

EDITHVALE PRIMARY SCHOOL**ON-SITE ATTENDANCE REQUEST FORM**

Student 1 name:	
Student 2 name:	
Student 3 name:	
Student 1 date of birth:	
Student 2 date of birth:	
Student 3 date of birth:	
Student 1 year level:	
Student 2 year level:	
Student 3 year level:	

*The Victorian Government has stated that all students who **can** learn from home **must** learn from home and that parents who can work from home **should** work from home*

I am requesting that my child/ren attend on-site schooling because my child/ren is/are not able to be supervised at home and no other arrangements can be made.

Please provide specific details including but not limited to;
During the last 3 weeks, how has your child been supervised?
What reasons can you give for this changing?

The Victorian Government has stated that all students who **can** learn from home **must** learn from home and that parents who can work from home **should** work from home

By submitting this form, I declare that my child/ren is/are well and I will collect my child/ren as soon as is practicable upon the request of the school if my child becomes unwell.

PLEASE PROVIDE THE FOLLOWING INFORMATION, acknowledging that you are aware that:

- The Education Department guidelines state that “**all students MUST be learning from home, except for children on days when they are not able to be supervised at home and no other arrangements can be made**”.
- If my child/children requires access to digital devices, a loan can be arranged by contacting the school.
- If my child/children attends school for supervision, he/she would continue to follow the remote and flexible program provided by the class teacher, via their device brought from home. *That is, the same remote learning program is followed by all students, whether learning from home or when supervised on school premises.*
- Supervision will be provided by a volunteer Education Support Staff member/teacher, not your child’s teacher.
- Social distancing and health measures/checks will be implemented for all adults and children on-site
- If approved, supervision is not automatically on a 9am – 3:30pm and on-going arrangement. It will be provided as per individual arrangements on a case by case basis and according to week by week requirements. eg, within shifts and work hours.
- If approved, arrangements will initially be put in place for weeks 1 & 2 of term 2 only, with further communication to follow regarding weeks 3 on.

Emergency contact details:	What essential service are you working in? Eg, Health, Police, Corrections, Youth justice, Emergency services, Other	EMPLOYMENT DETAILS
Parent/Carer 1		

<p>Parent/Carer 2</p>														
<p>Parent/Carer 1 Are you a full time worker or part time/full-worker Do you work shifts? (Days/hours):</p>	<p>Please add details.</p>													
<p>Parent/Carer 2 Are you a full time worker or part time/full-worker Do you work shifts? (Days/hours):</p>	<p>Please add details.</p>													
<p>Dates required: Please note you need to complete this process weekly to ensure adequate staffing on-site.</p>	<table border="1"> <thead> <tr> <th data-bbox="887 855 1272 975">Day Date</th> <th data-bbox="1283 855 1984 975">Please indicate requested days & hours of supervision required each day. (within 9am-3:30pm) (eg 10am- 2pm, 1pm- 3:30pm)</th> </tr> </thead> <tbody> <tr> <td data-bbox="887 975 1283 1026">Wednesday 15/4</td> <td data-bbox="1283 975 1984 1026"></td> </tr> <tr> <td data-bbox="887 1026 1283 1077">Thursday 16/4</td> <td data-bbox="1283 1026 1984 1077"></td> </tr> <tr> <td data-bbox="887 1077 1283 1128">Friday 17/4</td> <td data-bbox="1283 1077 1984 1128"></td> </tr> <tr> <td data-bbox="887 1128 1283 1179">Monday 20/4</td> <td data-bbox="1283 1128 1984 1179"></td> </tr> <tr> <td data-bbox="887 1179 1283 1256">Tuesday 21/4</td> <td data-bbox="1283 1179 1984 1256"></td> </tr> </tbody> </table>	Day Date	Please indicate requested days & hours of supervision required each day. (within 9am-3:30pm) (eg 10am- 2pm, 1pm- 3:30pm)	Wednesday 15/4		Thursday 16/4		Friday 17/4		Monday 20/4		Tuesday 21/4		
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Wednesday 15/4														
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Monday 20/4														
Tuesday 21/4														

Parent/Guardian name: _____

Signature: _____

Date: _____

Received and Processed by.....

On (date).....

ADDITIONAL INFORMATION & STUDENTS AT RISK PLANNING TOOL

INTRODUCTION

In order to minimise the spread of COVID-19, the Chief Health Officer advised that all Victorian government schools transition to remote and flexible learning and teaching at the start of Term 2. Attending school on-site will remain available in limited circumstances for:

- **Children who are not able to be supervised at home, and for whom no other arrangements can be made.**
- Vulnerable children without access to a suitable learning environment at home, including:
 - children in out-of-home care
 - children deemed by Child Protection and/or Family Services to be at risk of harm
 - children identified by the school as vulnerable (including via referral from a family violence agency, homelessness or youth justice service or mental health or other health service and children with a disability).
- Small groups (<10) of senior VCE and VCAL students on a rotation basis, where learning requirements cannot be conducted via distance, provided appropriate physical distancing and hygiene measures are in place.

In the first instance, all students who can learn safely at home must transition to remote and flexible learning. This can include children in primary, secondary and specialist schools who are considered vulnerable but have access to a suitable learning environment at home.

On-site learning and teaching programs for vulnerable children at primary, secondary and specialist government schools, will be offered based on the school's assessment and understanding of the safety risks faced by vulnerable students and families.

Students at Risk Planning Tool

The 'Students at Risk Planning Tool' is one of a number of resources to assist your school's wellbeing team to identify students who may be vulnerable. On the following pages you will find an example of a completed template and further guidance to support this process. Assistance can be obtained by contacting your Regional Health and Wellbeing Key Contact.

During times of uncertainty, children and young people may experience an increased vulnerability as a result of internal responses and/or external social and environmental factors.

If school staff become aware of an incident, receive a disclosure or form a reasonable belief that a child has been abused or is at risk of abuse, they must follow all normal procedures for responding to and reporting abuse, including the [Four Critical Actions for Schools](#). More information about responding to incidents, disclosures and suspicions of child abuse can be found on the [PROTECT website](#) or at [Child Protection – Reporting Obligations](#).

STUDENTS AT RISK PLANNING TEMPLATE

Staff member completing risk assessment:

School:

Date:

Vulnerabilities to consider	Student	Known risk	Immediate school actions
<ul style="list-style-type: none"> • Out of Home Care (OoHC) residential care • Out of Home Care (OoHC) 			•

<ul style="list-style-type: none"> • History of child abuse • History of family violence • Mental health • Disability/complex medical needs • Youth control order or community order • Recently transitioning from the youth justice system <p>Priority cohorts:</p> <ul style="list-style-type: none"> • Young carer/parenting • English as an Additional Language • Refugee background • Aboriginal/Torres Strait Islander • LGBTIQ • Disengaged students • International students 			•
			•
			•
			•
			•

EXAMPLE: STUDENTS AT RISK PLANNING TEMPLATE

Staff member completing risk assessment: Mark Smith

School: Yellow Secondary College

Date: 25/03/2020

If school staff become aware of an incident, receive a disclosure or form a reasonable belief that a child has been abused or is at risk of abuse, they must follow all normal procedures for responding to and reporting abuse, including the Four Critical Actions for Schools. More

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information about responding to incidents, disclosures and suspicions of child abuse can be found on the [PROTECT website](#) or at [Child Protection – Reporting Obligations](#).

Vulnerability or need	Potential risks	Possible school actions	Further support and information
<p>Out of Home Care (OoHC) – residential care</p>	<p>Increased risk of child abuse and/or family violence</p> <p>Increased risk of harm to young person.</p>	<p>For students in residential care, contact one of the student’s residential care workers. If you are unable to engage with one of the student’s residential care workers or have a question for the legal guardian of the student, contact Department of Health and Human Services (DHHS).</p> <p>Designated Teacher convenes a Student Support Group meeting to:</p> <ul style="list-style-type: none"> refer to the Educational Needs Analysis update the student’s Individual Education Plan <p>Where possible the Student Support Group meeting should be conducted remotely e.g via conference call. Any face to face meeting should be conducted in line with the current health advice from the Chief Health Officer (CHO).</p> <p>Ensure the student’s needs are being considered to promote optimal learning including:</p> <ul style="list-style-type: none"> the student’s Learning Mentor can contact the student to offer support. 	<p>Designated Teachers in schools may be available to assist with your planning. If schools, carers or residential care workers require additional support they can contact the following LOOKOUT Centres:</p> <p>South Western Victoria Region Principal: Andrew Kohane lookout.swv@edumail.vic.gov.au</p> <p>South Eastern Victoria Region Principal: Murray Geddes lookout.sev@edumail.vic.gov.au</p> <p>North Western Victoria Region Principal: Marise Boff lookout.nwv@edumail.vic.gov.au</p> <p>North Eastern Victoria Region Principal: David Rose lookout.nev@edumail.vic.gov.au</p> <p>For more information on LOOKOUT Education and Support Centres please visit:</p>

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Vulnerability or need	Potential risks	Possible school actions	Further support and information
			https://www.education.vic.gov.au/about/programs/Pages/lookout.aspx
History of child abuse	<p>Increased risk of child abuse</p> <p>Difficulty accessing supports, seeking help or disclosing</p> <p>Decreased ability of family, community or services to monitor or identify child safety issues occurring or escalating.</p>	<p>Contact safe parent/carer to check current conditions of orders (court and IVO and living arrangements)</p> <p>Review and update existing child safety and/or wellbeing plans</p> <p>Develop child safety and/or wellbeing plans where necessary</p> <p>Identified contact to regularly 'check-in' with student</p> <p>Request support from Student Support Services key contact if required</p>	<p>See the PROTECT website for information and guidance on identifying and responding to child abuse.</p> <p>The Four Critical Actions for Schools is a quick-reference guide for schools on how to report and respond to disclosures, suspicions or allegations of child abuse.</p>
Disability and complex health and/or	<p>Increased risk of child abuse and/or family violence</p> <p>Difficulty</p>	The Disability Standards for Education (2005) require that reasonable adjustments are put in place to ensure students with disability have access to an educational program on the same basis as all other students	<p>For student-specific queries about PSD processes and student support, contact the Regional Disabilities Coordinator in your region.</p> <p>For regional office phone numbers, see:</p>

Vulnerability or need	Potential risks	Possible school actions	Further support and information
<p>attendant care needs</p>	<p>accessing supports</p> <p>For students with high needs, additional burden for personal care/supervision on families.</p>	<p>School retains responsibility for education program</p> <p>Parents retain responsibility for supervision and care of their child while the education program is being delivered in the home</p> <p>Schools and parents should work together via the Student Support Group to confirm supervisory arrangements, any necessary health or attendant care arrangements, and consider the education and support needs of the student. The Student Support Group meeting should be conducted remotely via conference call, adhering to social distancing rules</p> <p>Update the student's Individual Education Plan to reflect the changed context of their learning</p> <p>Consider:</p> <ul style="list-style-type: none"> • using available technology (i.e. phone, Skype, FaceTime, email, etc.) to engage directly with the student and parents/carers/guardians • requesting additional assistance (through the Department or community supports) in response to any change in circumstances or needs of students • identifying a key contact for the parents of the student and any personnel involved in the student's educational program. <p>If there are specific health or safety concerns relating to the student's health condition in the remote learning setting, principals should request that parent/guardian/carer(s) obtain information from the</p>	<p>www.education.vic.gov.au/about/contact/Pages/regions.aspx</p>

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Vulnerability or need	Potential risks	Possible school actions	Further support and information
		student's medical professional	