continue their learning.

Public school students in Year 7 through to Year 12 already receive access to a Chromebook device as part of the ACT Government's nation-leading investment in digital education.

ACT public primary schools are also identifying students in years 4, 5 and 6 who require a device to ensure learning can continue at home. If your child is in year 4, 5 or 6, please talk to your school about loaning a device for use during the home learning period.

Devices are also available for the public school students in the early primary years. Parents should talk to their school if they need a device.

### **Are public schools and teachers prepared for remote learning?**

During the March/April pupil-free period ACT public schools to prepared the transition to new ways of delivering education to your child. This has included training for our teachers and developing resources and supports for children to access online and home-based learning.

All public schools and teachers are committed to making sure students continue to receive the highest quality education, no matter what the setting.

### **Who do I call for help/questions?**

Your child's school and teachers will be in regular contact with you, to make sure you are supported. If you ever need any help or have questions, please contact your child's school.

### **Are non-government schools also introducing remote learning and supervised school sites?**

This is a decision for each non-government school to make. If you are unsure of arrangements at your child's school, please contact them directly.

## **Supervised school sites**

### **Do families need to register their children to attend a supervised school site?**

Yes. Families will receive an email from their public school asking them to register through an online form, if they are unable to have their children at home. This will help the Education Directorate assess demand and ensure that the needs of individual students are met.

### **When will families know which school site their child can go to?**

More information will be provided shortly about which public school sites will remain available as a safe and supervised environment.

### **What is a supervised school site?**

For families who are unable to have their children at home, the Education Directorate will provide a small number of safe, supervised public school sites they can access their remote learning from. For most public school students it is unlikely this site will be their usual school.

These school sites will be chosen based on their facilities, geographic location and local demand. It is possible this site will be your child's usual school.

### **What will my child be doing while they are at the supervised school site?**

Public school students attending the supervised school sites will participate in the same remote learning being undertaken by their peers at home.

### **Who will look after my child while they're at the supervised school site?**

Students will be supervised by Out of School Hours Care staff, supported by teaching staff and allied health staff. The composition of the staff on site will vary depending on the needs of the students at each site.

**Will there be out of school hours care available at the designated school sites?**

Yes. Out of school hours care will be available at the designated school sites for families who need care before and after school hours. The Education Directorate is working with these service providers and we'll have more detail about this soon.

**What should my child bring to the supervised school site?**

Public school students attending the school sites will participate in the same remote learning being undertaken by their peers at home. They should bring any learning resources provided by their school (e.g. chrome book, hard copy packs) and things they would usually take with them on a school day, including lunch, hat, jumper etc.

**What safety measures will be in place at supervised school sites to minimise the spread of COVID-19?**

The sites will maintain hygiene practices and cleaning to support the safety of all people at these sites and practice physical distancing where possible.

**Will buses run as normal in Term 2?**

The Education Directorate and Transport Canberra are working together to ensure that students can get to the school site that they are accessing. More information will be made available once school sites are confirmed.

**What services will be provided for the Special Needs Transport Service?**

Transport Canberra will continue to provide Special Needs Transport services for all students enrolled in this service who are attending a school site in Term 2. Any changes to arrangements will be made in consultation with those schools and families to support any changes to individual student arrangements.

**From:** [Brewer, Lauren](#)  
**To:** [EDUMCR](#)  
**Cc:** [Education DLO](#)  
**Subject:** FOR MO OFFICE: CAVEAT BRIEF - DAILY UPDATE (IMT TEAM - COVID-19) - 8 April 2020  
**Date:** Wednesday, 8 April 2020 8:04:00 PM  
**Attachments:** [2020.04.08 - CAVEAT BRIEF - DAILY UPDATE \(CLEARED BY EGM IMT\).tr5](#)

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UNCLASSIFIED For-Official-Use-Only

Hi team,

IMT daily update for Minister's office

Education DLO copied in.

Kind regards,

Loz

**Lauren Brewer** | *Executive Support Officer to*  
*Mark Huxley, Executive Group Manager – School Improvement*  
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**Reference/Location/Container: MIN20/292/04**

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 8 April 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 8 April 2020.

**Noted / Please discuss**

**Yvette Berry MLA..../..../....**

### 1. HOT ISSUES

#### Attendance

Student attendance remained at 2.4 per cent today (917 students) and 1355 teachers physically attended their workplace.

#### Term 2 arrangements and communications

Messaging has been finalised and shared with your office for today's Term 2 announcement and was released this afternoon. Parents and carers will be asked to register if they require their children to attend a school site in Term 2 which will inform the final decisions around which sites will remain open. A meeting was held with specialist schools yesterday about Term 2 arrangements. Out of School Hours Care providers were contacted today ahead of your announcement, with work under way on procurement for OSHC and specialist providers. People and Performance branch are preparing to answer staff questions following the announcement and work continues finalising the industrial framework ahead of Term 2, with the Directorate seeking Australian Education Union agreement to Enterprise Agreement changes.

#### School sites

The Deputy Director-General is participating in national discussions about making schools safer using cleaning protocols and physical distancing and clear updated guidance will be provided as soon as possible.

### 2. CONTROL: PLANNING

#### Professional learning

Question and Answer sessions were held online today, with one session for Preschool-Year 6 teachers and the other for secondary and college teachers.

### 3. CONTROL: PUBLIC INFORMATION

#### Communications priorities

The key priority for this week is to communicate Term 2 arrangements to schools and families. Website material was updated this afternoon and letters to parents will be going out in the morning.

### 4. CONTROL: OPERATIONS

#### Vacation care

Term 1 ends tomorrow followed by school holidays. As advised yesterday, currently all vacation care providers who operate out of school facilities have indicated that they intend to offer a service in the upcoming school holidays. Cleaning Services will clean all areas used by vacation care providers and providers have been advised not to engage external cleaning services.

#### Education Support Office staff

With most ESO staff now working from home, an ESO Teams site launched today to promote collaboration and engagement. A paper about workforce rotations and redeployments is being prepared for executive consideration next week.

#### Principals

Following AEU representations, information is being prepared for principals encouraging them to access flexible work arrangements and employee support later in the term in recognition of the excessive hours they have worked to prepare for online delivery. Principals will be encouraged to request this through their DSI.

#### Copyright reminders

With the transition to remote learning, teachers are being reminded about copyright laws and restrictions when posting and using content such as music.

#### Pandemic Plan

The Plan continues to be updated and will be shared with non-government schools.



Signatory Name: Mark Huxley  
Title Incident Controller  
Date 8 April 2020



Trim No: MIN20/292

## Caveat Brief

**To:** Minister for Education and Early Childhood Development  
**From:** Mark Huxley, Incident Controller, COVID-19 Incident Management Team  
**Subject:** COVID-19 Daily Update  
**Date:** 2 April 2020

That you note the following information in relation to the Education Directorate's response to COVID-19 pandemic on 2 April 2020.

Noted / Please discuss

Yvette Berry MLA 21/04/20

### 1. HOT ISSUES

#### Attendance

Student attendance was around 2.2 per cent and there were 1450 staff physically attending school sites today. Staffing at Malkara remains the key concern with continued Education Support Office assistance. A meeting with AEU representation will be held at Malkara this week.

#### Early childhood education and care

The Prime Minister today announced free childcare would be available during the pandemic, which would benefit around one million families. This will not be means-tested.

#### ACTPS redeployment

Redeployment arrangements across the ACT Public Service are being considered to staff areas with shortages including Canberra Health Services and Access Canberra.

### 2. CONTROL: PLANNING

#### Professional learning

Online professional learning continues today and tomorrow with today's offerings including sessions for primary teachers, secondary teachers and early years teachers.

#### Learning and care model

Further work is under way in relation to how the proposed learning and care model will be implemented for vulnerable and/or at-risk students. Universal (eg student wellbeing phone line), selected (eg NSET) and targeted (eg specialist, Muliyan, youth

justice) supports have been identified and a project plan is being developed to support this cohort.

### 3. CONTROL: PUBLIC INFORMATION

#### Communications priorities

Preparing for Term 2 and beyond, including sharing with the community how schools are preparing, remains the key focus of the Directorate's media and communications section.

#### Stakeholder engagement

The Directorate will meet with the AEU tomorrow morning in relation to Term 2 planning. The AEU have also been provided with copies of all Directorate correspondence sent to parents and carers in relation to COVID-19.

The Directorate also met with the Principals Advisory Group today as well as the ACT Principals Association. The feedback from them was generally positive and feel well supported in these unprecedented times.

### 4. CONTROL: OPERATIONS

#### Enrolments

2021 enrolments are currently still due to open 28 April.

#### Casuals employed in schools

Principals have been reminded of the Whole of Government position on casual employment and payment to casuals following some instances where casuals were incorrectly advised they would no longer be paid. The Directorate will ensure casuals continue to be paid during this time based on an average of hours worked for the past six months.

#### International students

Support is being given to international students (offshore and homestay) to keep them engaged given the usual school holiday travel will not be able to occur.



Signatory Name: Mark Huxley  
 Title Incident Controller  
 Date 2 April 2020