

Sydney Distance Education High School



Student Wellbeing Policy

11 February 2020

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1. Introduction

Sydney Distance Education High School provides quality individualised education for all students, taking into account their backgrounds, abilities and interests. We are committed to providing effective learning and teaching within safe and secure environments in partnership with parents, carers and the wider school community.

Sydney Distance Education High School has a planned approach to Wellbeing that incorporates the elements of the Wellbeing Framework.

2. Student Wellbeing Team

The Student Wellbeing Team includes the following.

- Deputy Principals
- Head Teachers Welfare
- Head Teacher Secondary Studies Years 7–9
- Head Teacher Teaching and Learning (Support)
- School Counsellors
- Year Advisers
- Supervisor of Girls
- Supervisor of Pregnant Girls & Young Parents
- Supervisor of Boys
- Transition Coordinators

In addition, the Aboriginal Education Coordinator, who is responsible to one of the Deputy Principals, liaises with the Student Wellbeing Team and also attends the meetings when appropriate.

The team is led by the Head Teachers Welfare and meets fortnightly. When appropriate, the Principal also attends meetings.

All members of the Student Wellbeing Team have access to Student Wellbeing Team folder and the school *Year Advisers' Handbook*.

Head Teachers Welfare have a 0.4 allowance, Year Advisers have a 0.3 allowance, the Supervisor of Girls, the Supervisor of Pregnant Girls & Young Parents and the Supervisor of Boys each have a 0.1 allowance and the Transition Coordinators each have a 0.2 allowance. In addition, Year Advisers and the Supervisor of Girls receive a Department of Education (DoE) financial allowance. Every two years, Expressions of Interest are called for these positions.

When a member of the Student Wellbeing Team takes leave, or relieves in a higher position, professional learning opportunities are provided for other members of staff to relieve in the position.

A member of the Student Wellbeing Team has responsibility, also, for the students in statutory Out of Home Care (OOHC) with a 0.1 allowance.

3. Related NSW Department of Education Policies and Procedures

NSW Department of Education (DoE) student welfare policies and procedures are found on the Department's Intranet and Internet. The Head Teachers Welfare provide Student Wellbeing Team members with a folder containing these policies and procedures.

Implementation documents

- Student Discipline in Government Schools – Support Materials
- Protecting and Supporting Children and Young People Procedures
- Suspension and Expulsion of School Students – Procedures
- Bullying – Preventing and Responding to Student Bullying in Schools Policy

Related Information

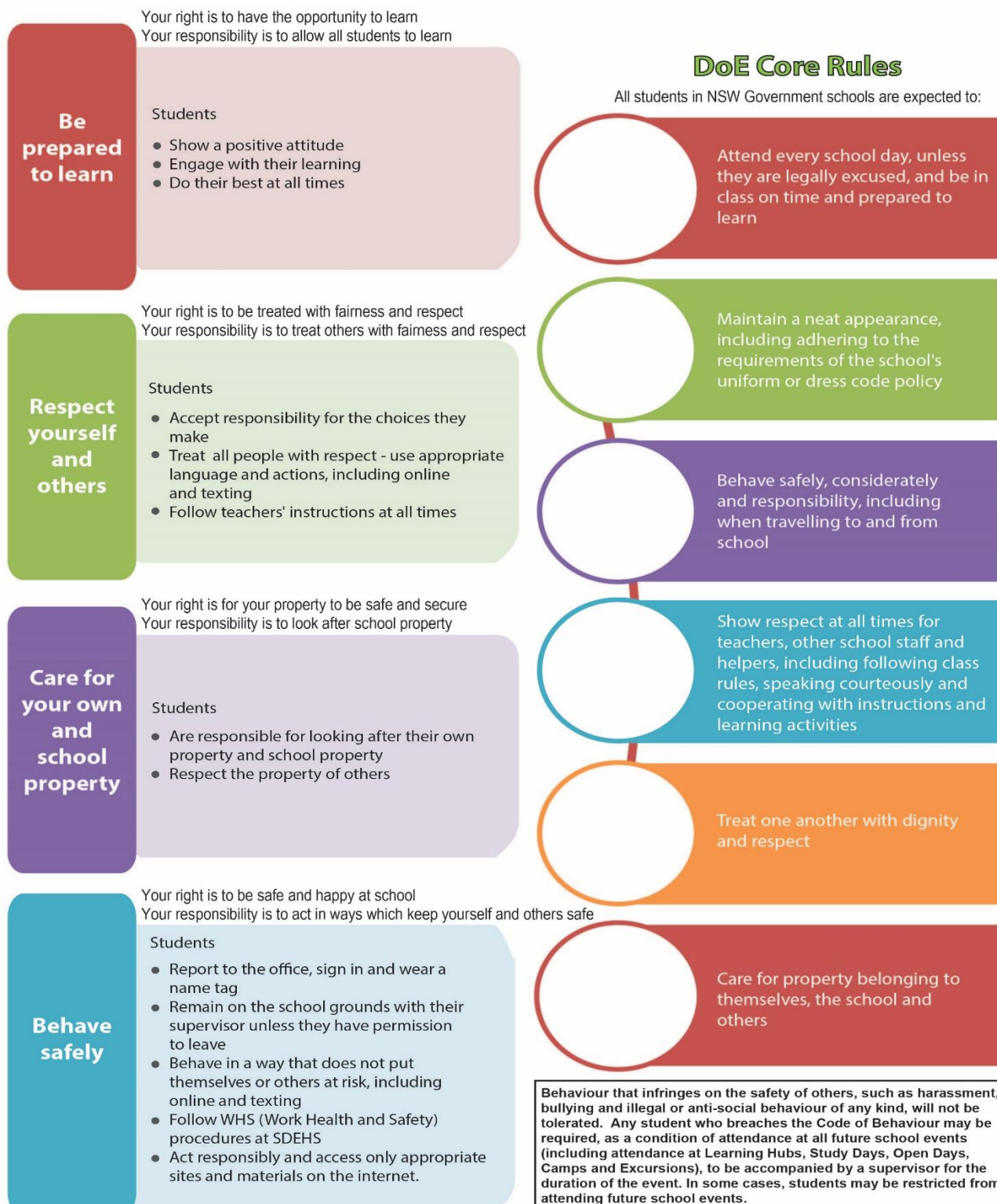
- Student Welfare Policy
- Core Rules for Students in NSW Government Schools
- Student Attendance in Government Schools: Procedures
- Workplace Health and Safety Policy
- Anti-racism Policy
- Drugs in Schools Policy
- The government interagency initiative, *Keep Them Safe*, aims to improve the safety, welfare and wellbeing of children and young people. It includes an online system which assists mandatory reporters assess whether a child is at risk, and to alert the appropriate agencies and personnel. There is a direct link to this on the school's intranet home page.

4. School Policies and Procedures

References in this policy to 'DELTA' are references to, the school's Filemaker Pro database system, 'Distance Education Learning and Teaching Administration'.

4.1 Code of Behaviour

Students are welcome to use all student spaces including the reception area, courtyard, classrooms (eg theatrette, General Learning Space 1, practical learning spaces in the cottage, the library including Technology Space and seminar rooms, the COLA and the kitchen) where appropriate. Please note students may only be in staff work areas when invited by a teacher.



Revised 10.11.17

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4.2 Students enrolled with a history of violence, behaviour or safety issues

1. In line with the Department's Enhanced Enrolment Procedures, a Risk Assessment and Risk Management Plan accompanies the application to enrol for any students with a history of violence, behaviour issues or safety concerns. This Risk Assessment is reviewed by the Head Teacher (Enrolments), the Deputy Principal responsible for the year and the Principal and if there is a safety risk to staff or other students, a no hub/no school/no home visit alert will be issued.
 - Deputy Principal reviews risk assessment in consultation with Rural and Distance Education Special Programs Coordinator.
 - Deputy Principal liaises with Learning Support in preparing the movement form.
 - A letter is sent to the supervisor if there is a no hub/no school/no home alert put in place, advising that they can contact the Year Adviser for clarification if required.
 - Deputy Principal convenes a Coordinated Support Meeting with the student's teachers and faculty Head Teachers relevant, Head Teacher Welfare and Head Teacher Secondary Studies.
 - Head Teacher Welfare and Head Teacher Secondary Studies and Deputy Principal monitor student's wellbeing and academic progress.
 - Any concerns to be reported immediately to Head Teacher Welfare or directly to the Deputy Principal.
2. It is the responsibility of teachers not to invite students for face to face lessons if they have a no hub/no school/no home visit alert recorded on their record card in the Student Management System.
3. It is the responsibility of staff at Centres to ensure that no student with a 'No School/No Hub' alert visits SDEHS.
4. It is the responsibility of staff at Centres to supervise all Centre students at all times while at SDEHS.
5. Transition Coordinators and other members of the Student Wellbeing Team may consider visiting a student with a no hub/no school/no home visit alert, after consultation with the relevant Head Teacher Welfare and approval from the Deputy Principal so that risk minimisation strategies can be developed where needed.
6. In the case where there has been a request or recommendation that a no hub/no school/no home alert be lifted and only a behaviour flag remain the following will occur prior to the no hub/no school/no home alert being removed.
 - The request or recommendation will be considered by the Head Teacher Welfare and Deputy Principal after reviewing the student's Risk Management Plan.
 - Conditions to be put in place during this review period will be stipulated, recorded as an alert on the Student Management System and will be communicated to the supervisor.
 - A coordinated support meeting may occur where appropriate.
 - After the review period the Deputy Principal in consultation with the Head Teacher Welfare and Principal or Hub Coordinator where appropriate will make a decision on whether to remove the no hub/no school/no home visit alert.
 - A new risk management plan will be organised by Head Teacher Welfare in consultation with Deputy Principal. A Care and Safety Plan (Appendix 9) may also be developed.
 - If the no hub/no school/no home visit alert is removed the Head Teacher Welfare and Hub Coordinator will monitor the student's behaviour and refer to the Deputy Principal if the alert needs to be reinstated.
 - For Centre/Single Course students enrolled with a no school/no hub/no home visits alert, any changes to this should be managed by the Head Teacher Secondary Studies in consultation with the Deputy Principal.

4.3 Student Attendance

Sydney Distance Education High School Student Attendance

Distance education is governed by the same policies as apply to all NSW government schools, including policies on student attendance. Regular attendance at school is essential if students are to maximise their potential and meet the requirements of the law. Schools and parents share responsibility for promoting regular attendance.

The NSW Department of Education School Attendance Policy requires that Principals of NSW government schools ensure:

- that when frequent absences are explained as being due to illness that:
 - consultation occurs with parents regarding the health care needs of the student
 - medical certificates are sought for the absences
 - where there are ongoing concerns, approval is sought from parents to contact the student's doctor so that the school has all the relevant information regarding the student's health care needs.

Sydney Distance Education High School measures attendance by the amount of work completed. Each week, in each course, students are expected to complete a set of work. This work is submitted through elearning or returned by mail. Individualised Learning Plans and Personalised Learning Plans and Pathways for identified students are also taken into consideration.

Distance education schools keep records of student–teacher contacts and also use this information to assess satisfactory attendance. Teachers and faculties monitor the progress of individual students. Teachers review all students on a weekly basis to check they are returning work regularly and have work to go on with, as summarised in *Sydney Distance Education High School Teachers Roles and Responsibilities*. Teachers refer any issues to the Faculty Head Teacher or Year Adviser as outlined in the Referring On Guide – A quick Guide for Teachers.

Students are considered to have satisfactory attendance if they have completed more than 75% of their study program, as identified in the Student Review and Student Engagement Policy and Procedures. This is consistent with Centrelink's requirement that schools report if a student has "submitted a satisfactory number of assignments in sufficient subjects to maintain progress at 75% of a normal full-time workload". However, ABSTUDY requires students to "attend a minimum of 85% of days in a school term", which means that ABSTUDY students must complete 85% of their study program.

The Student Attendance in Government Schools Procedures (2015) states that parents or carers of children of compulsory school age are responsible for ensuring that their child attends school every day. Children must commence school by age 6 and then complete Year 10. After Year 10 and until they turn 17, students must be:

- in school, or registered for home schooling, or
- in approved education or training (eg TAFE, traineeship, apprenticeship) or
- in full time, paid employment (average 25 hours a week) or
- in a combination of work, education and/or training.

For students younger than 17 whose attendance is identified as being less than 50%, the Head Teacher Welfare will ensure that a broad range of strategies are put in place to support the student. These may include:

- a Years 7–10 part program ie a student does some of the required courses in a year
- a Years 11–12 Pathways program ie a student completes Stage 6 over more than 2 years
- ongoing communication from class teachers eg phone, emails
- referral to Year Advisers, Faculty Head Teachers, Head Teacher Welfare or Head Teacher Secondary Studies for follow up.

Refer also to The Enrolment of Students in Government Schools: A Summary and Consolidation of Policy (1997) and Protecting and Supporting Children and Young People Policy and Procedures

a) School based strategies to be implemented for students with poor attendance and engagement at Sydney Distance Education High School

For students under 17 years, whose attendance is identified as being less than 50% the Head Teacher Welfare will ensure that a broad range of interventions are put in place to support the student.

These may include:

- Ongoing communication from class teachers eg phone, emails
- Referral to Year Advisers, Faculty Head Teachers, Head Teacher Welfare or Head Teacher Secondary Studies for follow up
- Warning Letters (Years 10–12) sent where necessary, phone calls made by teachers regarding the Warning letters
- Non contactable/disengagement letters sent
- Meeting with the student and parent/carer
- Advice and involvement sought by DoE local area office
- Referral to the Learning and Support Team or other wellbeing team members, including School Counsellor
- Development of a school-based Attendance Improvement Plan with parents and student to address attendance issues
- Requesting and sharing information and working collaboratively with other support services
- Use of interpreters and translated materials to support parent understanding
- Seeking advice about culturally appropriate responses from relevant services
- Support and liaise with agencies that are involved with the family
- Use of interpreters and translated materials to support parent understanding
- Liaise with agencies that are involved with the family to increase support
- Adjustment of study programs to meet students' needs
- Implementation of Part/Pathways Programs
- Head Teacher Welfare order a Police Welfare Check for students who are not able to be contacted
- Transition Coordinator visit or follow up

b) Referral to the Home School Liaison Program

As outlined in the *Student Attendance in Government Schools Procedures* (2015), "if a range of school based interventions has been unsuccessful in resolving attendance difficulties the principal should request support by making an application to the Home School Liaison Program and submitting the application to their local Educational Services Team for consideration."

At Sydney Distance Education High School, consideration of HSLO involvement should occur no later than the student being disengaged for one term. There is an expectation that school based strategies have been implemented during this time.

This involves:

1. Head Teacher Welfare will determine if a HSLO application is in the student's best interest, taking into consideration the student's age. If the Head Teacher Welfare believes that an alternative training pathway is more appropriate, the student and supervisor should be supported with this
2. Head Teacher Welfare completes the HSLO application
3. HSLO application is reviewed and signed by the Principal
4. Parents are advised about the application to the HSLO Program using the example letter in the *Student Attendance in Government Schools Procedures* (2015)
5. Head Teacher Welfare liaises with HSLO and Learning and Engagement consultants in restoring the student's attendance. This may involve representing the Principal at *Compulsory Schooling Conferences*.

4.4 Exemption from Attendance, Enrolment, Extended Leave and Withdrawal from Enrolment

The *Exemption from School Procedures* (2015) states that a “child may be exempt from being enrolled and attending school if the Minister or delegate is satisfied that conditions exist which make it necessary or desirable that a Certificate should be granted. A *Certificate of Exemption* may be given subject to conditions and limited to a period specified in the certificate and that A *Certificate of Exemption* must only be granted when it has been clearly demonstrated by the applicant that an exemption is in the student’s best interests in the short and long term. Alternatives to exemption should have been fully explored.”

The implementation of processes related to exemption from attendance and enrolment, special leave and withdrawal from enrolment are outlined in the SDEHS A. *Exemption from Attendance*, B. *Exemption from Enrolment*, C. *Extended Leave – Travel* and D. *Withdrawal from Enrolment Process and Procedures 2015*. See Attachment 1.

In general, conditions for approval of Exemptions from Attendance for exceptional circumstances, including medical, are:

- Course completion requirements must be met regardless of the length of the leave approved. This includes completion of outstanding assessment tasks.
- Any assessment tasks due during the leave period will be rescheduled immediately on return where possible.
- Warning Letters will not be sent during the period of exemption. However, the sending of Warning Letters will resume, according to the SDEHS Warning Letter Procedures, at the end of the leave period.

Students under 17 years of age who have completed Year 10 may apply to leave SDEHS if their parent/carer provides advice/evidence to the school that

- The student is enrolled full-time in a TAFE Cert II course or full-time higher education course.
- The student is at least 15 years old and employed full-time (average 25 hours per week) or the full-time equivalent combination of paid work and approved education.
- The student is engaged in an approved full-time apprenticeship or traineeship.

Students who are under 17 and have not completed Year 10 may apply for an Exemption from Enrolment if

- The student is engaged in an approved full-time apprenticeship or traineeship.
- The student has completed Year 9 and have provided proof of enrolment in a TAFE Cert II course. To seek enrolment at TAFE the student will need to have completed an Approval to undertake the equivalent of Year 10 form. The school is required to indicate on this form whether the student has the ability and skills to study in an adult learning environment and an interest in specific vocational qualifications. Evidence of acceptance of enrolment in a TAFE Cert II course needs to be provided before an exemption is granted.

Staff should refer any parent enquiries about leave or exemptions initially to the Year Adviser. The Head Teacher Welfare, Deputy Principal and the Principal’s roles in supporting these processes are clearly stipulated this document.

4.5 Roles and Responsibilities

a) Head Teacher Welfare

There are three Head Teachers Welfare who have the following roles and responsibilities.

School

- Lead the Student Wellbeing Team
- Make reports in relation to Child Protection to the Child Wellbeing Unit (CWU) and Family and Community Services, as the Principal's delegate, in accordance with the Mandatory Reporting Guidelines (MRG)
- Monitor students enrolled under categories to conduct periodic reviews and ensure that review timelines and processes are met, review dates are entered on school database, and the Learning and Wellbeing Coordinator from the local Educational Services team is consulted as required
- Review and refine the Student Wellbeing Policy
- Oversee whole school welfare and support programs including individual student health care plans, ASCIA plans (for anaphylaxis), cyber safety, social justice and building resilience
- Build network of support for students in the school, including with Roll Call teachers, Year Advisers, and the School Counsellor
- Build network of family and community support including parents, carers, supervisors, medical personnel, state and regional student support services and community organisations and where appropriate refer students and families to appropriate personnel and agencies
- Identify students at risk of disengagement; implement support, case management and review processes including individual learning plans in liaison with relevant personnel
- Work with families in supporting their child to engage in their studies, conducting parental interviews where necessary
- Identify professional learning needs for Student Wellbeing Team members in consultation with the Deputy Principal and the Professional Learning Team
- Review of students under 2.9 Transition each semester and coordinate Support Mentoring with Educational Services
- Other duties as negotiated with the executive
- *Leading and Managing the School* responsibilities

Head Teacher Welfare (Years 7–9)

- Oversee whole school Roll Call procedures including allocation of students to teachers
- Manage student achievement including promotion and organisation of student merit system including maintaining records and issuing merit awards
- Follow up referrals from Student Wellbeing Team and HT Secondary Studies (Years 7-9 with Middle School) and implement interventions as necessary, eg Home School Liaison Officer (HSLO)
- Supervise Home Student Announcements
- Responsibility of individual health care plans / ASCIA Action plans and emergency care/response plans (when required)

Head Teacher Welfare (Year 10)

- Supervise Social Justice and Volunteering Coordinator and Supervisor of Pregnant Girls and Young Parents
- Follow up referrals from Student Wellbeing Team and HT Secondary Studies (Year 10) and implement interventions as necessary, eg HSLO
- Responsibility for students requesting Part Programs in consultation with Head Teacher Secondary Studies (Year 10) and Deputy Principal for Year 10
- Oversee whole school individual health care plans / ASCIA Action plans - and emergency care/response plans (when required)
- Oversee implementation of *up2now* program with Volunteering Coordinator

Head Teacher Welfare (Years 11–12)

- Supervise Transition Coordinators, Girls Supervisor and Boys Supervisor
- Support the HT Teaching and Learning (Assessment and Reporting) to organise trial exam supervision for home students
- Follow up referrals from Student Wellbeing Team and HT Secondary Studies (Years 11-12) and implement interventions as necessary
- Responsibility for students requesting pathways programs
- Responsibility of individual health care plans / ASCIA Action plans and emergency care/response plans (when required)

b) Year Adviser

Year Advisers, as members of the Student Wellbeing Team, have an overall support role for students and supervisors, including the following.

- Teach students
- Record student welfare information on Roll Call card on the school database (DELTA), as appropriate
- Identify students of welfare concern, for flagging on DELTA
- Assist Head Teachers, teachers and Learning Support Team to review appropriate curriculum patterns (including Individual Education Plans and Personalised Learning Plans) and support strategies for each student
- Complete a welfare review of their students each term
- Provide advice and/or refer students to relevant person regarding subject selection and NESA requirements
- Participate in Learning Support Team meetings as required
- Organise and/or participate in coordinated support meetings as required
- Liaise with Roll Call teachers and Head Teachers to develop welfare support strategies to foster increased engagement for students of concern
- Create Movement Forms and Student Contacts in DELTA to inform relevant staff of specific issues and student needs
- Organise and/or participate in case meetings at school level to support the welfare and engagement of students
- Communicate student welfare and engagement concerns to students' supervisors, Head Teachers Welfare, School Counsellor, and Department personnel
- Liaise with Head Teachers regarding student awards and present them at Presentation Day
- Respond to Centrelink requests from parents/supervisors in consultation with the Head Teacher Welfare
- Liaise and communicate with parents/supervisors in regard to their child's learning and wellbeing needs
- Refer curriculum matters to all Head Teachers of subjects for followup.
- Other duties as negotiated with the executive.

c) Supervisor of Girls

Responsible for supporting the school executive on issues regarding girls, including the following.

- Teach students
- Identify girls who are disengaged, through referrals from teachers, Student Wellbeing Team, Learning Support Team and student reviews. Maintain a record of interventions in the Student Welfare Folder. Record information, where necessary, on the Roll Call 'cards' or Student Contacts in DELTA and communicate information to all relevant stakeholders
- Conduct regular Field Service Visits to support the girls and their families
- Organise the Girls' Day In and other activities for girls
- Alert girls in the school to activities and other relevant matters
- Organise girls to attend leadership courses
- Attend Student Wellbeing Team meetings
- Support and be actively involved in welfare initiatives including Harmony Day and Diversity Day
- Build on community support and networks to encourage girls to collaborate with staff, parents, carers and the community in the development of various programs and events
- Provide a record each term for Head Teachers Welfare and senior executive of activities, achievements and interventions with girls
- Other duties as negotiated with the executive

Note: This position includes a 0.1 allowance (40 days) and a DoE financial allowance. It is expected that a minimum of 20 of the days will be used for field service visits to support girls' engagement.

d) Supervisor of Boys

- Responsible for supporting the school executive on issues regarding boys, including the following.
- Teach students
- Identify boys who are disengaged, through referrals from teachers Student Wellbeing Team, Learning Support Team and student reviews. Maintain a record of interventions in the Student Welfare Folder. Record information, where necessary, on Roll Call 'cards' and/or in Student Contacts on DELTA and communicate information to all relevant stakeholders
- Conduct regular Field Service Visits to support the boys and their families
- Organise the Boys' Day In and other activities for boys
- Alert boys in the school to activities and other relevant matters
- Organise boys to attend leadership courses
- Attend Student Wellbeing Team meetings
- Support and be actively involved in welfare initiatives including Harmony Day and Diversity Day
- Build on community support and networks to encourage boys to collaborate with staff, parents, carers and the community in the development of various programs and events
- Provide a record of activities, achievements and interventions with students each term for Head Teachers Welfare and senior executive
- Other duties as negotiated with the executive

Note: This position includes a 0.1 allowance (40 days). It is expected that a minimum of 20 of the days will be used for field service visits to support boys' engagement.

e) Transition Coordinator

- These positions are appointed through discussion with the Head Teachers Welfare and Deputy Principals
- Liaise with Year Advisers, Head Teachers Welfare, Head Teacher Administration (Enrolments) and the Learning Support Team to identify newly enrolled and/or targeted students who need support to engage with Sydney Distance Education High School
- Conduct field service visits for these students to explain school processes and procedures to the students and their supervisors
- Explain expectations of studying via distance, demonstrate use of elearning, set up school email account and go through *What Works for You* video
- Keep a written record of all interventions and save all information in the online Welfare folder. Enter all relevant information on Roll Call 'cards' on the school's database DELTA
- Work closely with the Transition/Careers Advisers to support the transition of students to post school options including TAFE, private providers and employment
- Evaluate the program at the end of each year
- Transition Checklist, Appendix 7 outlines the types of support provided to students through the Transition Coordinator

f) Supervisor of Pregnant Girls & Young Parents

Responsible for supporting the school executive on issues relating to pregnant girls & young parents

- Identify pregnant girls & young parents who are disengaged through referrals and through communication with the faculties
- Keep in contact with student and conduct regular field service visits to girls to increase engagement and support them in their learning
- Record all interventions on DELTA and communicate information to all relevant stakeholders
- Attend student Wellbeing Meetings
- Refer pregnant girls & young parents to community agencies for further support and intervention
- Implement IEP for all pregnant girls & young parents and conduct case meetings with staff in relation to strategies implemented
- Use community resources to create opportunities to further support identified students and their families
- Liaise closely with family and relevant welfare team members to organise leave for identified student and support them upon return ensuring continuity of their education
- Support students in transitioning to post school options including TAFE, private providers and employment

g) Aboriginal Education Coordinator

- Oversee, monitor and evaluate the Personalised Learning Plans (PLPs) for Aboriginal and Torres Strait Islander (ATSI) home students at Sydney Distance Education High School in collaboration with staff, executive and Learning Support Team. In accordance with DoE policy, all Aboriginal students at SDEHS must have a Personalised Learning Plan developed for them as soon as possible after initial enrolment. Maintain PLPs online in Student Welfare Folder
- Lead Aboriginal Education Team, which includes DP (7–9), with minuted meetings at least once a term
- Maintain a log of all contact with ATSI students who are in need of learning support using NAPLAN data
- Liaise with community organisations, parents, carers and staff to create effective networks to improve educational outcomes for ATSI students
- Raise awareness of professional development to increase awareness of Aboriginal histories, cultures and perspectives across the school community
- Contribute to the development of school plans and policies to ensure that they comply with NSW Department of Education policies in regard to Aboriginal Education
- Oversee the Aboriginal mentoring program
- Facilitate applications for ATSI funding and apply for ATSI awards and promotions that are available from non-school sources
- Involve students in tutoring through the Galuwa Scholarships and the Norta Norta Program
- Support and encourage ATSI students to participate in other programs including the DoE Koori Art Expressions Exhibition
- Connect Aboriginal students and families to DoE Aboriginal Education teams

Note: This position includes a 0.2 allowance (40 days). It is expected that a minimum of 20 of the days will be used for field service visits to support student engagement and development or refinement of PLPs.

h) Out of Home Care Coordinator

This position is appointed through consultation with the Head Teachers Welfare and Deputy Principals.

In accordance with DoE policy, all SDEHS students in statutory Out of Home Care must have an education plan developed for them within 30 school days of enrolment or of being identified by the school as being in out of home care.

The Out of Home Care Coordinator liaises with the relevant DoE personnel and external Out of Home Care organisations to develop the Out of Home Care Education Plan for the student. Ongoing monitoring of the student is conducted by the Year Advisers and the education plan is reviewed annually.

Teachers of students in residential Out of Home Care placements should speak with the Year Adviser and school Out of Home Care Coordinator before going on a Field Service Visit to the residential placement. Alternatively, teachers can arrange with the supervisors for the visit to take place at the Out of Home Care offices. Students in Out of Home Care have an 'indicator' on their DELTA record to alert staff as required.

i) LGBTQIA+ Support Coordinator

- Responsible for supporting the school executive on issues regarding LGBTQIA+ students, including the following.
- Teach students
- Support the engagement and wellbeing of home students who openly identify as LGBTQIA+ through referrals from teachers, the Student Wellbeing Team, Learning Support Team, students reviews and on enrolment. Maintain a record of interventions in the Student Welfare Folder Record information, where necessary, on Roll Call cards and/or in Student Contacts on DELTA and communicate information to all relevant stakeholders.
- Conduct regular Field Service Visits to support LGBTQIA+ students and their families.
- Take part in organising Diversity Day and other activities for LGBTQIA+ students.
- Provide information to students and/or parents regarding community event and external services specialising in LGBTQIA+ youth supports
- Refer name change requests to Deputy Principal of the appropriate Stage level.
- Provide and promote a learning environment where LGBTQIA students feel safe and supported.
- Attend Student Wellbeing Meetings
- Build on community support and networks to encourage LGBTQIA+ students to collaborate with staff, parents, carers and the community in the development of various programs and events.
- Provide information and support to the school community on best practice for supporting LGBTQIA+ students at school.
- Ensure support and inclusivity of LGBTQIA+ students in all school activities.

4.6 Awards and Recognition

The school is active in encouraging and supporting students' efforts and recognising their achievements.

Teachers may do this in a number of ways including providing feedback to students for the coursework they submit, putting stickers on the work, and through the school's Student Award and Recognition process.

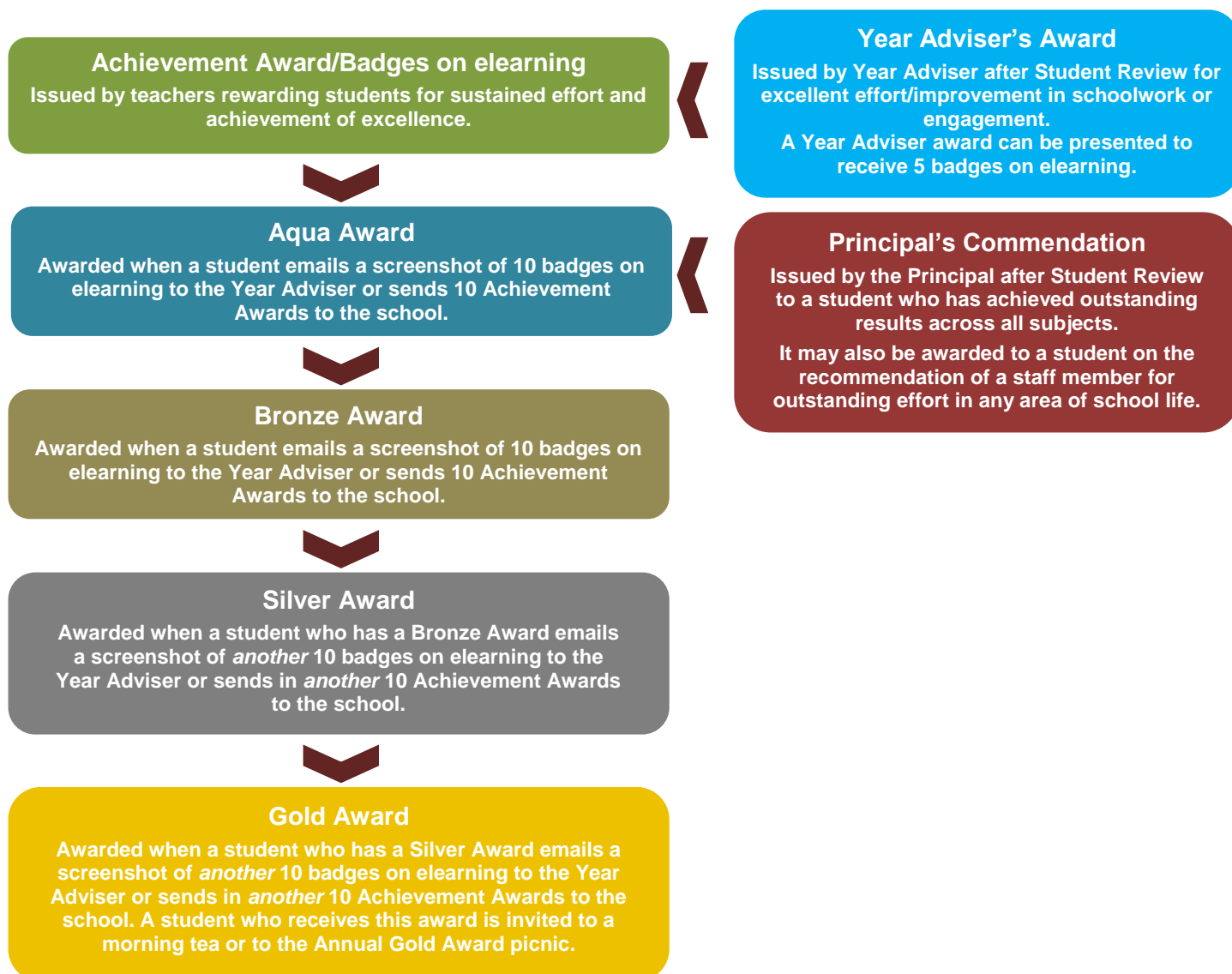
Achievement Award Scheme/Badges on elearning

The Student Award and Recognition process seeks to identify and reward students who make significant and positive efforts in academic performance, service and leadership, and participation and representation at SDEHS.

The school is committed to:

- Reward students for sustained effort and achievement of excellence
- Encourage all students to do their best

The Student Award and Recognition process has five levels.



The awards are not cumulative and expire at the end of any year. All students receive a personal chart on which they can record their progress.

National and state awards

At our annual Presentation Days, held in Term 4, a number of external awards are presented, including the Caltex All-rounder Award and the Long Tan Award. In addition, students are acknowledged individually where they have received national awards, including in the national mathematics, science and English competitions, and state awards including for the Premier's Volunteer Recognition Program, as well as some VET (Vocational Education and Training) Awards.

Other school based awards (eg additional recognition for student volunteers, community service, some school based VET Awards, and those for participation in school activities) are not acknowledged individually but are placed in students' award folders which they receive at the Presentation Day.

4.7 Referring On – a Quick Guide for Teachers

Sydney Distance Education High School

REFERRING ON

A Quick Guide for Teachers

1. **For CENTRE students**, request that the Centre sends an email to Head Teacher Secondary Studies (Year 10)
2. **For SINGLE COURSE students**, refer to the Faculty Head Teacher (who will refer on to Head Teacher with responsibility for Single Course as required)
3. **For HOME students**, see below

	Issue	Roll Call or subject teacher – actions/refers to	cc
MANDATORY	Disclosure of Child Protection issue: Physical, sexual, or psychological abuse Significant risk of harm to self or others Alcohol or drug abuse Has left home/is homeless Educational neglect by parent/carer	SAME DAY Principal's delegate ie Head Teacher Welfare – Years 7-9; Year 10; Years 11-12 Where no executive / senior executive staff member is available, report to the Child Wellbeing Unit (CWU) on phone 9269 9400 CONFIDENTIAL – DO NOT NOTE ON DELTA	Head Teacher Welfare
NUTS & BOLTS	Student is to visit the school to see multiple teachers	Create student contact (DELTA)	Year Adviser
	Change of address/supervisor/telephone number	Complete Student Memo → to office Record on Roll Call card Create student contact on DELTA	Year Adviser
	Student requires organisational support	Transition Coordinator	Year Adviser
	Student wants to attend Learning Hub	Refer student to SDEHS internet site for information and booking form	Learning Hub Coordinators
	Student is leaving/enrolling in another school	Year Adviser	
TECHNOLOGY	Student cannot log on to Department email	Educational Management Utility (EMU) on Department Portal Faculty Technology support representative	
	Student cannot log on to elearning	Faculty Technology support representative elearning Faculty	
CURRICULUM	Student is working/wants to go to work/TAFE	Year Adviser / Careers Team	
	Student wants Pathways Program (Years 11-12)	Year Adviser / Head Teacher Welfare Stage 6	
	Student wants to drop/change subjects	Year Adviser	
	Partial disengagement – one or 2 subjects	Faculty Head Teacher	
	Student is having a lot of difficulty with particular subject	Faculty Head Teacher	
	Student has a disability or learning difficulty not already noted	Learning and Support Faculty (referral form)	
	Languages – studied through NSW School of Languages	Head Teacher Secondary Studies (Year 10)	
	Requires disability provisions for HSC/Preliminary exams and assessments eg reader, writer, computer use, more time	Head Teacher Learning and Support	
WELFARE	Student is now pregnant (after enrolling here under another category)	Supervisor of Pregnant Girls / Young Parents	Year Adviser
	Student is going away/hospitalised/very sick/death in family (unable to complete work)	Year Adviser – for Approved Leave or Exemption from Attendance where required	
	Student is uncontactable	Try ALL phone numbers including emergency contact. Also try DIFFERENT times of day. After 3 attempts with no success, refer to Year Adviser	
	Student is disengaged in all subjects	Year Adviser	
	Student requires personal support	Year Adviser Head Teacher Welfare	HTW refer to School Counsellor (referral form)
	Parent discloses personal problem/needs support	Head Teacher Welfare	School Counsellor (referral form)
OTHER	Aboriginal student requests support	Aboriginal Student Coordinator	Year Adviser
	Student with LGBTQI+ specific support requested	Year Adviser	LGBTQI+ Coordinator
	No School / No Hub review requested by parent	Head Teacher Welfare	Year Adviser

Refer to Internal Contacts (SDEHS Intranet)
Ref: 1. Wellbeing Policy | 2. Teacher R&R | 3. SDEHS Website
Revised 29/08/19

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4.8 Roll Call

The purpose of Roll Call at Sydney Distance Education High School is to build a strong, supportive relationship between the student, supervisor and the school in order to enhance student participation in learning.

The Head Teacher Welfare Years 7-9 oversees the Roll Call Policy and Procedures, and is responsible for allocating students to Roll Call teachers within their maximum allocation.

Roll Call is only for students enrolled directly with the school ie 'Home' students.

All teachers may be allocated Roll Call students, up to 1 student per day of teaching ie a teacher with a 0.6 FTE teaching load may be allocated up to 3 students for Roll Call.

Where possible, the Roll Call teacher will teach the student for at least one subject, and will support the student through Roll Call for the duration of the student's enrolment at the school.

For newly enrolling students, Roll Call is allocated within a week of their subject teachers being allocated.

Roll Call teachers are responsible for the following:

- Contacting allocated students/supervisors by telephone, unless the student/supervisor has specifically requested otherwise, initially each week for 3 weeks and then in Weeks 3 and 7, at least (at an agreed time) using scaffolds as required, with the purpose of:
 - introducing students to the school
 - motivating students to work on their whole learning program
 - assisting students to draw up, and follow, a weekly study timetable
 - encouraging students to attend Study Days, excursions and Presentation Days
 - encouraging students to regularly communicate with their teachers through email and telephone.
- Recording all contact in an appropriate manner on the Roll Call 'card' in DELTA, the school's database.
- Meeting and greeting students at special events, such as Presentation Day.
- Informing the Year Adviser of any student issues such as: difficulty to contact, welfare concerns, and concerns regarding engagement and return of work. This is done by completing a Student Memo for the Year Adviser and also by recording the information on DELTA, on the Roll Call 'card', as well as in Student Contacts where appropriate.

4.9 Leadership Opportunities

Sydney Distance Education High School provides opportunities for all students to engage in leadership activities, which not only increase their skills, knowledge and confidence but also enhance their learning and support them in achieving their goals.

Students are encouraged to engage in leadership opportunities including attendance at camps, leadership conventions, Harmony and Diversity Days, Presentation Days and involvement in the Student Leadership Group (SLG) and student leadership meetings.

4.10 Students of Welfare Concern

For Students of Concern: Identification and Notification Procedures

- Any member of the school community who becomes aware of a welfare issue concerning a student should notify the Year Adviser, Head Teachers Welfare or the Principal. In the case of a Child Protection issue, the Head Teacher Welfare or School Counsellor must be informed and will make a report to Community Services as appropriate on behalf of the Principal
- Students who have been identified with a welfare concern by Year Advisers, Head Teachers Welfare and the School Counsellor have an indicator put on their record card in DELTA, the school's database. Year Advisers record information regarding the concern on the student's Roll Call 'card' or in Student Contacts
- A Student Welfare Concern List is then generated and may be discussed at the Student Wellbeing Team meeting. Appropriate interventions are planned. Where appropriate, the *Keep Them Safe* reporting guide is used
- The Head Teacher Welfare (Year 10) gives additions to and deletions from the Welfare Concern List to SAS staff for changes to DELTA. Teachers of students who have been flagged as being of Welfare Concern should read the Roll Call 'card' before making any student contact, and may call the Year Adviser for further information

This process alerts school staff to students who are currently experiencing particular difficulties with health, educational, social or other personally significant issues and that the special circumstances of these students have been brought to the attention of the school's Student Wellbeing Team by Year Advisers, Head Teachers, teachers or the School Counsellor.

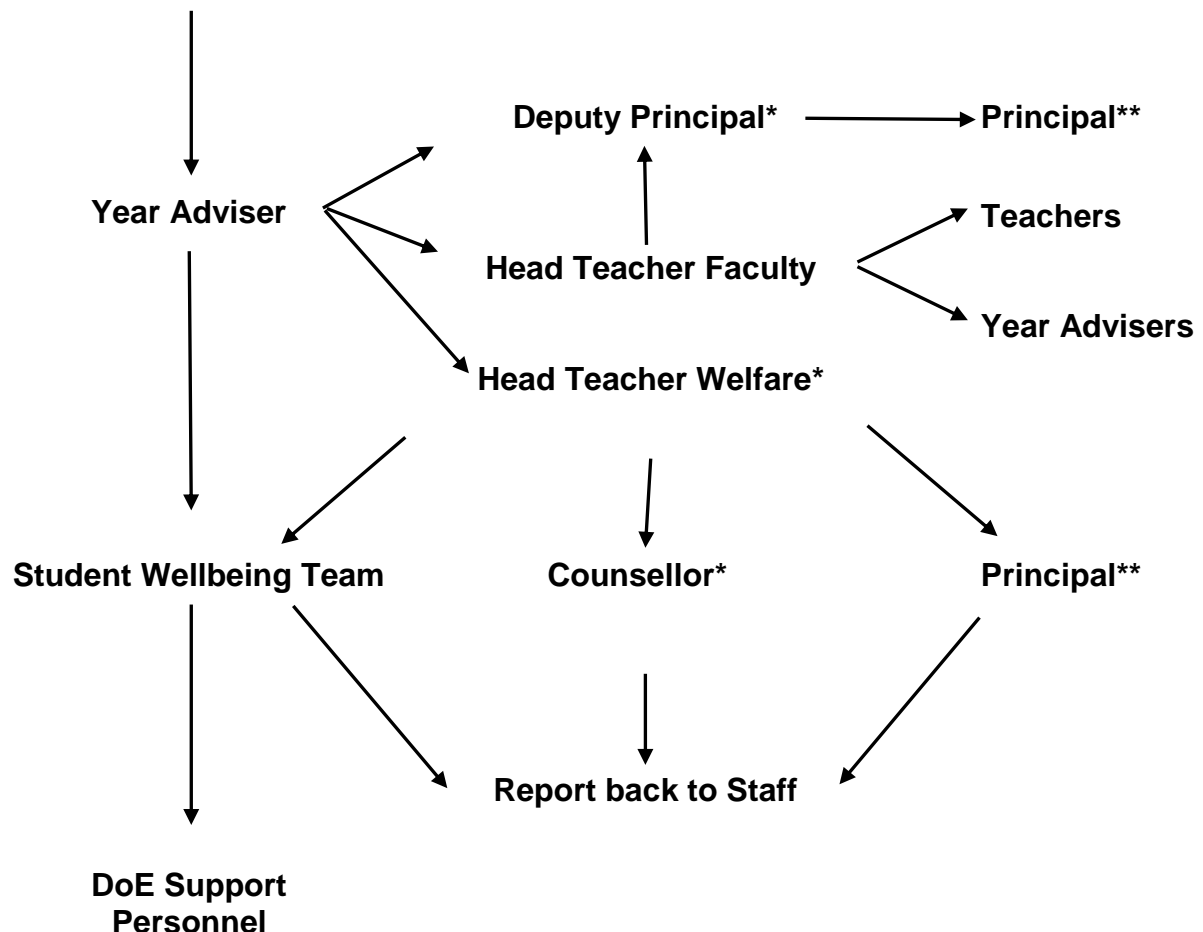
It is intended that marking the student's card where there is a welfare concern makes the information readily available to all staff and aims to increase the level of support available to the student from the school community. It also underlines the important role schools have in promoting the health and wellbeing of their students.

All members of the school community are encouraged to refer students to the Student Wellbeing Team as appropriate. Meetings are held every fortnight.

4.11 Student Welfare Referral Process

where there is a concern*

Parent / Carer / Teacher / Roll Call Teacher / Student



Note:

1. When consulting the Mandatory Reporter Guide, print off the final decision page and place a copy in the Student File and give a copy to the Principal.
2. * *Keep Them Safe* reports are made where required.
3. All reports to Family and Community Services (FACS) or to the Child Wellbeing Unit (CWU) must be communicated on the day they are made by email to the Principal.
4. All documentation related to communication with FACS or CWU must be collated in order of date with the *Reporting to Family and Community Services (FACS) or Child Wellbeing Unit (CWU) Information Summary* (Attachment 8) and the CWU green reporting form stapled to the front of the documentation. The documentation is given to the Principal as soon as possible within two days of being finalised. When not finalised within two weeks, all documentation is provided to the Principal at the end of the two weeks, with a minimum of fortnightly written updates until finalised.
5. ** Where appropriate the Principal communicates with senior officers in DoE and other appropriate agencies.
6. See *Legal Issues Bulletin 59 – Interim* (Attachment 9)

4.12 Supporting Student Health

4.12.1 Individual Health Care Plans and Emergency Care/Response Plans for students with health conditions including allergies and anaphylaxis

The health and wellbeing of students in this school is a priority. Students may have a range of health care needs and these may change over time.

Parents and carers are asked to provide information about their children's health both on enrolment and on an ongoing basis.

Parents and carers communicate with the school to develop an Individual Health Care Plan if their child has an allergy or health condition and must provide an *ASCIA Action Plan for Anaphylaxis*, provided by the student's doctor if the student is at risk of anaphylaxis.

Individual health care plans should be developed for the following.

- Severe asthma, type 1 diabetes, epilepsy and anaphylaxis
- Any student who is diagnosed as being at risk of any emergency
- Any student who requires the administration of specific health care procedures

Emergency Care/Response Plans may be developed. This is developed by the Head Teacher Welfare in consultation with the parent/carer.

Sydney Distance Education High School seeks updated student health information from parents/carers annually or when the school is notified that a child's health needs have changed. All students with individual health care plans, which include advice and procedures for response, are tagged on the school's database and hard copies of the plans are displayed in reception, the staff common room, the library, all staff rooms and hubs. ASCIA Action Plans for students at risk of anaphylaxis and Emergency Response Plans for other health conditions are also displayed.

4.12.2 Mandatory training requirements for anaphylaxis training

Anaphylaxis training is mandated for all permanent, temporary and casual employees who work in schools. SDEHS provides specialist anaphylaxis face to face training developed by NSW Health and ASCIA, delivered by a nurse educator every two years. The following information is provided by the Department of Education.

Step 1: All staff must undertake the ASCIA anaphylaxis e-training. It is essential that this course is completed in conjunction with practice using adrenaline autoinjector (EpiPen) trainer devices.

Go to <https://etraining.allergy.org.au> to complete the course. This will take you to the ASCIA anaphylaxis e-training website.

Step 2: Submit a copy of certificate on arrival at school. This will be entered on the school's mandatory training register and the school's database. The certificate is valid for two years.

Step 3: Complete the face-to-face Anaphylaxis Training. Training sessions are organised annually at the school by qualified trainers.

EpiPens are located in a number of designated areas in the school. These locations are indicated on a chart clearly displayed around the school.

4.12.3 Mandatory training requirements for administration of prescribed medications at school

Administration of prescribed medication training (e-APMAS) is mandated for all permanent, temporary and casual employees who volunteer and who are trained in the area of administration of prescribed medication at school. At SDEHS, this training is accessed online. e-APMAS has been added to My PL@Edu as a developed course, DV02112. The following information is provided by the Department of Education.

- The administration of prescribed medication at school course consists of information regarding Departmental policy and a range of related resources. Also included are the procedures to be followed within schools that facilitate the safe administration of prescribed medication to students, including asthma treatments and anaphylaxis procedures.
- Step 1:** Employees who are responsible for administration of prescribed medication at school go to the (e-APMAS) course available from the Department's intranet through the following link:
<https://detwww.det.nsw.edu.au/lists/directoratesaz/proflearn/eapmas/index.html>
- Step 2:** Complete the course and print the certificate.
- Step 3:** Submit a copy of the certificate to the school office. This will be entered on the school's mandatory training register and the school's database. The certificate is valid for three years.

A compliance register with names of staff currently training in CPR, Prescribed Medication or as First Aid Officer is held in a folder in the Strongroom. This should be checked for currency when teachers preparing for excursions.

4.12.4 Mandatory training requirements for emergency care

Emergency care training is mandated for all permanent temporary and casual employees who work in schools. At SDEHS, this training is accessed online. The following information is provided by the Department of Education.

- The online e-Emergency care course consists of three parts, each of which must be successfully undertaken to print the certificate of completion. The online e-Emergency care course can be accessed through My Applications on the DoE portal as follows.
- Step 1:** Go to <https://www.det.nsw.edu.au/proflearn/ecare/index.html> to complete the course and print the certificate.
- Step 2:** Submit a copy of certificate on arrival at school. This will be entered on the school's mandatory training register and the school's database. The DoE course must be completed at least once every three years.

4.12.5 Checklist for a student identified as having an allergy, including a risk of anaphylaxis

Please note: references to Appendices below refer to those in Anaphylaxis Procedures for Schools 2012, copied in Attachment 2 of this document.

Actions	Response
A copy of the form Students with allergies, Appendix 1 has been provided to the parent	SASS to post
Parent has been provided with Information for Parents and Carers of students at risk of anaphylaxis, Appendix 2	SASS to post
Parent has provided school with completed: <ul style="list-style-type: none"> • Authorisation to contact doctor form, Appendix 3 • Severe Allergies – Information from the doctor form, Appendices 4 	SASS to post
Meeting with parent held to discuss arrangements for supporting their child at school	HT Welfare
Risk minimisation strategies developed and documented	HT Welfare
Individual health care plan and emergency care/response plan (when required) developed and documented	HT Welfare
Parent has provided school with an ASCIA Action Plan for Anaphylaxis, completed and signed by the doctor	Parent/carers
Communication strategy developed and implemented	HT Welfare (Year 10)
Training needs of staff addressed	Professional Learning Team
School has system in place for review of the student's Individual Health Care Plan, at least annually	HT Welfare (Year 10)
School has system in place for keeping records in relation to anaphylaxis and support for the student.	DP (10)

4.12.6 Processes for students who are sick at school or at a Learning Hub

Sydney Distance Education High School assist students who have health support needs at school by means that include the provision of first aid (including emergency care), the provision of temporary care when students become unwell at school, the administration of prescribed medications and health care procedures, and the development of individual health care plans if required. Students who become unwell at Sydney Distance Education High School or at a Sydney Distance Education Learning Hub are best transferred to the care of parent/carer. The aim of care given at Sydney Distance Education High School and our Learning Hub to such students is to make them comfortable in the interim.

At Sydney Distance Education High School, the following processes are used:

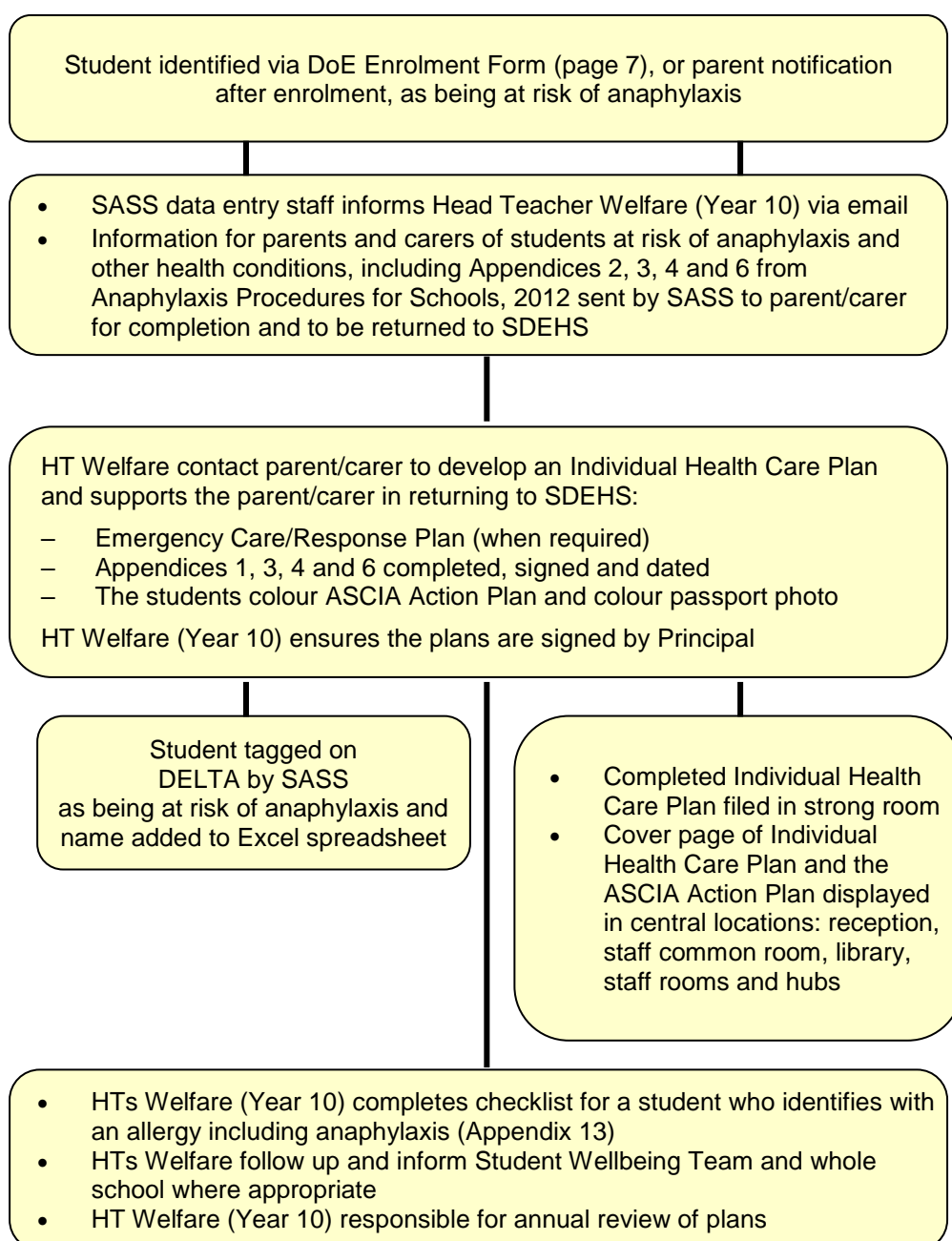
- In all cases where a student is unwell at school, the school's first aid officer is notified so they can assess the student and keep a record of the event and any treatment administered in the First Aid Register. At the off-site Learning Hubs, the teacher performs this role and notifies the Learning Hub Coordinator and front office at school.
- Follow directions as stated in Individual Health Care Plans.
- In a medical emergency, an ambulance is phoned. This includes in the case of anaphylaxis or if stipulated in a student's Individual Health Care Plan.
- Parents/supervisor if contacted and if they are not contactable, the emergency contact is contacted so that the student can be collected from school or Learning Hub.
- Sick bay officer monitors student at school until parent collects. The Learning Hub teacher monitors student until student is collected.
- In the event that the parent/ supervisor or emergency contact is not contactable, teacher is to inform a Deputy Principal or Principal for advice.

4.12.7 Excursions and Study Days

All Individual Health Care Plans and ASCIA Action Plans are kept in a folder specifically for reference on Excursions and Study Days. The organising teacher is required to collect the folder whenever an identified student is attending. The folder must be returned at the end of the activity.

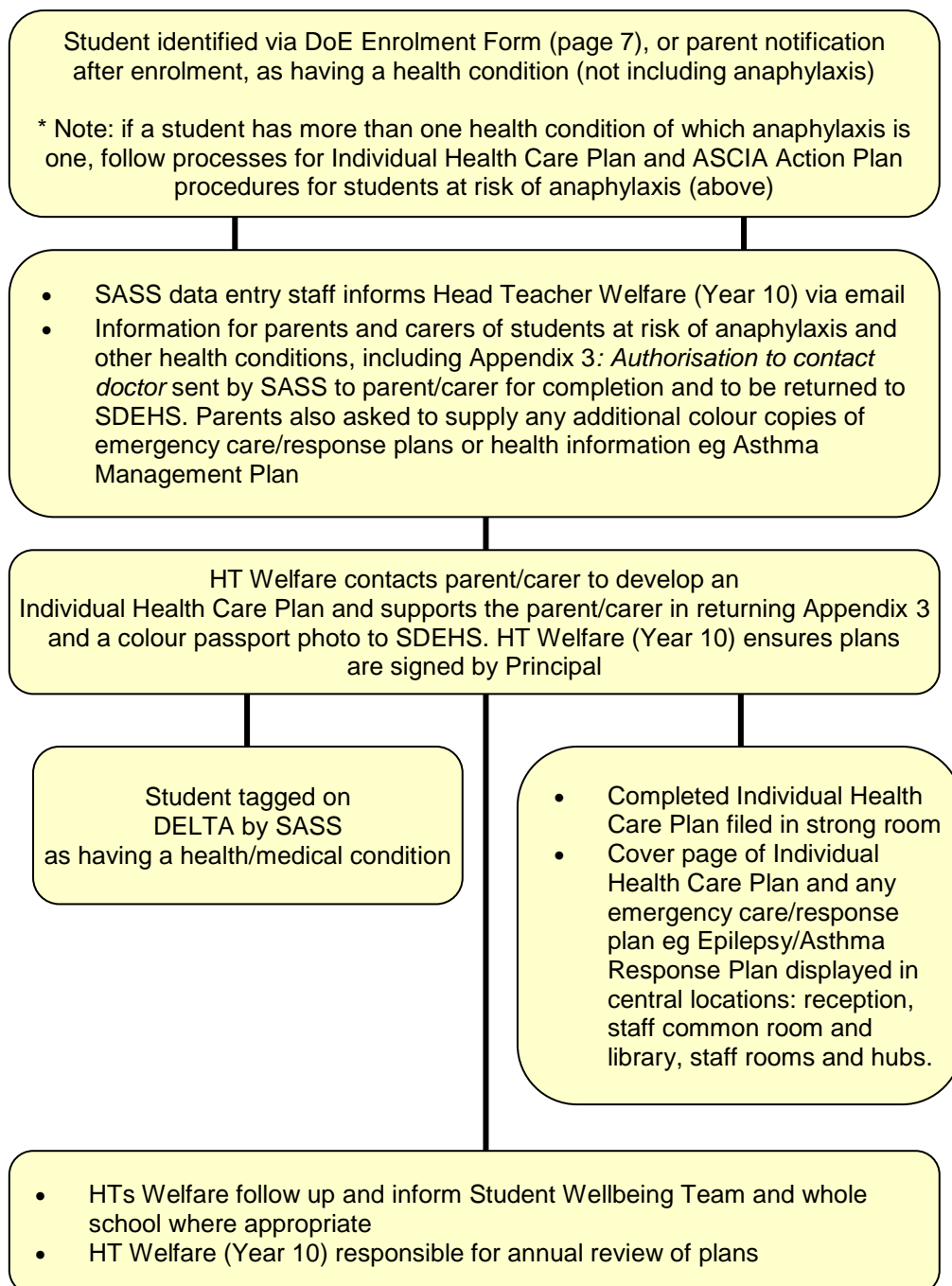
Individual Health Care Plan and ASCIA Action Plan procedures for students at risk of anaphylaxis

Please note: references to Appendices below refer to those in Anaphylaxis Procedures for Schools 2012, copied in Attachments 2 & 3 of this document.



Individual Health Care Plan for students with health conditions (*NOT* including Anaphylaxis)

Please note: references to Appendices below refer to those in Anaphylaxis Procedures for Schools 2012, copied in Attachments 2 & 3 of this document.



Enrolment Procedures for Health Care Plans/ASCIA Action Plans and Emergency Care/Response Plans

Student identified on enrolment with a medical condition requiring Health Care Plan and/or ASCIA Action Plan by SASS.



Health Care Plan requested (if not already supplied).
SASS sends home letter for Health Care Plan /ASCIA Action Plan to Supervisor. Date letter sent recorded by SASS on school database. Head Teacher Welfare notified via email by SASS.



Head Teacher Welfare follows up with Supervisor to develop and/or discuss Health Care Plan and request ASCIA Action Plan.



Head Teacher Welfare checks all necessary documents are completed and signed.
Head Teacher Welfare (Year 10) submits paperwork to Principal for signature.



Head Teacher Welfare creates Emergency Care/Response Plan (if required) based on information provided by the Parent/Carer/Supervisor.
Sends Emergency Care/Response Plan to supervisor for signature.



Signed Health Care Plan and/or Emergency Care/Response Plan and/or ASCIA Action Plan is received from the Supervisor. Principal signs and then Head Teacher Welfare (Year 10) makes colour copies for SASS to distribute in folders around the school for easy access.



Students marked as left are checked at the end of every term by Head Teacher Welfare and removed from folders across the school by SASS.



NOTE: Head Teacher Welfare follows Department protocols if Health Care Plan/ASCIA Action Plan information is not returned by Supervisor ie contact Child Wellbeing Unit, if necessary.

Review of Health Care Plans, ASCIA Plans and Emergency Care/Response Plans

Notification to Supervisors regarding Health Care Plan/ASCIA Plan/Emergency Care/Response Plan and medication updates via publication in Term 1 Newsletter



Head Teacher Welfare sends email to Supervisors to review Health Care Plan/ASCIA Plan/Emergency Care/Response Plan (Term 2, Week 5). Supervisor returns reviewed documentation. Head Teacher Welfare documents date of contact on school database.



Head Teacher Welfare contacts Supervisors to follow up Health Care Plans/ASICA Plans and Emergency Care/Response Plans if not returned and signed.
Date of contact documented on school database – Year Advisers may be asked to assist with this duty – Head Teacher Welfare (Term 2, Week 7).



Head Teacher Welfare follows Department protocols if Health Care Plan/ASCIA Action Plan information is not returned by Supervisor ie contact Child Wellbeing Unit, if required.



Universal use EpiPens checked by SASS and reordered on expiry. (Yearly)



Students marked as left are checked at the end of every term by Head Teacher Welfare and removed from folders across the school by SASS.
(Ongoing throughout the year)

4.13 Anti-bullying Policy

The Department of Education *Bullying of students Prevention and Response Policy*, updated 17 January 2019 with a range of implementation documents and support materials, is published on the department's policy website.

<https://education.nsw.gov.au/policy-library/policies/bullying-of-students-prevention-and-response-policy>

The school's Anti-bullying Plan for 2019 is published in this SDEHS Student Wellbeing Policy and on our school website.

Support Materials can be accessed at:

- <https://education.nsw.gov.au/policy-library/related-documents/bias-based-bullying-factsheet.pdf>
- <https://education.nsw.gov.au/policy-library/policies/code-of-conduct-policy>
- <https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy>
- <https://antibullying.nsw.gov.au/>
- <https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy>

4.12.1 What is bullying?

Bullying has three main features:

- involves a misuse of power in a relationship
- is ongoing and repeated, and
- involves behaviours that can cause harm.

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying can have a lasting impact on everyone involved, including those who witness it. That it is important to work together to create safe school communities for everyone.

Some behaviours, while not bullying, are conflicts that still need to be addressed and resolved.

Examples include:

- mutual arguments and disagreements (where there is not power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including Aboriginality; having a disability; their sex; because they are lesbian, gay, bisexual, transgender, and/or intersex (LGBTI); their size or body shape or any other ways they may be different.

Some students are bullied about their academic or sporting achievements or hobbies.

Bullying behaviour can be:

- **verbal** including name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** including hitting, punching, kicking, scratching, tripping, spitting
- **social** including ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** including spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones
- online (or cyber) bullying can impact on all the above.

The school has a range of policies and practices, which apply to student behaviour generally. The school's Anti-bullying Plan sets out the processes for protecting, preventing, early intervention and responding to student bullying.

What bullying is not

A single incident or disagreement between peers is not bullying. However, these behaviours may lead to bullying and should be resolved.

In the classroom

Teaching and supporting diversity in the classroom.

<https://antibullying.nsw.gov.au/educators/Preventing-and-responding-to-bullying/in-the-classroom>

On the playground

A whole-school approach to preventing bullying behaviour on the playground and other environments.

<https://antibullying.nsw.gov.au/educators/Preventing-and-responding-to-bullying/on-the-playground>

Online

Recognising and responding to online bullying and related resources for educators.

<https://antibullying.nsw.gov.au/educators/Preventing-and-responding-to-bullying/sample-menus>

Student voice

How to encourage student voice and turn bystanders into upstanders.

<https://antibullying.nsw.gov.au/educators/Preventing-and-responding-to-bullying/Student-voice-Student-action>

Preventing Bullying

Whole-school approaches to preventing bullying focus on a supportive, caring respectful teaching and learning community. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of the whole school community.

School staff members have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.
- Students have a responsibility to:
- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible on-line behaviour
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur

All members of the school community have a responsibility to prevent bullying in schools.

Strategies may include:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school's Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur

4.13.2 Online (or cyber) bullying

Online bullying is using technology such as the internet or mobile devices to bully someone. It can include:

- sending abusive text messages and emails
- posting hurtful or threatening material on social media like Instagram, Facebook, Twitter and Snapchat, or on gaming networks
- imitating or excluding others online
- tagging inappropriate or unflattering images
- threatening another person to do something such as sending revealing images.

Online bullying is generally covert in nature and kept out of sight from adults. This means that it is identified less often than overt forms of bullying. Signs that someone may be being bullied online include:

- an increased preoccupation with social media or technology
- visible tiredness
- being visibly upset after using the computer or mobile phone
- avoiding the use of technology
- being more vigilant and checking technology constantly
- nervousness while using technology
- being more withdrawn
- a change in engagement or school attendance patterns.

<https://esafety.gov.au/esafety-information>

4.13.3 Anti-bullying Plan

Sydney Distance Education High School is committed to providing a safe and secure environment for all members of the school community. We respect at all times individual differences and the rights of others.

At Sydney Distance Education High School, we believe that every person:

- has the right to learn in a safe environment
- should respect and value others

NSW Department of Education

Sydney Distance Education High School Anti-bullying Plan 2020

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Sydney Distance Education High School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1. School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student communication and newsletter

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
T1	Behaviour code for students
T2	What is bullying including online (or cyber) bullying
T3	Shared responsibilities for preventing and responding to bullying behaviours
T4	e-Safety issues and how to report
Various	Bullying issues discussed at incursions eg Harmony Day
Various	Information distributed and displayed at learning hubs
Ongoing	Kids Helpline and Parent Line in every newsletter
On enrolment	All students sign the Code of Conduct and Anti-bullying action flowchart on enrolment

education.nsw.gov.au

PDF & Website: T:\Teacher\STAFF\School_Policy
Ref: Wellbeing Policy



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1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and professional learning
Various	Teaching and reinforcing respectful relationships
Various	Anti-bullying action flowchart displayed around faculty areas
Various	Webinars
Various	Ongoing professional learning through staff meetings
Various	Guest speakers - School Development Days

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

1. Information is provided in the new teacher induction package and induction workshops for teachers when new staff enter on duty at the school
2. School website and school intranet
3. Anti-bullying plan in Student Wellbeing Policy
4. Professional development activities

2. Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

☒ School Anti-bullying Plan ☒ NSW Anti-bullying website ☒ Behaviour Code for Students

These can also be found in the school's Student Wellbeing Policy available on the website.

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parents' understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topics
T2	Parent Forum - Big Day In
Ongoing	Ongoing communication with parents/carers, supervisors and students
Various	Home School Announcements on elearning website
Ongoing	School website under student health and safety and school newsletters
Various	Communication at the learning hubs as appropriate

3. Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- Student Leadership Group
- Social justice programs throughout the year
- Promoting positive behaviours at our learning hubs
- Enrolment package includes information to supervisors and students
- Habits of Mind program elearning program
- Newsletters
- Presentation Days - guest speakers

Completed by: Julie Kennedy, Anna Hampouris, Rachel Angus and Sally Xexenis

Position: Deputy Principal and Head Teachers Welfare

Signature:



Date: 31 January 2020

Principal name: Lisa Keating, Relieving Principal

Signature:



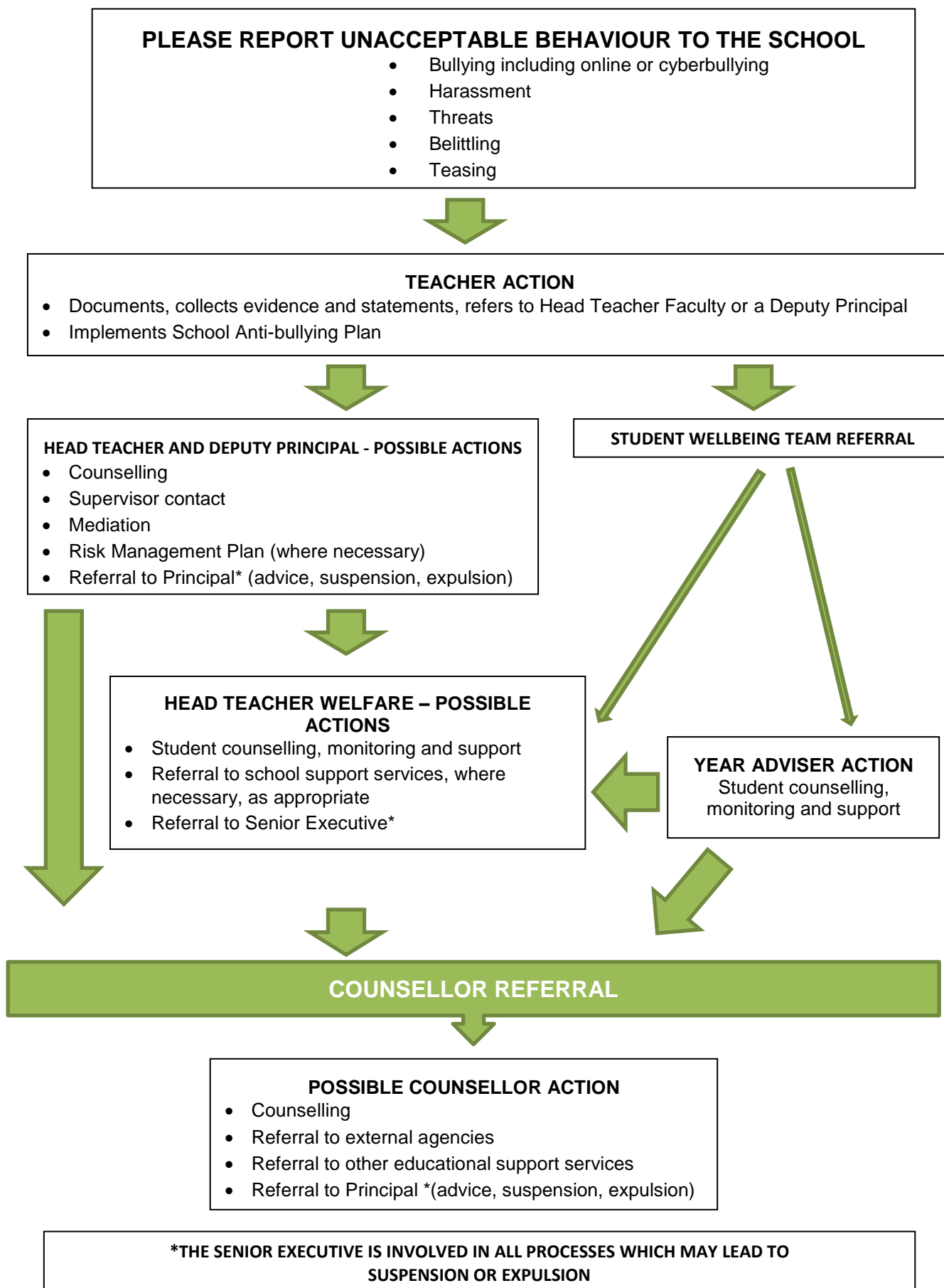
Date: 31 January 2020

education.nsw.gov.au

PDF & Website: T:\Teacher\STAFF\School_Policy
Ref. Wellbeing Policy

T:\Office\DECDATA\Principal\School Policies\Anti-bullying Plan 1.2.19

4.13.4 Anti-bullying action flowchart



4.14 Responsible Use of Technology

4.14.1 Email messaging

At Sydney Distance Education High School, the following procedures are followed in relation to email messaging.

Within elearning The elearning Team conducts weekly reviews of all message logs.

Any incident of inappropriate use is reported to the Head Teacher, Teaching and Learning (elearning), who responds as below.

On a forum or wiki

Note: This is a faculty responsibility.

Forums and wikis should be monitored by teachers as part of their regular teaching practice. Any incident of inappropriate use is reported to the Head Teacher (HT) Faculty.

Response

The Head Teacher to whom the matter is referred then responds as follows.

- Analyses all message logs or forum posts of each student involved
- Contacts the student who received the inappropriate email and their supervisor and informs them the matter is being investigated and addressed
- Contacts the student and their supervisor by phone and followup letter and informs them of the inappropriate behaviour
- Refers perpetrator and 'victim' to School Counsellor for followup
- Delivers an ultimatum:
 - If the student who sent the inappropriate email agrees in writing to behave appropriately and with respect in the future then they keep their messaging and forum rights
 - If the student does not respond to HT contact, or they send more inappropriate messages, then their messaging and forum rights are taken away, whereby the student and supervisor is contacted again by the HT

All action is documented and kept in the students' file and recorded on DELTA, the school database.

4.14.2 Mobile Phones Policy

The Department of Education publishes a number of documents related to the use of mobile phones, which include the following.

- Legal Issues Bulletin No. 35: The use of mobile phones, portable computing games, tape recorders and cameras in schools and TAFE
- Core Rules for Students in NSW Government Schools
- Bullying: Preventing and responding to student bullying in schools guidelines
- Student Discipline in Government Schools Policy

Sydney Distance Education High School aspires to create a safe, caring school environment which promotes student learning and at the same time encourages students to take responsibility for their own learning and behaviour.

All students who visit the school for study days or for individual lessons and students who attend school excursions are permitted to carry a mobile phone. During lesson time students are requested to have their mobile phones switched off unless there is an important reason (medical or other) for the phone to be left on. Permission to have the mobile phone on must be sought from the supervising teacher.

Inappropriate use of Mobile Phones

It is Sydney Distance Education High School policy that mobile phones are not to be used for inappropriate purposes, including cyberbullying, and unauthorised taking of pictures or video of other students or staff, surfing the net or sending emails while at the school.

Students who do not follow the policy on mobile phones and engage in the above behaviours will have their phone removed and given to their supervisor.

Students may also experience the consequences outlined in the school's Anti-bullying Plan, which includes cyberbullying.

4.15 Anti-racism Policy

The Department of Education *Anti-racism Policy Statement* is as follows and is implemented as this school's Anti-Racism Policy in the context of our school.

- 1.1 The NSW Department of Education rejects all forms of racism. It is committed to the elimination of racial discrimination – including direct and indirect racism, racial vilification and harassment – in its organisation, structures and culture, in its curriculum, and in the learning and working environments for which it is responsible
- 1.2 No student, employee, parent, caregiver or community member should experience racism within the learning or working environments of the Department
- 1.3 Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all staff of the Department of Education
- 1.4 All teaching and non-teaching staff members contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours
- 1.5 Schools and workplaces have trained Anti-Racism Contact Officers and provide timely and professional responses to complaints regarding racism

The school has an Anti-racism Contact Officer (ARCO) who responds to complaints about racism, as appropriate. Initially, concerns about racism should be raised with a Deputy Principal, who will refer the concern to the ARCO.

4.16 Anti-social and Extremist Behaviour

Sydney Distance Education High School does not tolerate anti-social or extremist behaviour. If teachers become aware of extremist behaviour they should refer this immediately to the relevant Deputy Principal who will then discuss with the Principal. See Attachment 6.

4.17 Additional Programs

The following programs, practices and courses are offered at Sydney Distance Education High School to promote the protection, safety, self-esteem and welfare of students. They are regularly reviewed ensuring they address the welfare needs of each student in a safe, responsive and harmonious teaching and learning environment. Opportunities are provided for students to demonstrate success in a wide range of activities, at all times valuing difference and ensuring that all students are treated in accordance with their special needs.

Program	Responsibilities
• All My Own Work	Head Teacher Secondary Studies Years 11–12
• Anti-bullying	Head Teachers Welfare and all staff
• Appropriate curriculum and teaching practices	All staff
• Careers counselling	Careers Advisers
• Disability Provisions	Head Teacher Learning Support
• Field Service Visits	All staff conducting visits
• First Aid courses	PDHPE faculty
• Girls' and Boys' days	Student Wellbeing Team, Supervisor of Girls, Supervisor of Boys, PDHPE faculty
• Habits of Mind	Head Teacher Secondary Studies Years 11–12
• Leadership courses	Head Teachers Welfare, Supervisor of Girls, Supervisor of Boys
• Mentoring programs	Head Teachers Welfare
• Merit Award system	Head Teachers Welfare
• Mind Matters	Head Teachers Welfare and relevant staff
• Mums and Bubs	Supervisor of Girls
• Workplace Health and Safety courses	TAS staff, VET staff
• School to Work program	Careers team
• Social Justice and Volunteering activities	Social Justice and Volunteering Coordinators
• Study Skills courses	All staff
• Transition visits	Transition Coordinators
• Work experience/Work readiness programs	Careers and VET teams

Sydney Distance Education High School



- A. Exemption from Attendance**
- B. Exemption from Enrolment**
- C. Extended Leave – Travel**
- D. Withdrawal from Enrolment**

Process and Procedures 2019

Updated 8 May 2019

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1 General Principles

- i A child may be exempt from being enrolled at and attending school if the Minister or delegate is satisfied that conditions exist which make it necessary or desirable that a Certificate should be granted. A Certificate of Exemption may be given subject to conditions and limited to a period specified in the certificate.
- ii A *Certificate of Exemption* must only be granted when it has been clearly demonstrated by the applicant that an exemption is in the student's best interests in the short and long term. Alternatives to exemption should have been fully explored. For example, it may be in the student's best interests and be more appropriate to access Distance Education.
- iii In these Procedures the term 'parent' or 'parents' includes any person or persons having the custody or care of a child.
- iv A *Certificate of Exemption* should not be approved where the student has been the subject of contact with the Child Wellbeing Unit or a child protection report to Family and Community Services and/or there are unresolved issues concerning a risk of harm. Prior to granting a *Certificate of Exemption* a risk assessment should be completed to identify and manage risks.
- v Where the delegate is aware of existing child protection concerns, (including where it may be in the child's best interests to grant the exemption) the Director, Student Engagement and Interagency Partnerships must be consulted prior to approval being granted.
- vi If parents request authority not to enrol their child, this must be considered an application for exemption from enrolment.

2 When can a student be granted an Exemption from Attendance at School?

- i Certificates of Exemption from the compulsory schooling requirements of the Education Act (1990) must only be granted by the delegated officer when it has been clearly demonstrated by the applicant that an exemption is in the student's best interests in the short and long term and that alternatives to exemption have been considered
- ii Applications for a Certificate of Exemption from School must be managed consistent with the Exemption from School – Procedures. Principals must consult this document when considering an application for Exemption from School.

Principals, Directors, Educational Leadership and Executive Directors (Schools) may grant exemptions due to:

- exceptional circumstances (including the health of the student where sick leave or alternative enrolment is not appropriate)
- the child being prevented from attending school because of a direction under the *Public Health Act 2010*. (*The parent is not required to complete an application for exemption*)
- participation in elite arts or elite sporting events

3 Authority to grant exemptions

- i Under Section 25 of the Education Act 1990, the Minister may grant a Certificate of Exemption. This power is delegated, subject to these Procedures, to:

Powers – Exemption from Attendance at School	Delegates (Note: Delegates cannot delegate)
Exemption from school attendance for students engaged in employment in approved entertainment industry activities up to 100 days in a twelve month period for any one student.	Director (Schools)* Principal <i>Note: In large scale productions or for long term commitments to such a production the application should be referred to the Director, Student Engagement and Interagency Partnerships</i>
Exemption from school attendance for students participating in elite arts or elite sporting events up to 100 days in a twelve month period for any one student.	Director (Schools)* Principal
Exemption from school attendance totalling up to 100 days in a twelve month period for any one student.	Director (Schools)* Principal
Exemption from school attendance totalling 100 days or more in a twelve month period for any one student.	Executive Director (Schools)
For periods exceeding the delegate's authority the application should be referred to the next most senior delegate.	
Powers – Exemption from Enrolment at School	Delegates (Note: Delegates cannot delegate)
Exemption from enrolment - Age	Deputy Secretary, Education and Communities with the responsibility for Schools and Executive Director (Schools)
Exemption from enrolment - Health, learning or social needs or disability	
Exemption from enrolment - Completion of Education under Special Circumstances	Executive Director (Schools), Director (Schools)* and secondary principal

A Exemption from Attendance at School

Note: Students travelling during school terms are not to be exempt - see page 8: *Applications for Extended Leave (travel or holiday)*.

- i In general, official Exemption from Attendance at SDEHS is to be seen as a LAST-RESORT.
- ii Any application for Exemption from Attendance must be accompanied by a written report from the Year Adviser – see sample report page 6.
- iii Certificates of Exemption must only be granted by the delegated officer when it has been clearly demonstrated by the applicant that an exemption is in the student's best interests in the short and long term and that alternatives to exemption have been considered.
- iv. Principals, Directors, Educational Leadership and Executive Directors (Schools) may grant exemptions due to:
 - A. **Exceptional circumstances** (including the health of the student where sick leave is not appropriate)
Conditions for approval of Exemptions from Attendance for exceptional circumstances, including medical, are:
 - Course completion requirements must be met regardless of the length of the leave approved. This includes completion of outstanding assessment tasks.
 - Any assessment tasks due during the leave period will be rescheduled immediately on return where possible.
 - Warning Letters will not be sent during the period of exemption. However, the sending of Warning Letters will resume, according to the SDEHS Warning Letter Procedures, at the end of the leave period.
 - B. **Young Parents:** At SDEHS, if a student is expecting a baby, they may negotiate with the Supervisor of Young Parents for an Exemption from Attendance application to be filled out pending the birth - the dates will be confirmed by the Supervisor of Young Parents closer to the due date of the baby. SDEHS understands that young mothers may need a six week period to adjust to their changing circumstances. Stage 6 students should be encouraged to maintain a regular and continuing engagement with their learning materials and teachers to ensure completion of their courses. Stage 4 & 5 students should be encouraged to maintain regular and continuing engagement with the Supervisor of Young Parents, the Year Adviser or their Roll Call teacher.
 - C. **Vocationally Talented Students:** At SDEHS, in general, Exemption from Attendance at School will not be supported for Vocationally Talented students who may travel for short periods of time for competitions, auditions or other commitments – these students are expected to continue to meet the conditions of enrolment in distance education, especially the regular return of work and completion of Assessment Tasks. At enrolment, Parents, Supervisors and Principals sign statements that they are aware of these conditions. Students must be made aware that non completion of coursework and assessments can result in NESA 'N' determinations for Stage 5 and 6.

SDEHS Process for Exemption from Attendance at School

1. If a student is seeking leave for 10 school days or less, written notification from parent / supervisor is required and where appropriate a medical certificate should be requested. The Year Adviser will consult with the Head Teacher Welfare and Deputy Principal to discuss any possible alternatives to leave. If it is considered to be in the student's best interest, the Deputy Principal may approve exemption. If approved, the Year Adviser will place a copy of the written notification/medical certificate in the student's file, notify the parent/supervisor and notify all teachers of the period of leave via the school database.
2. If more than 10 school days, Year Adviser discusses the request and any possible alternatives to exemption with the Head Teacher Welfare. If exemption is considered to be in the student's best interest, the Year Adviser completes a Written Report (see page 6) and requests the parent/supervisor to complete a written report an *Application for Exemption from Attendance/Enrolment at School*.
3. The Year Adviser provides the Deputy Principal with the Written Report and the completed Application. If less than 100 school days in a 12 month period, the Principal may approve. If 100 school days or more in a 12 month period, the Principal will forward the application to the delegate responsible for approval.
4. If approved, the Principal completes a *Certificate of Exemption from Attendance/Enrolment at School* and notifies the Year Adviser. The Year Adviser informs the parent/supervisor and notifies all teachers of the period of leave via the school database. The Principal may decline to accept an Application for Exemption. In this case the parent/supervisor must be advised in writing. Refer to example letter – *Declining an Application for a Certificate of Exemption* (p 10)
5. The Year Adviser sends the original Certificate of Exemption to the parent/supervisor and also emails a scanned copy to the parent/supervisor.
6. The Deputy Principal attaches a copy of the Certificate of Exemption to the Application and stores these in the students file.
7. The Head Teacher Welfare or the Year Adviser contact the student/supervisor prior to the end of the period of exemption and states that "teachers have an obligation to send WL's (etc) and to ensure that their students are engaging, and students have an obligation to engage with their learning and return work in all subjects every week. Now that XXX's leave period has ended, we would expect work for all subjects to arrive at the school by xx/xx/xx (8 school days after the leave period ends) at the latest". Head Teacher Welfare/Year Adviser enters details of conversation on School database as a Student Contact, so that all teachers know when to expect work to be returned.

Written report from Year Adviser to DP to accompany application for Exemption from Attendance

Student name: _____ Year: _____

Year Adviser Recommendations in relation to Student Leave Application

- I have spoken to the parent / supervisor and contact has been noted on DELTA
- I have discussed this application for leave with the HT Welfare
- After negotiating with parent /supervisor and teachers, the CONDITIONS attached to this leave application are:

- I have clearly articulated to the student/supervisor that official Exemption from Attendance is a last resort action and non-completion of coursework and assessments may result in NESA 'N' Determinations.
- I support / I do not support this application

YA Name: _____

Contact Phone: _____

Signature: _____

Date: _____

B Exemption from Enrolment at School

- i. **Health:** The Deputy Secretary, Education and Communities with the responsibility for Schools and Executive Director (Schools) may grant such exemptions due to the health, learning or social needs or disability of a child necessitating the continuation of an individual program supported by medical specialists.
- ii. **Students enrolling at TAFE (Cert II) or gaining a full time apprenticeship or traineeship:**
 - A student under 17 who has not completed Year 10 of secondary schooling must remain enrolled at school or
 - in school, or registered for home schooling, or
 - in approved education or training (eg TAFE, traineeship, apprenticeship) or
 - in a combination of work, education and/or training.
 - Students wishing to complete Year 10 by entering a full time apprenticeship or traineeship, TAFE (Cert II), must obtain an Exemption from Attendance/Enrolment at school.
 - Young people who have completed Year 10, but are younger than 17 may leave school if they are engaged in full time study, employment or a combination of the two. For these purposes, “fulltime” is defined in the Act as a minimum of 25hpw.

SDEHS process (Non-Health related) for Exemption from Enrolment at School

1. The parent/supervisor contacts the Year Adviser. The Year Adviser checks that the student has completed Year 9 and confirms that the student has been offered a full time apprenticeship/traineeship.
2. The Year Adviser ensures that the student and parent/supervisor understand that it will be a condition of exemption that if the student does not complete the pathway of study, he or she will be required to return to school or seek enrolment in TAFE. The Year Adviser advises the parent and student that the pathway of study or apprenticeship or traineeship must subsequently be approved by the Commissioner for Vocational Training, State Training Services or Director of TAFE as suitable for the student and that the contract attains a ‘registered’ status following the ‘probationary period’.
3. The Year Adviser discusses the request with the Head Teacher Welfare, and if considered appropriate, provides parent/supervisor a copy of the *Application for Exemption from Attendance/Enrolment at School*.
4. Parent/supervisor completes and returns to Year Adviser the *Application for Exemption from Attendance/Enrolment at School* together with a copy of a full time apprenticeship or traineeship contract signed by the employer and a summary training plan authorised by the Registered Training Organisation in which the employer agrees to notify DEC in writing (through the Principal) if the apprenticeship or traineeship is abandoned or cancelled before the student turns 17.
5. Year Adviser provides all completed documentation to the Deputy Principal.
6. If it is considered that the student is a suitable candidate to complete his or her education through the pathway of study, the Principal will issue a *Certificate of Attendance/Enrolment from School* and notifies the Year Adviser. The Principal may decline to accept an Application for Exemption. In this case the parent/supervisor must be advised in writing. Refer to example letter – *Declining an Application for a Certificate of Exemption* (p 11).
7. The Year Adviser ensures that all documentation related to the exemption including copies of sighted apprenticeship or traineeship or TAFE documents and copy of the Certificate of Exemption are stored in the students file.
8. Where approval is granted by the Principal and the Commissioner subsequently notifies the student of his or her decision not to approve the contract following the probationary period, the approval, and the exemption from compulsory education ceases to operate and the student’s parents must take other steps to comply with their compulsory schooling obligations.
9. Year Adviser finalises process of withdrawal from SDEHS and the removal of student from the attendance register.

Note: if the student does not complete the apprenticeship or traineeship TAFE or employment, he or she will not have completed Year 10. They will be legally required to complete Year 10 under another pathway of the Education Act (1990), for example, by returning to school or seeking enrolment in TAFE NSW.

C. Applications for Extended Leave (travel)

From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School - Procedures*. Travel outside of vacation period is now counted as an absence for statistical purposes.

A *Certificate of Extended Leave – Travel* should not be issued where the Principal is aware that the student has been the subject of a Child Protection report made to Family and Community Services, or contact with the Child Wellbeing Unit, and for whom unresolved issues concerning a risk of harm remain.

The Principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be specified on the application.

Travel is considered to be domestic or international travel for the purpose of a family holiday, family business, bereavement or other reasons, which should be specified on the application.

SDEHS Process for Application for Extended Leave (travel)

1. Year Adviser consults with parents about the intention of the travel and in the case of family holidays encourage parents to take holidays with their child during school vacation periods.
2. Year Adviser checks school database and discusses with Head Teacher Welfare to confirm that the student is not the subject of a Child Protection report made to Family and Community Services, or contact with the Child Wellbeing Unit, and for whom unresolved issues concerning a risk of harm remain
3. Year Adviser discusses the request with the Head Teacher Welfare and if considered appropriate that the travel is during school term, provides an *Application for Extended Leave – Travel* to the parent/supervisor. Year Adviser requests travel documentation, such as travel itinerary or e-ticket, to be attached to the application
3. The Year Adviser provides the Deputy Principal with the completed Application. The Principal may decline to accept an *Application for Extended Leave – Travel*. In this case the parent/supervisor must be advised in writing. Refer to example letter – *Declining an Application for a Certificate of Extended Leave – Travel* (page 12)
4. If approved, the Principal completes a *Certificate of Extended Leave – Travel*. The Year Adviser informs the parent/supervisor and provides them with the original certificate. Year Adviser places a copy of the certificate in the student's file
5. Year Adviser notifies all teachers via the school database
6. If a student or students do not return on the date specified, the Year Adviser ensures that the parent/supervisor is contacted to establish the whereabouts of the student. If contact is not established then the Principal should follow processes associated with an Application for Home School Liaison Program support.

D. Withdrawal from Enrolment at School for students who have completed Year 10 but are not yet 17 years of age who are undertaking a minimum of 25 hours per week of work and /or training (eg TAFE (Cert II) traineeship, apprenticeship).

- 1 Applications for withdrawal from enrolment at school must be made in writing.
- 2 SDEHS may grant the withdrawal of students of compulsory school age from the requirement to be enrolled in school provided approval has been given to their undertaking a minimum of 25 hours of work and/or further study after they have completed Year 10. Such exemptions will only be granted to a student where:
 - it is considered that, in all the circumstances, the student is a suitable candidate
 - SDEHS has received in writing the parents/supervisors direct permission for this to occur and sighted details or a summary training plan or work hours from the appropriate training organisation or employer
 - The parent/supervisor agrees to notify the Department of Education and Communities (through the Principal) if the work and/or study is abandoned before the student turns 17. If the student does not continue with the work and/or study, he or she will not have met the requirements for students of compulsory school age and will be legally required to do so (for example by returning to school or seeking enrolment in TAFE NSW).

SDEHS Process:

1. The Year Adviser discusses the request with the Head Teacher Welfare, and if considered appropriate, contacts the parent/supervisor.
2. The Year Adviser ensures that the student and parent/supervisor understand that it will be a condition of exemption that if the student does not continue with the minimum 25 hours of work and/or training, he or she will be required to return to school or seek enrolment in TAFE until they are 17.
3. Parent/supervisor provides in writing to the Year Adviser (i) a written request for withdrawal (ii) details of the course of work and/or study
4. If approved, the Head Teacher Welfare completes letter '*Withdrawal from Enrolment at SDEHS for students who have completed Year 10 but are not yet 17 years of age who are undertaking a minimum of 25 hours per week of work and /or training*' (page 13) and provides this letter to the parent / supervisor
5. Head Teacher Welfare places a copy of the letter in the student's record file and finalises process of withdrawal from SDEHS.

E. Sample Letters

See following pages

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



Declining an Application for a Certificate of Exemption

Dear Mr and Mrs _____

Thank you for the information received today confirming that your son/daughter _____
will be withdrawing from Sydney Distance Education High School.

You recently applied for a Certificate of Exemption for _____ from attendance/enrolment at
school. Certificates of Exemption may be granted when it has been clearly demonstrated by the applicant
that an exemption is necessary or desirable and that alternatives to exemption have been considered.
Further, the exemption must be in the student's best interests in the short and long term.

I have carefully considered your application and I am not satisfied that an exemption from attendance /
enrolment is in _____ best interest. My reasons for declining your application are:

.....
.....
.....
.....

If you need further advice on this matter or would like to discuss my decision, please contact the school
on office telephone number to make an appointment.

You have the right to appeal this decision if you consider that correct procedures have not been followed
or that an unfair decision has been made.

Yours sincerely

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



Declining an Application for a Certificate of Extended Leave – Travel

Dear Mr and Mrs _____

You recently applied for a Certificate of Extended Leave – Travel for _____ from attendance at school. Certificates of Extended Leave - Travel are provided when it has been clearly demonstrated by the applicant that the leave is necessary or desirable, and that alternatives to providing leave such as distance education, have been considered. Further, the period of extended leave must be in the student's best interests in the short and long term.

I have carefully considered your application and I am not satisfied that the requested leave is in _____ best interest. My reasons for declining your application are:

.....

.....

.....

.....

Please note any absences in relation to your application for extended leave will be recorded as unjustified in _____ student records and school reports.

If you wish to discuss this application further with me please contact the school on 9383 0200 to arrange an appointment.

You have the right to appeal this decision if you consider that correct procedures have not been followed or that an unfair decision has been made.

Yours sincerely

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



Withdrawal from Enrolment at SDEHS for students who have completed Year 10 but are not yet 17 years of age who are undertaking a minimum of 25 hours per week of work and or training.

Dear Mr and Mrs _____

Thank you for the information received today confirming that your son/daughter _____ will be withdrawing from Sydney Distance Education High School.

This is really good news and _____ is to be congratulated on his/her initiative in taking this next step.

The school has some leave procedures that _____ is required to complete which include returning all school property laptops, textbooks, lesson materials etc and finalising payment of any outstanding fees.

While this is an important time for _____ and his/her family I wish to point out that should his/her circumstances change prior to turning 17 years of age, he/she is required by law to:

- Gain another full time employment position
- Enter into full time training with TAFE or other training provider
- Undertake full time employment (minimum of 25 hours per week).

If none of these options are available _____ must return to secondary education. Failure to do so will place you as his/her parents and _____ in breach of the Education Act (1990).

I wish _____ all the best for his/her future.

Yours sincerely

A: APPLICATION FOR EXEMPTION FROM ATTENDANCE/ENROLMENT AT SCHOOL



Education &
Communities

Public Schools NSW

NOTE: PART A is to be completed by the student's parent and returned to their child's school principal.

If exemption is sought for more than one student, separate applications must be made for each student.

PART A STUDENT DETAILS

Family name: _____ Given name(s): _____

Age: _____ Date of birth: ____ (dd) / ____ (mm) / ____ (year)

Student Registration Number (SRN): _____

Student's address: _____

Postcode: _____

School name: _____

Dates of exemption applied for: ____ / ____ / ____ to ____ / ____ / ____

Number of School Days: _____

REASON FOR APPLICATION FOR EXEMPTION (Please tick one ☒)

FROM ATTENDANCE

- ☐ Exceptional circumstance
- ☐ Employment in entertainment industry
- ☐ Participation in elite sporting event including for short periods of time i.e. for one or two days, and at short notice.
- ☐ Participation in elite arts program

FROM ENROLMENT

- ☐ Enrolment at school
 - Age, where a child turns six years in October or later in a school year and is engaged in full time preschool education at an accredited preschool for the remainder of the school year
 - Participation in full or part-time accredited preschool programs for students with disabilities leading to enrolment and full time attendance at a government or registered non-government school not later than six months after the child's sixth birthday
 - The health, learning or social needs or disability of a child necessitating the continuation of an individual program supported by medical specialists not longer than six months after the child's sixth birthday
 - Participation in a full time apprenticeship or traineeship.

Please provide more detail about the reason for the application for exemption here:

DETAILS OF PRIOR/CURRENT EXEMPTIONS (If applicable)

Date of prior/current exemption from: ____ / ____ / ____ to: ____ / ____ / ____

Number of school days: _____

Copy of Certificate of Exemption attached (Please tick ☒): ☐ Yes ☐ No

PARENT DETAILS

Family name: _____ Given name(s) _____

Address: _____

Postcode: _____

Telephone number: _____ Relationship to student: _____

As the parent of the above mentioned student, I hereby apply for a Certificate of Exemption under the Education Act 1990.

I understand that if the exemption is granted:

- I am responsible for his/her supervision during the period of exemption
- the exemption is limited to the period indicated
- the exemption is subject to the conditions listed on the Certificate of Exemption
- the exemption may be cancelled at any time.

I declare the information provided in this application for a Certificate of Exemption is to the best of my knowledge and belief accurate and complete. I recognise that should statements in this application later prove to be false or misleading any decision made as a result of this application may be reversed. I further recognise that a failure to comply with any condition set out in the exemption may result in the exemption being revoked.

Signature of applicant/s: _____ Date: ____ / ____ / ____

PRIVACY STATEMENT

The Department of Education and Communities is subject to the Privacy and Personal Information Protection Act 1998. The information that you provide will be used to process your child's application for an exemption from the requirement to enrol at and/or attend school.

It will only be used or disclosed for the following purposes:

- General student administration relating to the education and welfare of the student
- Communication with students and parents
- To ensure the health, safety and welfare of students, staff and visitors to the school
- State and National reporting purposes
- For any other purpose required by law.

The information will be stored securely. You may access or correct any personal information by contacting the school. If you have a concern or complaint about the way your personal information has been collected, used, or disclosed, you should contact the school.

PART B EMPLOYER'S DETAILS (in the case of employment in the entertainment industry)

To be completed by the employer.

Name of company/corporation: _____

Contact person: _____

Address: _____

_____ Postcode : _____

Telephone number: _____ Facsimile: _____

Email address: _____

(Please attach and tick ☒)

1. Detailed itinerary/work schedule for the period of exemption sought: ☐ Yes ☐ No

2. Evidence of tutor's teaching qualifications (supplied by employer): ☐ Yes ☐ No

Employer's signature: _____

Date: ____/____/____

PART C PARTICIPATION IN ACCREDITED ELITE ARTS OR ELITE SPORTS

To be completed by the applicant

Name of accredited elite arts or elite sport program: _____

A Dates of exemption applied for: ____/____/____ to: ____/____/____ (if block)

Number of school days: _____

B Individual dates applied for: _____

Number of school days: _____

C Hours of exemption (if partial exemption, e.g. 9:00am – 11:30am) _____

From ____/____/____ to: ____/____/____

REASON FOR APPLICATION FOR EXEMPTION (Please tick ☒):

☐ Training for elite sport ☐ Elite sport event or tour ☐ Elite arts program

Please provide more detail about the reason for the application for exemption here:

Note: A schedule of participation, training or tour itinerary from the arts body or sporting body (E.g. Australian Institute of Sport) must be attached with contact names and numbers.

PART D PRINCIPAL'S RECOMMENDATION (in the case of employment in the entertainment industry or participation in elite arts or elite sports 100 days and over)

To be completed by the principal

The tutor has consulted the school in the planning and development of this student's educational program. (Please tick ☒): ☐ Yes ☐ No

COMMENT: _____

I recommend/do not recommend that a Certificate of Exemption be granted (Delete which does not apply)

To _____ for the period ____/____/____ to ____/____/____
(Name of student)

Principal's name: _____ Telephone number: _____

Signature: _____

Date: ____/____/____

PART E INVESTIGATING OFFICER'S RECOMMENDATION

To be completed where further investigation has been necessary. Investigating officer for principal approval will be a member of the school executive. For the Director it will be a member of the local Educational Services team or principal.

RECOMMENDATION

Following consideration of this application I am satisfied that conditions exist/do not exist (Delete which does not apply) that make it necessary and/or desirable for _____ (name of student) to be exempt from attendance/enrolment at school.

I recommend that a Certificate of Exemption be: (Please tick ☒): ☐ granted ☐ declined.

1. Specific reasons for recommendation **not to grant** a Certificate of Exemption.

2. Suggested conditions applying to recommendation to grant a Certificate of Exemption.

Investigating officer name: _____ Position: _____

Signature: _____

Date: ____/____/____

**PART F PRINCIPAL'S RECOMMENDATION when referring to Director, Public Schools NSW
(attach to Application for Exemption and forward to next most senior delegate)**

To be completed by the principal of the school and forwarded to the Executive Director for consideration:

- for exemption from enrolment not covered under the 'Completion of Education in Special Circumstances (apprenticeships/traineeships)'
- where the exemption from attendance period requested exceeds 100 school days.

I recommend that this application from attendance at school is (Please tick ☒):

☐ Granted

☐ Declined

Please provide more detail here (if required):

Principal's name (please print): _____ Telephone number: _____

Signature of principal: _____ Date: ____/____/____

Note: Please complete the Certificate of Exemption from Attendance/Enrolment at School if exemption is granted (Refer to Appendix C).

PART G DELEGATE'S RECOMMENDATION: To be completed for ALL applications

(Delete that which does not apply)

Following consideration of this application I am / am not satisfied that conditions exist that make it necessary or desirable that _____ (name of student) be exempt from attendance/enrolment at school.

Name and position of delegate: _____

Signature of delegate: _____

Date: _____ / _____ / _____ Notification to applicant: _____ / _____ / _____

Note: Please complete the Certificate of Exemption from Attendance/Enrolment at School if exemption is granted (Appendix C).

C: Certificate of Exemption from Attendance/Enrolment at School under Section 25 of the Education Act 1990

The student whose details appear below has been granted an exemption from school for the period indicated.

☐ exemption from attendance

or

☐ exemption from enrolment

STUDENT DETAILS

Family name: _____ Given name(s): _____

Student Registration Number (SRN) (if applicable): _____

Date of birth: _____ (dd) / _____ (mm) / _____ (year)

Address: _____

Postcode: _____

School name: Sydney Distance Education High School School's telephone number: 9383 0200

Date of exemption from: _____ / _____ / _____ to: _____ / _____ / _____

Reason for the exemption:

Conditions of the exemption (note: for a part day exemption the hours of program participation must be specified by attaching the Director approved transition plan to have the student attend school full time).

1. The parent of the student is responsible for their supervision during the period of exemption and this exemption is limited to the period indicated.

2. Any assessment task due during the leave period will be rescheduled immediately on return when possible.

3. This exemption is subject to the conditions listed and the exemption may be cancelled at any time.

4. Course completion requirements must be met regardless of the length of leave approved. This includes the completion of outstanding assessment tasks.

Name and position of delegate: _____

Signature of delegate: _____ Date: _____ / _____ / _____

**This certificate has been issued without alteration and must be produced
when requested by police or other authorised attendance officers.**

Notes – Certificates of Exemption

The following points must be included together with any other conditions deemed appropriate in the relevant section on each Certificate of Exemption.

1. For all students in Years 10, 11 and 12 seeking exemption from ATTENDANCE:

- The parent of [student name] is responsible for [his/her] supervision during the period of exemption and this exemption is limited to the period indicated.
- Any assessment tasks due during the leave period will be rescheduled immediately on return where possible.
- Warning letters will not be sent during the period of exemption. However the sending of Warning Letters will resume at the end of the leave period.
- Course completion requirements must be met regardless of the length of leave approved. This includes the completion of outstanding assessment tasks.
- This exemption is subject to the conditions listed and the exemption may be cancelled at any time.

2. For all students in Years 7, 8 and 9 seeking exemption from ATTENDANCE:

- The parent of [student name] is responsible for [his/her] supervision during the period of exemption.
- This exemption is limited to the period indicated.
- This exemption is subject to the conditions listed and the exemption may be cancelled at any time.
- The Supervisor must contact the Year Adviser, [YA name] on 9383 0[XXX], on or before [1 week prior to leave end date] to discuss the student's progress and plan for re-engagement with [his/her] studies.

3. For all students seeking Exemption from ENROLMENT to attend TAFE:

- The parent of [student name] is responsible for [his/her] supervision while enrolled at TAFE and is required to notify the Department of Education if the study program is abandoned before the [he/she] turns 17.
- If [student name] does not complete [his/her] TAFE studies, [he/she] will not have completed Year 10 and will be legally required to complete Year 10 under another pathway of the Education Act (1990), for example, by returning to school.
- This exemption is subject to the conditions listed and the exemption may be cancelled at any time.

APPLICATION FOR EXTENDED LEAVE – TRAVEL



Education &
Communities

NOTE: **PART A** is to be completed by the student's parent and returned to their child's school principal.

Separate applications are to be completed for each school if siblings do not attend the same school.

PART A: STUDENT DETAILS

Please complete table below with details of all students associated with the period of travel:

FAMILY NAME	GIVEN NAME	DOB	AGE	GRADE	SRN

Student address: _____

_____ Postcode: _____

School name: _____

Dates of extended leave applied for: From ____ / ____ / ____ to ____ / ____ / ____

Number of school days: _____

Reason for travel _____

Relevant travel documentation such as an e ticket or itinerary (in the case of non flight bound travel within Australia only) must be attached to this application.

DETAILS OF PRIOR EXEMPTIONS/EXTENDED LEAVE – TRAVEL (if applicable)

Date of prior exemption/extended leave: From: ____ / ____ / ____ to: ____ / ____ / ____

Number of school days: _____

Copy of Certificate of Exemption/Extended Leave-Travel attached (Please tick ☒): Yes ☐ No ☐

PARENT DETAILS (Applicant)

Family name: _____ Given name: _____

Address: _____ Postcode: _____

Telephone number: _____ Relationship to student: _____

As the parent and applicant, I hereby apply for a *Certificate of Extended Leave-Travel* and understand my child will be granted a period of extended leave upon acceptance by the principal of the reason provided.

I understand that if the application is accepted:

- I am responsible for his/her supervision during the period of extended leave
- The provided period of extended leave is limited to the period indicated
- The provided period of extended leave is subject to the conditions listed on the *Certificate of Extended Leave-Travel*
- The period of extended leave will count towards my child's absences from school

I declare the information provided in this application is to the best of my knowledge and belief; accurate and complete. I recognise that should statements in this application later prove to be false or misleading any decision made as a result of this application may be reversed. I further recognise that a failure to comply with any condition set out in the *Application for Extended Leave- Travel* may result in the provided period of extended leave being cancelled.

Signature of parent/s: _____ Date: ____ / ____ / ____

PRIVACY STATEMENT

The Department of Education and Communities is subject to the Privacy and Personal Information Protection Act 1998. The information that you provide will be used to process your child's *Application for Extended Leave-Travel* during the period indicated.

It will only be used or disclosed for the following purposes.

- General student administration relating to the education and welfare of the student
- Communication with students and parents
- To ensure the health, safety and welfare of students, staff and visitors to the school
- State and National reporting purposes
- For any other purpose required by law.

The information will be stored securely. You may access or correct any personal information by contacting the school. If you have a concern or complaint about the way your personal information has been collected, used, or disclosed, you should contact the school.

PART B : TO BE COMPLETED BY THE PRINCIPAL

I accept this *Application for Extended Leave- Travel* (Please tick one box ☒):

Yes ☐ No ☐

Please provide more detail here (if required):

Principal's name (please print): _____ Telephone number: _____

Signature of principal: _____ Date: ____ / ____ / ____

Note: Please complete the *Certificate of Extended Leave - Travel* if requested leave is to be provided.

CERTIFICATE OF EXTENDED LEAVE - TRAVEL



Education &
Communities

The student/s whose details appear below has been provided a period of extended leave from school for the purpose of travel.

Where an application is made by a parent with more than one child a separate copy of this *Certificate* should be placed in each student's file.

STUDENT DETAILS

Please complete table below with details of all students associated with the period of travel:

FAMILY NAME	GIVEN NAME	DOB	AGE	GRADE	SRN

Address: _____ Postcode: _____

School name: _____ School's telephone: _____

Dates of extended leave: From ____ / ____ / ____ to ____ / ____ / ____

Reason for providing the period of extended leave:

Conditions applicable to providing the period of extended leave:

It has been explained to the parent of the above mentioned student/s that they are responsible for his/her supervision during the provided period of extended leave.

The parent understands that the period of extended leave is limited to the period indicated and acknowledges that the provided period of extended leave is subject to the conditions listed.

Principal name: _____ Principal signature: _____ Date: ____/____/____

**This certificate has been issued without alteration and must be produced
when requested by police or other authorised attendance officers.**

Attachment 2:

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



Information for parents and carers of students at risk of anaphylaxis and other health conditions

You have identified your child as being at risk of a severe allergic reaction or other health condition. Thank you for sharing this information. While the main role of the school is to provide education, schools want your child to be safe and happy at school and for you to feel confident that your child is being well looked after at school. The Student Wellbeing Team will work with you to take the necessary steps to give your child appropriate support. In some circumstances the Student Wellbeing Team may need additional support from relevant school authorities to determine the best way for your child's support needs to be met. If you are seeking enrolment for your child there may be a slight delay while support arrangements are worked out.

An Individual Health Care Plan must always be developed for:

- Any student with severe asthma, type 1 diabetes, epilepsy and anaphylaxis
- Any student who is diagnosed as being at risk of an emergency reaction
- Any student who requires the administration of health care procedures

An ASCIA Action Plan for Anaphylaxis, provided and dated by your child's treating doctor, must always be provided to the school for a student who is at risk of anaphylaxis.

Please read the following information carefully and provide the requested information to the school ASAP. The Head Teacher Welfare responsible for Student Health has been advised of your child's risk of a severe allergic reaction or other health condition and will work with you to develop an Individual Health Care Plan. If the Head Teacher Welfare responsible for Student Health has not been in contact before you receive this letter please phone the school to let us know.

1. Information requested for a student at risk of anaphylaxis

* Note that all Appendices are from the Department's document: *Anaphylaxis Procedures for Schools, 2012*

- a) Complete, sign and send Appendix 1: *Student with allergies*
- b) Read Appendix 2: *Information for parents and carers of students at risk of anaphylaxis*
- c) Complete, sign, date and return Appendix 3: *Authorisation to contact doctor*
- d) Your child's doctor to complete, date and sign Appendix 4: *Severe Allergies - Information from the doctor* and provide the appropriate ASCIA Action Plan for Anaphylaxis. Please send a copy of Appendix 4: *Severe Allergies - Information from the doctor* and a copy of your child's ASCIA Action Plan to the school
- e) An Individual Health Care Plan for your child will be developed between you and the school. The Head Teacher Welfare responsible for Student Health will contact you to develop this by phone or at a meeting. Appendix 6: *Individual Health Care Plan Cover Sheet* is included with this package. Please send a passport size photo to the school.

Email: sydneyh-d.school@det.nsw.edu.au
Website: www.sydneyh-d.schools.nsw.edu.au



2. Information requested for a student with a health condition (not including anaphylaxis)

- a) If your child is at risk of anaphylaxis first follow processes in section 1: *Information requested for a student at risk of anaphylaxis*
- b) Complete, sign, date and return to the school Appendix 3: *Authorisation to contact doctor*
- c) An *Individual Health Care Plan* for your child will be developed between you and the school. The Head Teacher Welfare responsible for Student Health will contact you to develop this by phone or at a meeting. Appendix 6: *Individual Health Care Plan Cover Sheet* is included in this package. Please send a passport size photo to the school.

Thank you for your attention to this matter.

Yours sincerely



Mark Piddington

Principal

APPENDIX 1

Students with allergies

This form is to be completed by the parent/carer of a student with an allergy and returned to the principal or delegated executive staff. The school will complete the first three fields. The purpose of collecting this information is to identify students who are at risk of a severe allergic reaction. Information provided on this form will be used to assist the school in determining what action needs to be taken in relation to a student with an allergy.

Dear _____

You have identified _____

as having an allergy/allergies to _____

Please complete the questions below and return to the principal or delegated executive staff.

1. A doctor has diagnosed my child with an allergy to:

☐ Insect sting/bite _____ (specify)

☐ Medication _____ (specify)

☐ Food:

- Peanuts Y/N
- Nuts. Please specify: _____ Y/N
- Fish Y/N
- Shellfish Y/N
- Soy Y/N
- Sesame Y/N
- Wheat Y/N
- Milk Y/N
- Egg Y/N
- Other. Please specify: _____ Y/N

☐ Latex _____

☐ Other. Please specify: _____

2. My child has been hospitalised with a severe allergic reaction Y/N

3. My child has been prescribed an adrenaline autoinjector (EpiPen® or Anapen®) Y/N

4. My child has an ASCIA Action Plan for Anaphylaxis⁶ (please attach this and return the form) Y/N

Completed by _____ / /
Parent/Carer (please print) date

Signature: _____

⁶ Each time your child is prescribed a new adrenaline autoinjector the doctor will issue an updated ASCIA Action Plan for Anaphylaxis. It is important that this is the plan provided to the school

APPENDIX 2

Information for parents and carers of students at risk of anaphylaxis

You have identified your child as being at risk of a severe allergic reaction. Thank you for providing this information. While the main role of the school is to provide education, we want your child to be relaxed, safe and happy at school and for you to feel confident that your child is being well looked after.

The school principal and/ or delegated executive staff will work with you to prepare an individual health care plan for your child. In some circumstances the principal or their delegated executive staff may need additional support from relevant school authorities or your child's doctor to determine the best way for your child's needs to be met. If you are seeking enrolment for your child or if your child is already enrolled there may be a slight delay while arrangements are worked out.

In order to meet your child's needs the school will take the following steps.

STEP 1: Communicate with you and your child's doctor to collect all relevant health information

We will need to gather information that will assist in determining how best to support your child at school. This will help in putting together an individual health care plan. This will include obtaining a current *ASCIA Action Plan for Anaphylaxis* signed and dated by your child's doctor and getting additional information from your child's doctor about:

- known allergens
- medication prescribed
- when and how medication should be administered
- other conditions that may impact on your child's ability to
 - understand the nature of their anaphylaxis
 - understand the risk that it poses
 - participate in strategies to minimise the risk of their being exposed to known allergens
 - advise a teacher promptly of this exposure if it happens at school
- other known health conditions
- any other details your doctor believes are important in managing the severe allergy at school and during activities conducted under the auspices of the school.

The school would like your permission to contact your doctor if necessary. A consent form to obtain information from your doctor is attached (Appendix 3) as well as a form for your doctor requesting information that will help in putting together the individual health care plan (Appendix 4).

While it would be preferable to obtain your consent to this information being provided please note that if your doctor works in a public health organisation we are able to collect information that relates to the safety, welfare or wellbeing of your child under Chapter 16A of the Children and Young Persons (Care and Protection) Act.

STEP 2: Preparation of an individual health care plan

Your doctor will need to provide information about the nature of the allergy and appropriate emergency treatment, including ASCIA Action Plan for Anaphylaxis so we can develop the individual health care plan.

This plan will include:

- details of your child's severe allergy/allergies.
- a passport sized photograph of your child.
- an ASCIA Action Plan for Anaphylaxis, signed and dated by your child's treating doctor. This sets out the emergency response to be followed if your child has an anaphylactic reaction at school or during a school related activity.
- instructions to your child about what they need to do if they come into contact with an allergen or appear to be experiencing the signs of anaphylaxis.
- changes, modification or support needed to allow your child to participate in school related activities.
- actions the school will take to minimise the risk of contact with known allergens.
- arrangements for school staff to support your child, for example, training in the management of severe allergic reactions.
- arrangements for the supply, storage and replacement of medication, including the adrenaline autoinjector.
- your contact details in case of an emergency and those of another person in the event you are unavailable.
- an arrangement for copies of the ASCIA Action Plan for Anaphylaxis, that includes your child's photograph, to be placed in appropriate places around the school. You will be consulted in relation to this.
- your signature together with that of the principal, to indicate details have been read and that you and your child have been consulted in the development of the plan. If you do not sign the plan it will still be implemented at school.

STEP 3: Documentation and supply of prescribed medication

Any medication required by your child will require a written request to the principal or delegated executive staff, including instructions for administration. You will need to provide the appropriately labelled medication(s) to the school (e.g. EpiPen®, Anapen®, antihistamine). Advise the school also if your child wears a medical alert bracelet or necklace.

STEP 4: Participate in annual review of the individual health care plan

The school will review your child's individual health care plan annually or at any other time where there are changes in your child's health needs, for example if they have had a severe allergic reaction, they have new medication or medical conditions, or a new ASCIA Action Plan for Anaphylaxis and adrenaline autoinjector is provided. Please let us know if there is ever a change in your child's health needs.

School Principal _____

Phone Number

_____/_____/_____
Date

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APPENDIX 3

Authorisation to contact doctor

This form is to be completed by the parent/carer.

My child (student's name) _____

is currently enrolled or applying for enrolment at _____.

I have been advised that:

1. the school may need to discuss the implications of _____
(child's name) medical condition(s) with their treating doctor so that the school can develop and implement an individual health care plan.
2. the information that can be sought by the school includes information about my child's allergy and risk of anaphylaxis and any other condition that might impact on the school providing support for my child during school hours and during activities conducted under the auspices of the school.

I am advised that information provided by the doctor to the school may be used or disclosed by school staff for the purposes of the development or implementation of the individual health care plan

I consent to the health care professional identified below to provide the Department of Education and Communities/school with information about my child's allergy, risk of anaphylaxis and any other condition, including a learning disorder, that might impact on the school providing support for my child during school hours and during school related activities.

Doctor's information:

Name: _____

Address: _____

Phone: _____

Mobile (if known): _____

Email (if known): _____

Fax (if known): _____

Signed: _____ Date: ____/____/____
(Parent/Carer)

Name of parent (please print): _____

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APPENDIX 4 (Page 1 of 2)

Severe Allergies – Information from the doctor

This form is to be completed by the doctor. Information provided will be used for the development of the student's individual health care plan at school

Please provide, completed and signed, the appropriate ASCIA Action Plan for Anaphylaxis for this patient outlining the emergency response for anaphylaxis. The plans can be accessed from the ASCIA website at <http://www.allergy.org.au/health-professionals/anaphylaxis-resources/ascia-action-plan-for-anaphylaxis>

Please complete all parts of the plan so they can bring it to school for use as the schools emergency response plan.

The additional information requested below will further assist the school in the development of the student's individual health care plan.

Name of patient: _____

This patient has:

mild asthma ☐

☐ moderate asthma

severe asthma: ☐

☐ no history of asthma

Other relevant health

conditions: _____

Conditions known to you that may impact on the student's ability to understand the nature of their anaphylaxis and the risk that it poses to them:

This has been discussed by you with the patient/his or her parents

Yes ☐

No ☐

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APPENDIX 4 (Page 2 of 2)

Other information or details you believe are important in managing the severe allergy at school and during activities conducted under the auspices of the school:

Please telephone the school on _____ and speak to the school principal if you require further information.

Doctor: _____

Address: _____

Phone: _____

Fax: _____

Email: _____

Signature (Doctor): _____

Date: ____/____/____

Signature (Principal) _____

Name of Principal _____

Date: ____/____/____

I _____ consent to this information being
(parent/carer)

Provided for the school's use so they can develop an individual health care plan for my child

_____ at school.
(name of child)

Parent/carer signature _____ Date ____/____/____

APPENDIX 6

Individual Health Care Plan Cover sheet

The individual health care plan is to be developed in consultation with the parent, staff and student, where practicable, and on the basis of information from the student's doctor, provided by the parent.

For students with anaphylaxis the student's ASCIA Action Plan for Anaphylaxis (Appendix 7) and risk management strategies (Appendix 8) must be attached and form part of this individual health care plan.

Photo of student

School _____		Phone _____	
Student Name:		Class:	
DOB:		Medicare number:	
ERN /Student number:			
Health conditions (including anaphylaxis)			
If anaphylaxis, confirmed allergies to:			
Learning and support needs of the student (including learning difficulties, behavior difficulties and other disabilities)			
Impact of any of the conditions (as mentioned above) on implementation of this individual health care plan			
Medications at school:			
Other support at school:			
For students with anaphylaxis: Adrenaline autoinjector supply/storage/replace- ment:			

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Parent contact:	Parent information (1) Name: Relationship to child: Address: Home phone: Work phone: Mobile phone:	Parent information (2) Name: Relationship to child: Address: Home phone: Work phone: Mobile Phone:
Other emergency contacts if parent is unavailable	Name: Relationship to child: Address: Home phone: Work phone: Mobile phone:	
Medical practitioner contact:	Name: Address: Phone: Email:	Mobile: Fax:
Emergency care: Note: An <u>emergency response plan</u> is required if the student is at risk of an emergency. For students at risk of anaphylaxis the <u>ASCI Action Plan for Anaphylaxis</u> is the emergency response plan. This plan is obtained by the parent from the student's doctor and not developed by the school. <hr/> <hr/> <hr/> <hr/> <hr/>		
Emergency Service Contacts: (e.g. ambulance, local hospital, medical centre) <hr/> <hr/> <hr/> <hr/>		
In the event of an emergency and an ambulance is called government schools can print and ambulance report from within ERN for the student. Special medical notes: Any special medical notes relating to religion, culture or legal issues, e.g. blood transfusions. Note: If the student is transferred to the care of medical personnel, e.g. paramedics this information, will if practicable in the circumstances, be provided to those personnel. It will be a matter for the professional judgment of the medical personnel whether to act on the information. <hr/> <hr/> <hr/> <hr/> <hr/>		

Documents attached:

Please tick which of the following documents are attached as part of the individual health care plan:

- ☐ An emergency care/response plan. (for students with anaphylaxis this is the ASCIA Action Plan for Anaphylaxis)
- ☐ A statement of the agreed responsibilities of different people involved in the student's support
- ☐ A schedule for the administration of prescribed medication
- ☐ A schedule for the administration of health care procedures
- ☐ An authorisation to contact the medical practitioner
- ☐ Other documents – please specify (for anaphylaxis this should include strategies to minimise risk and details of communication and staff training strategies)

Consultations:

This individual health care plan has been developed as part of the learning and support plan, in consultation with those indicated below and overleaf and with the knowledge and agreement⁷ of the student's parent/caregiver. Information has been provided by:

- ☐ Student
- ☐ Parent/Carer
- ☐ General Practitioner
- ☐ Medical specialist

Department staff involved in plan development:

1. Phone:
2. Phone:
3. Phone:
4. Phone:

Health care personnel involved in managing the student's health at school: (e.g. Community Nurse, Therapist)

1. Phone:

⁷ If the parent does not agree to the development of a health care plan it may still be necessary to develop one. The reference to the parent agreeing to the plan should be deleted in those circumstances.

2. Phone:
 3. Phone:

Plan for review:

The plan will be reviewed

on:

NOTE: Individual health care plans should be reviewed at least annually or when the parent notifies the school that the student's health needs have changed. Principals or their delegated executive staff can also instigate a review of the health care plan at other times.

Signature of Parent/Carer: Date

Signature of Principal: Date

NOTES:

Information in this individual health and emergency care plan remains specific to meet the needs of the individual student named and should not be applied to the care of any other student with similar health and emergency care needs. All individual health and emergency care plans must take into account issues of confidentiality and privacy to ensure information about the student is treated appropriately.

When discussing the individual health care plan with parents and students reasonable adjustments necessary for them to participate may need to be considered. This may include adjustments in the provision of written materials including alternate formats, use of a translator/interpreter, and involvement of a support person or disability advocate.

Schools are subject to the Health Records and Information Privacy Act 2002. The information on this form is being collected for the primary purpose of ensuring the health and safety of students, staff and visitors to the school. It may be used and disclosed to medical practitioners, health workers including ambulance officers and nurses, government departments or other schools (government and non-government) for this primary purpose or for other related purposes and as required by law. It will be stored securely in the school.

For more information about individual health care plans:

<http://www.schools.nsw.edu.au/student-support/student-health/individual-student-devimpindh-plan/index.php>

When developing risk management strategies for a student at risk of anaphylaxis, government schools may use Appendix 8 or the Work Health and Safety risk assessment. For further information see the Department of Education and Communities intranet at

<https://detwww.det.nsw.edu.au/adminandmanage/ohands/safeworklearn/riskmanage/index.htm>

APPENDIX 13

Checklist for a student who identifies with an allergy, including anaphylaxis

Student name: _____ Year _____

A system must be in place for checking enrolment forms for health information and arranging follow up where this or any other information indicates a student has an allergy.

Actions	Tick when completed
A copy of the form <i>Students with allergies</i> has been provided to the parent Step 1. Appendix 1	
Appendix 1 checked to determine if action including discussion with the parent is required NOTE: If information provided by the parent in Appendix 1 indicates no further action is required add Appendix 1 to the student's records and as necessary manage in accordance with the schools procedures for assisting students with health conditions at school. Step 2 Appendix 1	
Information provided from previous school Step 3	
Barriers to communication with parent have been considered Step 4	
Parent provided with <i>Information for Parents and Carers of students at risk of anaphylaxis</i> Step 5 Appendix 2	
Parent provided school with completed: <ul style="list-style-type: none"> • <i>Authorisation to contact doctor form</i> • <i>Severe Allergies – Information from the doctor form</i> Step 5 Appendices 3 and 4	
Meeting with parent held to discuss arrangements for supporting their child at school Step 5	
Risk minimisation strategies developed and documented Step 7 Appendices 8 and 9	
Individual health care plan developed and documented Step 8 Appendices 6,7,8	
Parent provided school with an ASCIA Action Plan for Anaphylaxis, completed and signed by the doctor Step 8 Appendix 7	
Communication strategy developed and implemented Step 9. Appendix 10	
Training needs of staff addressed Step 10	
School has system in place for review of this student's individual health care plan, at least annually Step 11	
School has systems in place for keeping records in relation anaphylaxis and support for this student. Step 12	

Principal/delegated executive name: _____ Date: _____

Signature: _____

Attachment 3:


Locations for ASCIA Plans, Individual Health Care Plans & EpiPens

Locations	ASCIA/ Health Care Plans	EpiPens
1 Strong Room (Excursion kits) (2 EpiPens)	✓	✓ ✓
2 Reception	✓	✓
3 Middle School	✓	✓
4 TAS	✓	✓
5 Library	✓	✓
6 Common Room	✓	✓
7 English	✓	✓
8 PE (wall near sink)	✓	✓
9 E Cottage	✓	✓
10 F Cottage	✓	✓
11 First Aid Officer (S McNab) (2 EpiPens)		✓ ✓
12 Hub – Central Coast (2 EpiPens)	✓	✓ ✓
13 Hub – Lower Blue Mountains (2 EpiPens)	✓	✓ ✓
14 Hub – South West Sydney (2 EpiPens)	✓	✓ ✓
15 Hub – Miranda (2 EpiPens)	✓	✓ ✓
16 Hub – Tuggerah (2 EpiPens)	✓	✓ ✓

- * EpiPens are located in bags attached to walls, next to the plans
Health Care Plan, ASCIA Action Plans are in document holder at the above locations and are updated regularly
- * Junior EpiPen held at Plunkett Street Primary School

Revised 24-Sep-18

Attachment 4:

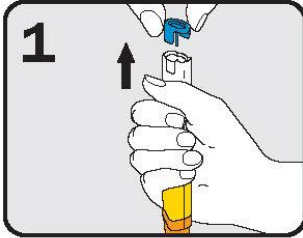


australian society of clinical immunology and allergy
www.allergy.org.au

ACTION PLAN FOR Anaphylaxis

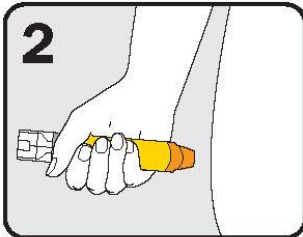
For EpiPen® adrenaline (epinephrine) autoinjectors

How to give EpiPen®



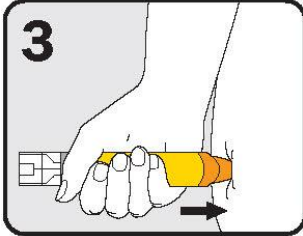
1

Form fist around EpiPen® and
PULL OFF BLUE SAFETY RELEASE



2

Hold leg still and PLACE ORANGE
END against outer mid-thigh
(with or without clothing)



3

PUSH DOWN HARD until a click is
heard or felt and hold in place for
3 seconds
REMOVE EpiPen®

SIGNS OF MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting (these are signs of anaphylaxis for insect allergy)

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy - flick out sting if visible
- For tick allergy - freeze dry tick and allow to drop off
- Stay with person and call for help
- Locate EpiPen® or EpiPen® Jr adrenaline autoinjector
- Phone family/emergency contact

Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis

WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

<ul style="list-style-type: none"> Difficult/noisy breathing Swelling of tongue Swelling/tightness in throat Wheeze or persistent cough 	<ul style="list-style-type: none"> Difficulty talking and/or hoarse voice Persistent dizziness or collapse Pale and floppy (young children)
---	--

ACTION FOR ANAPHYLAXIS

- 1 Lay person flat - do NOT allow them to stand or walk**
 - If unconscious, place in recovery position
 - If breathing is difficult allow them to sit
- 2 Give EpiPen® or EpiPen® Jr adrenaline autoinjector**
- 3 Phone ambulance - 000 (AU) or 111 (NZ)**
- 4 Phone family/emergency contact**
- 5 Further adrenaline doses may be given if no response after 5 minutes**
- 6 Transfer person to hospital for at least 4 hours of observation**

If in doubt give adrenaline autoinjector

Commence CPR at any time if person is unresponsive and not breathing normally
EpiPen® is prescribed for children over 20kg and adults. EpiPen® Jr is prescribed for children 10-20kg

ALWAYS give adrenaline autoinjector FIRST, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has **SUDDEN BREATHING DIFFICULTY** (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms

All EpiPen®s should be held in place for 3 seconds regardless of instructions on device label

© ASCIA 2017

Attachment 5:



Education & Communities

This form is to be completed by the principal on the basis of information provided by the parent and/or medical practitioner.

Emergency Care / Response Plan

Sydney Distance Education High School



Student details

First name

Surname

Year

Health condition(s):	Anaphylaxis	Asthma	Allergies	Type 1 Diabetes	Other health conditions
	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Prescribed medication(s):	EpiPen® or EpiPen® Jr adrenaline autoinjector	Ventolin		Insulin	
Symptoms / Signs to watch for:	<ul style="list-style-type: none"> • Difficult/noisy breathing • Swelling of tongue • Swelling/tightness in throat • Difficulty talking and/or hoarse voice • Wheeze or persistent cough • Persistent dizziness or collapse • Pale and floppy (young children) 	<ul style="list-style-type: none"> • When unwell – a cold, wheeze or cough • If worsens – tight chest, light headedness, quick breathing, shortness of breath, increased effort breathing. • If severe – struggling to breathe, blue lips, difficulty speaking, marked tight chest 	<ul style="list-style-type: none"> • Swelling of lips, face, eyes • Hives or welts • Tingling mouth • Abdominal pain, vomiting (these are signs of anaphylaxis for insect allergy) 	<p>➤ HYPOL</p> <p>LOW BLOOD SUGAR – BELOW 4MMOLS)</p> <ul style="list-style-type: none"> • Headache, trembling, looking pale, feeling hungry, sweating, lethargy, crying, being irritable, hunger or feeling/acting confused. <p>➤ SEVERE HYPOL</p> <ul style="list-style-type: none"> • Unable to swallow fluid, loss of consciousness, fits or vomiting <p>➤ HYPER (HIGH BLOOD SUGAR – ABOVE 15MMOLS)</p> <ul style="list-style-type: none"> • Drowsy, thirsty, frequent urination, Headache, looking pale, feeling hungry, sweating, lethargy, crying and being irritable 	
Actions / steps to be followed:	<ol style="list-style-type: none"> 1) Lay person flat. Do not allow them to stand or walk. If breathing is difficult allow them to sit. 2) Give EpiPen® or EpiPen® Jr adrenaline autoinjector. 3) *Phone ambulance (dial 000). 4) Phone family/emergency contact. 	<ol style="list-style-type: none"> 1) Take 4 puffs of Ventolin IMMEDIATELY, wait for 4 minutes. If no improvement, take another 4 puffs and call doctor. • IF UNABLE TO BREATHE CALL AMBULANCE • Continue to give 4 puffs every 4 minutes 	<ul style="list-style-type: none"> • For insect allergy, flick out sting if visible. Do not remove ticks. • Stay with person and call for help. • Locate EpiPen® or EpiPen® Jr adrenaline autoinjector. • Give other medications (if prescribed) <p>.....</p> <p>.....</p>	<p>➤ HYPOL</p> <ul style="list-style-type: none"> • Drink popper juice, can of soft drink that is not diet or eat 7 jelly beans • Retest after 10 minutes & repeat if necessary • Allow student to sit quietly – may not be able to resume classwork activities • DO NOT leave alone <p>➤ SEVERE HYPOL</p>	

1 of 2

{Dated 2-Mar-2017} T:\Office\DECDATA\Originals\Enrol Forms\SDEHS-DoE-EmergencyResponsePlan.docx

	<ul style="list-style-type: none"> Further adrenaline doses may be given if no response after 5 minutes, if another adrenaline autoinjector is available. If in doubt, give adrenaline autoinjector Commence CPR at any time if person is unresponsive and not breathing normally. EpiPen® is generally prescribed for adults and children over 5 years. EpiPen® Jr is generally prescribed for children aged 1-5 years. *Medical observation in hospital for at least 4 hours is recommended after anaphylaxis. <p>5) IF UNCERTAIN WHETHER IT IS ANAPHYLAXIS OR ASTHMA</p> <ul style="list-style-type: none"> Give adrenaline autoinjector FIRST, then asthma reliever. If someone with known food or insect allergy suddenly develops severe asthma like symptoms, give adrenaline autoinjector FIRST, then asthma reliever. 		<ul style="list-style-type: none"> Phone family/emergency contact. 	<ul style="list-style-type: none"> DO NOT ATTEMPT to give anything by mouth. Lay student on his/her side in the recovery / coma position Call the ambulance (dial 000) and state it's a DIABETIC EMERGENCY Contact parents Stay with student until ambulance arrives ➤ HYPER Contact parents, if child has 2 readings over 15mmols If child is unwell or not coping: contact parents for advice Extra testing may be required Urgent attention if vomiting ➤ CAN'T CONTACT SUPERVISOR OR EMERGENCY CONTACT? CALL AMBULANCE 	
--	--	--	---	--	--

Emergency contact details						
	First name	Surname	Relationship to student	Home phone	Work phone	Mobile phone
1						
2						

Medical practitioner details			
First name			
Surname			
Address			
Phone		Email	

Supervisor Details	
First name	
Surname	
Signature	
Date	
Email Date	

Attachment 6:

28 July 2015

DEPUTY SECRETARY (SCHOOL OPERATIONS & PERFORMANCE) MEMO TO PRINCIPALS

The Department of Education and NSW Police Force have recently agreed to reinforce and strengthen their joint protocols around anti-social behaviour particularly as they relate to the area of extremist behaviours.

Our NSW Police Force defines extremist behaviour as a "willingness to use violence or support the use of violence by others to promote a political, ideological or religious goal". This may be expressed in the espousing of extremist views.

If schools become aware of extremist behaviours the agreed protocol between NSW Police Force and the NSW Department of Education is for the Principal to:

1. Report their concerns immediately to the Safety and Security Directorate on the dedicated hotline 1300 363 778.

The Department's Safety and Security Directorate has seconded police officers who work closely with the NSW Police Force for the provision of appropriate advice and support for our schools. All reported incidents will be investigated by the NSW Police Force to determine an appropriate response.

2. Report this notification to your Director, Public Schools NSW.
3. As always, call Triple Zero (000) in situations where a life is in danger, a crime is taking place or the situation requires an immediate police response.

The NSW Government has established the website Secure NSW accessed at www.secure.nsw.gov.au to provide information on countering terrorism. This resource may also prove helpful in matters of extremist behaviours.

The Department has good working relationships with the NSW Police Force. This partnership ensures that schools remain one of the safest places in the community.

regards

Gregory Prior
DEPUTY SECRETARY
SCHOOL OPERATIONS & PERFORMANCE

Catherine Burn
DEPUTY COMMISSIONER
NSW POLICE FORCE



Attachment 7:

Transition Checklist

Name of Student _____

Date of visit _____

The 'TO DO' list.....	Tick/Cross
On student's computer, Save SDEHS website onto their favourites bar	
Using Links on RHS of SDEHS website ('SDEHS Online').....	
<ul style="list-style-type: none"> Access email (DET Portal) – change email password if necessary 	
<ul style="list-style-type: none"> Access elearning – change password if necessary (lost password): Show students how to navigate 	
<ul style="list-style-type: none"> Show them the calendar of events; free software; library link; enrolments info; 	
<ul style="list-style-type: none"> Show Free Software: They can get MS Office 2016, Adobe Photoshop and lots more 	
Show how to navigate through ADOBE Connect – are they interested in using this as a learning tool?	
Set up ' Sort N Store ' for students new work	
Sort out ALL of their other work. Marked work needs to go somewhere else. Eg Large labelled plastic bag for each subject, box, folders....whatever works for the student	
Complete the ' Student's record of work ' sheet.	
Go through all other mail received from SDEHS. Throw away anything not needed and use anything that is needed. Fill in 'Intention Notices' and any other forms that have been overlooked.	
Provide the student with a list of their subjects, teachers names and numbers (screen print from DELTA)	
Provide ' Assessment Tasks ' sheet – go through with student how to use	
Explain how DE works and how the TPs work – particularly the CLI ones as the students are usually overwhelmed with the amount of work they have and the size of the CLI booklets.	
Look at the students learning space (if there is one) and organise if necessary	
Supply Student with a Term by Term Calendar where they can put in Assessment Tasks , upcoming events, appointments etc.	
Learning Difficulties – Ask supervisor if student has any diagnosed LDs	
Refer to Boys/Girls Supervisor or Year Advisor or HT Welfare or Counsellor or if leaving, refer to careers	
Inform parent of AIC Benefit – Supervisors Handbook ('confirmation of enrolment letter' from SDEHS and Specialist Doc report needed SY099 and SY040). Advise may have to pay back if student disengages. Need to have at least 5 TPs in all subjects and be UP-TO-DATE before we will give them a confirmation of enrolment letter	
Hand out organisation Folder for letters, handbooks etc	

Transition Notes

General Notes: *Include information about their favourite subjects, pets, social life, interests anything you think that teachers may find relevant to help the student engage and stay engaged. Any diagnosed Learning difficulties?*

EMAIL/Elearning/ADOBE Connect: *Get the student to log in to both email and elearning. (Sometimes they think that elearning is email). Ask if they would be interested in ADOBE connect. If so, then show them how to 'get in' and navigate. Provide headphones if needed. State what sort of computer they will use. Eg Apple or PC – Click 'Interested' on DELTA*

Referrals: *Do they need a referral to Y/A. HT Welfare, Learning Support, School Counsellor, Girls or boys supervisor, careers*

Other: *Advised of AIC benefit. Must be put on to DELTA that you have also advised and understands that money will need to be repaid if student disengages.*

Attachment 8:

Sydney Distance Education High School
Reporting to Family & Community Services (FACS) or
Child Wellbeing Unit (CWU)
Information Summary

Report made to:	<input type="checkbox"/> Child Wellbeing Unit
	<input type="checkbox"/> Family & Community Services
Student's given name:	
Student's family name:	
Date of birth:	
Start date:	
Finalised date:	
Staff name:	

Revised 9 Aug 17

T:\Staff Information\Forms\Staff Forms\Referrals\Student Welfare Referrals\Reporting to FACS & CWU info summary.docx

Attachment 9:



SYDNEY DISTANCE EDUCATION HIGH SCHOOL

CARE AND SAFETY PLAN

NAME _____ YEAR: _____ DATE: _____

1) My school support people are:

i) _____ ph _____ ii) _____ ph _____
 iii) _____ ph _____ iv) _____ ph _____

2) School and Hub visits

I will visit SDEHS on <input type="checkbox"/> M / <input type="checkbox"/> Tu / <input type="checkbox"/> W / <input type="checkbox"/> Th / <input type="checkbox"/> F at these times:	I will visit Hub on <input type="checkbox"/> M / <input type="checkbox"/> Tu / <input type="checkbox"/> W / <input type="checkbox"/> Th / <input type="checkbox"/> F at these times:
Or as arranged:	Or as arranged:
I will sign in and report to Name:	I will sign in and report to Name:

3) My main goals at school or the Hub are:

i) _____
 ii) _____

4) My strategies include:

Be aware of getting upset: *eg hot / annoyed / thoughts racing / agitation*

Identify triggers: *eg school work / tiredness / overwhelm*

What makes things worse: *eg being told 'no' / deadlines / people watching me*

What makes things easier: *eg time alone / drink water / do a preferred activity*

People at school can help me feel better by: *eg Ask what I need / call my mum*

Safe, calming places I can go at school / Learning Hub if needed: *eg Library / playground / private room*

- 5) If my support people become worried about me we have agreed that they will contact these people so I can get more support: *eg parents / counsellor / GP / Mental Health Worker*

i) _____ ph _____
iii) _____ ph _____

- 6) My Health Professionals:

Name	Contact	Role	OK to contact?

- 7) Who should have a copy of my plan?

Name	Contact	Role	OK to contact?

- 8) This plan will be reviewed regularly so it will remain helpful.

Next review date: _____

STUDENT SIGNATURE: _____ DATE: _____

PARENT SIGNATURE: _____ DATE: _____

SUPPORT PERSON'S SIGNATURE: _____ DATE: _____

SCHOOL PERSONNEL SIGNATURE:
(if required) _____ DATE: _____

Attachment 10:

9/5/2018

Bulletin 59 - Duty to report and duty to protect a child from child abuse | About us



Education

Rights and accountability (<https://education.nsw.gov.au/about-us/rights-and-accountability>)

Bulletin 59 - Duty to report and duty to protect a child from child abuse

Legal issues bulletin 59 - Interim bulletin: Duty to report and duty to protect a child from child abuse

Executive Summary

School and other departmental staff have mandatorily reported child abuse for many years. The Department of Education has also long been legally obliged to take reasonable steps to protect students from foreseeable risk of harm.

The NSW Government has amended the criminal law to strengthen the protection of children in response to recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse. Two new offences, reflecting these existing legal duties, have been established:

- failure to protect a child from child abuse in which an adult with the power or responsibility to act, knows there is a serious risk of a child becoming a victim of abuse, and negligently fails to reduce or remove that risk (s43B of the Crimes Act)
- failure to report child abuse in which an adult knows, believes or reasonably ought to know that a child abuse offence has been committed against a child and, without reasonable excuse, does not report that offence to the police (s316A).

The maximum penalty for each of these offences is 2 years' imprisonment.

There should be little impact on existing practices in NSW government schools that are complying with the department's existing policies and procedures dealing with:

- mandatory reporting of child protection concerns
- responding to allegations against employees in the area of child protection;
- assessing and managing risk and
- incident reporting (which already includes a system reporting to police).

A checklist for staff who know, believe or reasonably ought to know a child abuse offence has been committed is at **attachment A. (PDF 354.4KB)** (<https://education.nsw.gov.au/about-us/rights-and-accountability/media/documents/public-legal-issues-bulletins/LIB-59-Attachment-A-checklist.pdf>) The checklist should be retained with the student's records as it may be evidence of action taken by a staff member in response to s316A of the Crimes Act.

Key Terms

<https://education.nsw.gov.au/about-us/rights-and-accountability/legal-issues-bulletins/bulletin-59-duty-to-report-and-duty-to-protect-a-child-from-ch...> 1/5

- Actual bodily harm includes where there is an injury from the assault such as a bruise, swelling or graze
- Adult means a person aged 18 or over and includes school staff, parents, volunteers and other members of the community
- Child means a person under the age of 18
- Child abuse offence is broadly defined and includes very serious offences such as murder, kidnapping or sexual assault. It also includes actual bodily harm, grievous bodily harm and school related offences. The behaviour of one child towards another child may be caught by this provision – but note that the ‘failure to protect’ offence only applies to the behaviour of adults. A consolidated list of child abuse offences is at **attachment B (PDF 129.54KB)** (<https://education.nsw.gov.au/about-us/rights-and-accountability/media/documents/public-legal-issues-bulletins/LIB-59-Attachment-B-Table-of-Offences.pdf>).
- Grievous bodily harm is very serious harm of the worst kind often causing permanent injury which will cause the victim serious ongoing problems
- Mandatory report means a report made in accordance with the applicable requirements under Part 2 of Chapter 3 of the Children and Young Persons (Care and Protection) Act 1998
- Negligence could include deliberate acts, or omissions or both
- School related offences applies to a person (including a student):
 - who assaults, stalks, harasses or intimidates any school student or member of staff of a school while they are attending school, although no actual bodily harm is occasioned
 - who assaults a school student or member of staff of a school while the student or member of staff is attending a school and by the assault causes actual bodily harm
 - who wounds or causes grievous bodily harm to a school student or member of staff while they are attending school and, is reckless as to causing actual bodily harm to that student or member of staff
 - who enters a school premises with intent to commit a school related offence
- Worker means an employee, self-employed person such as a contractor, a volunteer, a person undertaking training as part of an educational or vocational course, a minister, priest, rabbi or mufti or similar religious leader or spiritual officer of a religion

The Failure to Protect offence

How is the offence committed?

A person will commit the offence if they know that a worker in the Department of Education poses a serious risk of physically or sexually abusing a child. For the offence to apply, the risk will need to exist at the time that it is apparent to the person.

The person will also need to have the power to reduce or remove the risk, by virtue of their position in the organisation, and be criminally negligent in their failure to reduce or remove the risk. Either deliberate acts or omissions, or both, could amount to a negligent failure to reduce or remove the risk.

The offence is targeted at those in positions of authority and responsibility in organisations working with children who, rather than use their power to protect children, turn a blind eye to a known and serious risk.

Who could be a position holder in the Department of Education?

<https://education.nsw.gov.au/about-us/rights-and-accountability/legal-issues-bulletins/bulletin-59-duty-to-report-and-duty-to-protect-a-child-from-ch...> 2/5

Depending on the circumstances, a position holder may include:

- a member of the department's executive, such as an Executive Director School Performance, who has the power or responsibility to remove a member of staff from a school in circumstances where they are aware there is a serious risk that the staff member will commit a child abuse offence and negligently fails to act in response to that risk and
- a principal who is aware there is a serious risk that a volunteer or contractor working in their school will commit a child abuse offence and fails to take reasonable action to prevent that person volunteering or working at a school.

What should a position holder do if they become aware of a potential risk?

Position holders who become aware that there is a potential serious risk that a worker will commit a child abuse offence should deal with it in the same way as they would deal with a matter under the **Child Protection: Allegations Against Employees** (<https://education.nsw.gov.au/policy-library/policies/child-protection-allegations-against-employees>) policy. They should also immediately notify their immediate supervisor. For a principal this is the Director Educational Leadership and for an Executive Director, this is the Deputy Secretary.

What is the new Failure to Report Offence?

How is the failure to report offence committed?

An adult commits an offence where he or she:

- knows, believes or reasonably ought to know that a child abuse offence has been committed and
- knows or reasonably ought to know that he or she has information that might be of material assistance in securing the apprehension of the offender or the prosecution or conviction of the offender for that offence and
- fails without reasonable excuse to bring that information to the attention of a member of the NSW Police Force as soon as it is practicable to do so.

Who does the offence apply to?

The offence applies to all adults, not just mandatory reporters.

When will there be a reasonable excuse not to report a matter to the police?

An adult has a reasonable excuse not to report a matter to the police if:

1. her or she believes on reasonable grounds that the information is already known to the police – for example, a teacher is present when the principal contacts the police
2. he or she has made a mandatory report to FACS or the department's Child Wellbeing Unit
3. he or she believes on reasonable grounds another person has made a mandatory report to the Department of Family and Community Services (FACS) or the department's Child Wellbeing Unit (CWU) – for example, a school counsellor is present when the principal contacts FACS or the CWU or, if not present, has been told that the report has been made and has been provided with the FACS Engagement number

4. he or she has reasonable grounds to fear for the safety of the person or any other person (other than the offender) if the information were reported to the police. While this means a matter doesn't have to be reported to the police, staff must consider whether a mandatory report needs to be made to FACS or the CWU
5. the information was obtained by a person when he or she was under the age of 18 – this means that a child who has been abused, or is aware other children have been abused, is not required to report the abuse once they have turned 18
6. the alleged victim was an adult at the time the information was obtained and the person believes on reasonable grounds that the alleged victim does not wish the information to be reported to the police.

It is possible that there will be other occasions where an adult will have a reasonable excuse not to bring information to the attention of the police. This can should be determined on a case by case basis and could, depending on the seriousness of the incident concerned, include:

1. situations in which a student with a significant cognitive impairment injures another student;
2. situations where one child has injured another and the injury, while not occasioning actual bodily harm, is nevertheless potentially an offence under 60E of the Crimes Act 1900

Do incidents involving the behaviour of children under 10 need to be brought to the attention of the police?

The behaviour of children under 10 does not need to be brought to the attention of the police. Section 5 of the Children (Criminal Proceedings) Act 1987 states that a child under the age of 10 years cannot be guilty of a criminal offence. However, it may be necessary to make a mandatory report or incident report to the department's Health & Safety directorate in relation to incidents involving the behaviour of children under 10.

What about the behaviour of children aged 10 and over?

Once a child has turned 10 there is a potential their behaviour could constitute a child abuse offence. In the absence of a reasonable excuse, this behaviour should be brought to the attention of the police.

How are matters brought to the attention of the police?

Any adult is able to bring matters to the attention of the police directly. This includes bringing a matter to the attention of a School Liaison Police Officer already working with the school.

A report by a staff member to the department's Incident Support and Reporting Unit, which is staffed by police officers, will also bring the matter to the attention of the police. That unit will notify the Local Area Command if there are reasonable grounds to believe a child aged 10 or over may have committed a child abuse offence.

Have my responsibilities as a mandatory reporter changed?

No. Staff must continue to make a mandatory report to FACS or the CWU consistent with their obligations under the Children and Young Persons (Care and Protection) Act 1988. Further information about this requirement is found in the department's Protecting Children and Young Persons Policy and Procedure. Staff who make a mandatory report are not required to make a separate report to the police.

Do I still need to notify the department's Incident Support Unit of what has occurred?

Yes. Staff should continue to notify the department's Incident Support Unit of an incident, consistent with the department's Incident Reporting policy and procedures. Staff who notify the Incident Support Unit of an incident will have a reasonable excuse not to also bring the incident to the attention of the police.

What should I do if I am unsure whether an incident potentially constitutes a child abuse offence?

Contact the department's Incident Support Unit or Legal Services directorates for advice as to whether an incident potentially constitutes a child abuse offence.

What should I do if I am asked to provide information or a statement to the police?

Staff should contact the Legal Services directorate for advice if asked to provide information or a statement to the police.

Last updated: 29 August 2018

This information is current as at 05/09/2018 10:17am, AEST. For the most up-to-date information, go to <https://education.nsw.gov.au/about-us/rights-and-accountability/legal-issues-bulletins/bulletin-59-duty-to-report-and-duty-to-protect-a-child-from-child-abuse>.

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Checklist for staff

Knowing or believing that a child abuse offence has been committed

1. I know, believe or reasonably ought to know that a child abuse offence has been committed; and have information that might be of material assistance in securing the apprehension, prosecution or conviction of the offender for that offence?

Yes ☐

No ☐

2. **Check all that apply.** Having answered yes to question 1, I must bring this matter to the attention of the police unless:

- a. I believe on reasonable grounds that the information **is already known** to the police – for example I was with another staff member when they rang the police ☐
- b. **I have made a mandatory report** to FACS or the department's Child Wellbeing Unit ☐
- c. I believe on reasonable grounds **someone else has made a mandatory report** to FACS or the Child Wellbeing Unit – for example, I was with the principal when they reported to FACS or the CWU or, although I was not present, I was told the report has been made and provided with the FACS Engagement number ☐
- d. I have reasonable grounds to **fear for the safety of the person or any other person** (other than the offender) if the information were reported to the police. I acknowledge that depending on the circumstances, I may still need to make a mandatory report to FACS or the CWU ☐
- e. I believe I have reasonable grounds not to report the matter to the police and **have contacted Legal Services for advice.** ☐

3. **Select one only.** In bringing this matter to the attention of the police I have:

- a. contacted the Local Area Command ☐
- b. contacted the department's Incident Support Unit ☐
- c. contacted the School Liaison Police Officer ☐
- d. Other (Please provide details) ☐

4. I spoke with _____ on _____

About:

Name: _____

Date: _____