Student Welfare, Enrolment and Attendance Compliance Policy

Wollongong Flexible Learning Centre (WFLC)

Source of Obligation

The NSW Registration Manual (3.6.2) requires a registered non-government school to provide a safe and supportive environment by:

- having in place policies and procedures that provide for student welfare; and
- maintaining a student enrolment and attendance register.

Safe Environment

A safe environment for students is one where the risk of harm is minimised and students feel secure. Harm relates not only to dangers in the physical environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification.

Supportive Environment

A supportive environment fosters the social, academic, physical and emotional development of students. A supportive environment is one in which:

- students are treated with respect and fairness by teachers, other staff and other students;
- members of the Flexible Learning Centre community feel valued;
- effective teaching and learning takes place;
- positive support and encouragement are provided by members of staff and students;
- non-discriminatory language and behavioural practices are defined, modelled and reinforced by members of the Flexible Learning Centre community; and
- consultation takes place on matters relating to students' education and welfare.

Student Welfare & Attendance Policy Framework

Student Welfare encompasses the mental, physical and emotional wellbeing of students. Provisions for attendance are integral to providing for student welfare.

WFLC has developed a comprehensive policy framework designed to provide for student welfare and attendance.

The list of key policies is set out below:

Security

Flexible Learning Centre Security (Building & Grounds)

Evacuation Procedures

Lockdown Procedures

Supervision

Supervision (General)

Supervision & Inspection - Playground

Excursions Policy

Code of Conduct and Behaviour Management

Code of Conduct (Staff)

Student Code of Conduct

Bullying Prevention and Intervention

Counselling Services (Student)

Student Leadership Policy

Critical Incident (Emergency Situations Response)

Complaints Handling

Complaints Handling Program

Pastoral Care

Pastoral Care Policy

Students with Special Needs Policy

Medication Administration

Enrolment and Attendance

Student Enrolment Policy

Student Attendance Policy

Student Achievement Data

Quality of Educational Program (Record of Achievements and Engagement in Learning)

Truancy Policy

Stakeholder Communication

Parent Communication and Involvement Policy

Additional policies can be found in our **Student Duty of Care Program** and ***Work Health & Safety/Occupational Health & Safety, Occupational Safety & Health* Program**.

WFLC has also developed a comprehensive **Child Protection Policy Framework**

Staff Training

Training with respect to student welfare issues is provided to all staff who have direct contact with students.

Teachers' Responsibilities

To support teachers in attaining and maintaining Proficient teacher accreditation, the Flexible Learning Centre encourages teachers to ensure students' wellbeing and safety within the Flexible Learning Centre by implementing Flexible Learning Centre, curriculum and legislative requirements.

To support experienced teachers in attaining and maintaining Highly Accomplished teacher accreditation, the Flexible Learning Centre encourages experienced teachers to initiate and take responsibility for implementing current Flexible Learning Centre, curriculum and legislative requirements to ensure student wellbeing and safety.

To support highly experienced teachers in attaining and maintaining Lead teacher accreditation, the Flexible Learning Centre encourages highly experienced teachers to take responsibility for:

- evaluating the effectiveness of student wellbeing policies and safe working practices using current Flexible Learning Centre, curriculum and legislative requirements; and
- assisting their colleagues to update their practices.

Implementation

This policy is implemented through:

CompliSpace Assurance, where individuals are allocated responsibility to action all obligations in accordance with this policy; and

- our internal training programs.

Security (Building & Grounds)

Wollongong Flexible Learning Centre (WFLC)

Flexible Learning Centre Security

Incidents relating to the security of Flexible Learning Centre premises have the potential to significantly impact the operation of the Flexible Learning Centre and to disrupt student learning.

Physical security risks include but are not limited to damage to Flexible Learning Centre buildings and/or equipment, theft of equipment, break and enter incidents, arson attacks, graffiti and other forms of vandalism, as well as harm to staff and students from violent intruders.

Risks associated with cyber security and security of data are not dealt with in this policy but rather through our Youth Plus ICT National Plan.

WFLC's Policy

WFLC is committed to providing a safe environment for all our students, staff and visitors.

To mitigate the risks arising from security breaches, it is our policy to:

- Maintain a security program designed to ensure security of Flexible Learning Centre grounds, buildings and equipment;
- Install security systems to maximise protection;
- Ensure the Flexible Learning Centre grounds are secured after hours;
- Ensure personal property and Flexible Learning Centre equipment is stored securely;
- Cooperate and work in partnership with agencies involved in crime prevention;
- Develop appropriate critical incident (emergency situations) response procedures; and
- Maintain appropriate insurance coverage.

Security Measures

WFLC has developed the following work practices and procedures for managing Flexible Learning Centre security:

Alarm Systems

Key buildings within the Flexible Learning Centre are to be fitted fitted with back to base alarm system.

Security Patrols

Regular security patrols of the Flexible Learning Centre are undertaken out of Flexible Learning Centre hours by a contracted security company.

Lock Up Procedures

The following lock up procedures have been established:

- All gates and Flexible Learning Centre buildings are locked securely including classroom/office doors and windows;
- Security alarms are activated;
- All flammable material such as old, excess furniture, cardboard, paper, crates and rubbish bins are cleared and away from Flexible Learning Centre buildings; and
- All security lighting is activated.

Keys & Secure Access

WFLC keeps keys secure by limiting the number of keys issued to staff members. An up-to-date key register is maintained to track and record all keys on issue and if any are lost or stolen.

An up-to-date register of security access cards or codes issued to staff members is maintained. Each card or code is unique so that an individual staff member's access and entry to buildings can be monitored.

It is a standard part of the Flexible Learning Centre's end of employment procedures that keys and security access cards are returned at the end of employment with WFLC.

Flexible Learning Centre Property/Equipment

The following security measures are taken to protect Flexible Learning Centre property/equipment (e.g. computers, digital cameras, television sets and other electronics):

- All blinds are closed in rooms where theft targeted equipment is stored;
- Flammable liquids including glue and paints are appropriately stored and secured at all times;
- Permanent Flexible Learning Centre identification markings are on all equipment and recorded in the Flexible Learning Centre's asset register; and
- All valuable equipment is stored securely after hours.

Personal Property

The following security measures are taken to protect personal property:

- Staff bags and valuables should be kept in a filing cabinet or storeroom;

- Relief teachers should keep their valuables with them at all times; and
- Students are encouraged not to bring valuables to Flexible Learning Centre.

Security Signage

Security related signage is displayed at strategic locations on Flexible Learning Centre fences and outside key buildings. Examples of signage deployed include:

- Security – Video Surveillance in Use on These Premises;
- Warning – These Premises are Protected by CCTV Cameras;
- All Visitors Must Report to Reception;
- Trespassers will be Prosecuted;
- No Cash is Kept on These Premises; and
- Security – This Area is Regularly Patrolled.

Recording Security Incidents

The Flexible Learning Centre maintains a record of all security related incidents and uses this data to manage security related risks within the Flexible Learning Centre.

Review of Security Program

The Flexible Learning Centre's security program (and this policy) is reviewed on a regular (at least annual) basis to ensure that it continues to meet the Flexible Learning Centre's security needs.

Workers' Responsibility

All workers must:

- Keep their personal security access card secure and must not lend it to another person to access the Flexible Learning Centre premise after hours;
- Keep any Flexible Learning Centre keys secure and only lend their key to another staff member where appropriate access is required;
- Lock all classrooms/office doors and windows where directed to do so as part of their daily routine;
- Lock Flexible Learning Centre gates if they are the last to leave;
- Be vigilant with respect to security within the Flexible Learning Centre; and
- Report any security related issues to Head of Campus.

Implementation

This policy is implemented through a combination of:

- Risk management identification and assessment procedures;
- Strategic deployment of security systems;
- Regular **workplace safety inspections;**
- Effective signage;
- Staff training;
- Effective notification strategies;
- Initiation of corrective actions where necessary; and
- Regular review of the Flexible Learning Centre's security requirements.

Discipline for Breach of Policy

Where a staff member breaches this policy WFLC will take disciplinary action.

Evacuation Procedures

Wollongong Flexible Learning Centre (WFLC)

The Hazard – Evacuation Procedures

In the event of an emergency situation our ability to quickly, safely and efficiently evacuate staff from the workplace will be critical in ensuring the safety of all workers. Inadequate or poorly communicated evacuation procedures can present a considerable workplace hazard in the event of an emergency situation arising.

WFLC's Policy

WFLC is committed to providing a safe environment for all our workers, students, visitors and guests. Our emergency evacuation procedures are as follows:

Wollongong FLC Evacuation Procedures

Testing Evacuation Procedures (Drills)

Emergency evacuation drills, either full or partial, will be conducted twice a year to ensure that staff and students are familiar with the assembly areas, shelter-in-place if relevant, and evacuation procedures.

This will need to be done more frequently where there is a threat of bushfires or other identified additional risk factors.

Workers' Responsibility

Workers are responsible for carrying out their duties in a safe manner and in particular:

- Must participate in emergency evacuation training as required; and
- Must co-operate in carrying out their duties in an emergency evacuation situation.

Implementation

This policy is implemented through a combination of:

- Staff training;
- Effective consultation and notification procedures;
- Regular **workplace safety inspections;** and
- Initiation of corrective actions where necessary.

Discipline for Breach of Policy

Where a staff member breaches this policy WFLC may take disciplinary action.

Lockdown Procedures

Wollongong Flexible Learning Centre (WFLC)

The Hazard – Lockdown

A lockdown is an emergency response action where the Flexible Learning Centre (or particular parts of it) are sealed off to contain a problem or incident. This procedure is designed to ensure that these areas of the Flexible Learning Centre cannot be entered easily from the outside.

Lockdowns secure staff and students in rooms until the situation is declared safe by an authorised person.

Examples where a lockdown may be used include when there is a **violent intruder on grounds**, a **hostage situation/siege**, an **armed robbery** or a **destructive storm**.

In the event of an emergency situation our ability to quickly, safely and efficiently lockdown the Flexible Learning Centre is critical in ensuring the safety of all workers, students, visitors and guests. Inadequate or poorly communicated lockdown procedures can present a considerable workplace hazard in the event of an emergency situation.

Critical Incident Management Team

The Flexible Learning Centre has appointed the **Head of Campus** to initiate and co-ordinate emergency lockdown procedures and form a Critical Incident Management Team (CIMT).

Lockdown Procedures

Our lockdown procedures cover:

- Procedures to be followed by the Incident Controller; and
- Procedures to be followed by WFLC Staff.

Lockdown Procedures (Incident Controller/s)

Members of the CIMT and any other staff acting as Incident Controllers should follow the emergency lockdown procedures below:

Step 1 – Initiating Lockdown Procedures

The lockdown will be activated using the following predetermined activation signal:

SMS sent stating 'Lockdown with location of incident'

Step 2 – Emergency Services Notification

Police and other emergency services must be notified by ringing 000;

Step 3 – Critical Incident Management Team Meeting & Response Activation

The **CIMT** will meet to plan further actions and enact a response plan which may include some or all of the specific lockdown incident management procedures outlined below:

- Establish an Incident Communications Control Centre within a safe area of the Flexible Learning Centre and secure external doors;
- Delegate responsibilities to staff as required;
- Guide staff, students, visitors and guests in "safe areas" (not affected by the lockdown) away to safety;
- Divert parents and groups returning to the Flexible Learning Centre;
- Ensure a telephone line is kept free for liaising with emergency services personnel;
- Ensure the public address system is kept free;
- Deactivate notification sound alarm system (Flexible Learning Centre bells), discontinuing normal Flexible Learning Centre periods;
- Secure Flexible Learning Centre entrances if possible (preventing people from entering whilst allowing people to escape to safety);
- Make a record of the time of the commencement of the incident and actions undertaken during the management of the incident; and
- Await advice from emergency services personnel.

Step 4 – Lockdown Deactivation

Emergency services will provide confirmation as to when it is safe to de-activate the lockdown. Once this advice has been received:

The lockdown will be deactivated using the following predetermined deactivation signal:

SMS sent stating ' Lockdown completed'

The **CIMT** will initiate further actions which may include some or all of the procedures outlined below:

- Ensure any injured people are dealt with as a matter of the highest priority;
- Account for all staff, students and known visitors and guests;
- Identify any missing staff, students or known visitors and guests and provide this information to emergency services personnel;
- Conduct debrief with emergency services personnel;
- Initiate a parent/child reunification process;
- Identify specific information that needs to be communicated to parents / students and activate **communications strategy**;
- Conduct staff briefing; and
- Ensure all relevant documentation is secured.

Lockdown Procedures (All Staff)

All staff members should follow the following emergency lockdown procedures:

Step 1 – Raising the Alarm

Staff who identify a potential emergency situation requiring lockdown must notify the Network Principal or a member of the CIMT who will initiate lockdown procedures.

Step 2 – Responding to Alarm

Staff who are required to implement lockdown procedures should follow the guidelines below:

- All staff, students, visitors and guests must remain in classrooms;
- If out of class, staff must move students to the closest classroom or safe area;
- The classroom door must be closed and if possible locked;
- Where there is an imminent threat of danger (e.g. a gunman on Flexible Learning Centre grounds) it may be appropriate to barricade the door with desks or other equipment;
- Close windows, blinds and shutters;
- Turn lights off;

- Keep all people close to the ground (e.g. on the floor) away from windows and doors;
- Tell students that mobile phones are not to be used and should be turned off;
- Record names of all people in the classroom;
- Stay calm and encourage others to be calm and quiet;
- Attempt to contact a member of the **CIMT** (or alternatively emergency services) and confirm your situation;
- Do not allow unauthorised people into the classroom;
- If someone needs to use the toilet consider using a plastic lined bin and screening off an area for privacy; and
- When the deactivation signal is made await for specific instructions from the Network Principal or emergency services personnel.

Post Lockdown Procedures

Critical incidents leading to Flexible Learning Centre lockdown can be a traumatic event. The procedures set out in our **Critical Incident Management (Traumatic Events) Policy** should be followed to deal with any longer term effects within the Flexible Learning Centre community.

Workers' Responsibility

All workers are responsible to ensure:

- Participation in emergency lockdown training as required;
- Cooperation in carrying out their duties in an emergency lockdown situation; and
- Immediately report any potential emergency situation requiring lockdown.

Signage

Emergency contact numbers as well as details of members of the CIMT are displayed in strategic locations around the Flexible Learning Centre.

Implementation

This policy is implemented through a combination of:

- Staff training in their roles to manage lockdown situations including practice drills;
- Effective notification, referral and critical incident response procedures; and
- Initiation of corrective actions where necessary.

Supervision (General)

Wollongong Flexible Learning Centre (WFLC)

The Supervision Obligation

WFLC and its teachers owe a duty to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen.

The provision of adequate supervision is fundamental to ensuring that WFLC meets its duty of care obligations.

WFLC's Policy

WFLC is committed to providing a safe environment for all our students when they are in the care of the Flexible Learning Centre.

It is our policy that:

- Supervision is provided to students having consideration to the degree of care needed for the protection of students and having regard to:
  - their age, skill and experience;
  - any physical and/or intellectual impairments;
  - existing medical conditions;
  - known behavioural characteristics;
  - the nature of activities being undertaken and hazards
- Supervising staff receive first aid training and adequate first aid facilities are available having regard to the nature of the activities being undertaken
- Accidents and incidents are promptly dealt with through appropriate treatment and/or intervention
- Material accidents and incidents are recorded and corrective action implemented where required.

WFLC has developed the following guidelines with respect to supervision.

Classrooms

Teachers are responsible for the supervision of their students in their classrooms and in particular should be vigilant to ensure:

- Adequate age appropriate supervision having regard to the nature of the activities being undertaken;
- Proper use of any plant and equipment;
- Proper handling of any hazardous substances;
- Proper use of relevant protective equipment

Playground Supervision

Playgrounds are supervised by staff immediately before and after school, during recess and lunch. Refer to our **Supervision & Inspection – Playground policy**.

Before & After School Supervision

Whilst the Flexible Learning Centre is committed to ensuring student safety it requires and expects parental co-operation in managing safety issues immediately before and immediately after school.

As a general rule WFLC provides limited supervision before and after school.

Where school activities are arranged before or after school appropriate supervision will be provided for attending students depending on the time and location of the activity.

Parents are informed of supervision arrangements and are made aware that students who attend school outside established supervision times may not be supervised and may not receive the care that is normal during the school day.

Implementation

This policy is implemented through a combination of:

- Staff training;
- Effective communication and incident notification procedures;
- Effective record keeping procedures; and
- Initiation of corrective actions where necessary.

Discipline for Breach of Policy

Where a staff member breaches this policy WFLC may take disciplinary action, including in the case of serious breaches, summary dismissal.

Bullying Prevention & Intervention (NSW)

Wollongong Flexible Learning Centre (WFLC)

The Hazard – Bullying

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person being bullied, and bystanders.

Bullying can take many forms including:

- **Physical bullying** which involves physical actions such as hitting, pushing, obstructing or being used to hurt or intimidate someone. Damaging, stealing or hiding personal belongings is also a form of physical bullying.
- **Psychological bullying** is when words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background.
- **Indirect bullying** is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.
- **Cyber bullying** is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.

What Bullying is Not

There are many negative situations which, whilst being potentially distressing for students, are not bullying. These include:

- **Mutual Conflict Situations** which arise where there is disagreement between students but not an imbalance of power. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation; or
- **One Off Acts** (of aggression or meanness) including single incidents of loss of temper, shouting or swearing do not normally constitute bullying.

Signs of Bullying

Major behaviour changes in a student may be indicative of bullying. Such behavioural changes may include:

- Crying at night and having nightmares;
- Refusing to talk when asked “What’s wrong?”;

- Having unexplained bruises, cuts or scratches;
- An unwillingness or refusal to go to Flexible Learning Centre;
- Feeling ill in the mornings;
- A decline in quality of Flexible Learning Centre work;
- Becoming withdrawn and lacking confidence;
- Beginning to bully siblings; and
- Acting unreasonably.

Parents/carers are encouraged to recognise signs of bullying and notify the Flexible Learning Centre through a trusted staff member immediately (such as a class teacher, head of house, Flexible Learning Centre counsellor etc), if they suspect their child is a victim of bullying.

WFLC's Policy

WFLC recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the Flexible Learning Centre is respected and accepted.

Bullying is not tolerated at WFLC.

It is our policy that:

- Bullying be managed through a 'whole of Flexible Learning Centre community' approach involving students, staff and parents/carers;
- Bullying prevention strategies be implemented within the Flexible Learning Centre on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately;
- Bullying response strategies be tailored to the circumstances of each incident;
- Staff establish positive role models emphasising our no-bullying culture; and
- Bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

Bullying Prevention Strategies

WFLC recognises that the implementation of whole Flexible Learning Centre prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a ‘no bullying’ culture within the Flexible Learning Centre:

- A structured curriculum and peer group support system, that provides age appropriate information and skills relating to bullying (including cyber bullying) and bullying prevention, to students over the course of the academic year;
- Education, training and professional development of staff in bullying prevention and response strategies;
- Regular provision of information to parents/carers, to raise awareness of bullying as a Flexible Learning Centre community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have relating to bullying directly with the Flexible Learning Centre;
- Promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/carers;
- Promotion of responsible bystander behaviour amongst students, staff and parents/carers;
- Reporting of incidents of alleged bullying by students, bystanders, parents/carers and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified below);
- Regular risk assessments of bullying within the Flexible Learning Centre are undertaken by surveying students to identify bullying issues that may ordinarily go unnoticed by staff;
- Records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate;
- Statements supporting bullying prevention are included in students’ Flexible Learning Centre diaries;
- Anti-bullying posters are displayed strategically within the Flexible Learning Centre; and
- Promotion of student awareness and a ‘no bullying’ environment by participating in events such as the National Day of Action Against Bullying and Violence.

Reporting Bullying

Students and their parents/carers are sometimes reluctant to pursue bullying incidents, for fear that it will only make matters worse.

A key part of WFLC's bullying prevention and intervention strategy is to encourage reporting of bullying incidents as well providing assurance to students who experience bullying (and parents/carers) that:

- Bullying is not tolerated within the Flexible Learning Centre;
- Their concerns will be taken seriously; and
- The Flexible Learning Centre has a clear strategy for dealing with bullying issues.

Bullying incidents can be advised to the Flexible Learning Centre verbally (or in writing) through any of the following avenues:

- Informing a trusted teacher;
- Informing the Flexible Learning Centre counsellor/youth workers;
- Informing a student's year co-ordinator or head of house; or
- Informing the Deputy Network Principal/Head of Campus or the Network Principal.

Responding to Bullying

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each incident needs to be dealt with on its facts.

In all circumstances the Flexible Learning Centre:

- Takes bullying incidents seriously;
- Provides assurance to the victim that they are not at fault and their confidentiality will be respected;
- Takes time to properly investigate the facts including discussing the incident with the victim, the bully and any bystanders;
- Takes time to understand any concerns of individuals involved;
- Maintains records of reported bullying incidents; and
- Will escalate its response when dealing with persistent bullies and/or severe incidents.

Actions that may be taken when responding to bullying include:

- **The "Method of Shared Concern" Approach (Pikas)**;
- **The "No Blame" Approach (Maines & Robinson)**;

These approaches may be used to intervene in group or relational bullying situations. They are only appropriate during the initial stages. They are not appropriate for persistent or severe bullying incidents.

- Notification of/Consultation with parents/carers;
- Offering counselling to persistent bullies/victims;
- Implementing effective follow up strategies; and
- Disciplinary action at the Network Principal's discretion including suspension and expulsion of persistent bullies, or in cases of severe incidents.

School Liaison Police and/or Youth Liaison Officers, and other support services available to the school community

Youth Liaison Officers

Youth Liaison Officers are NSW Police Force members who are responsible for administering the Young Offenders Act 1997 (NSW). They are responsible for delivering cautions, referring children to youth justice conferences, and implementing strategies to reduce crime by juveniles in the community.

The Youth Liaison Officer allocated to WFLC is *insert Youth Liaison Officer*. The Youth Liaison Officer can be contacted on *insert contact details*.

School Liaison Police

School Liaison Police are NSW Police officers who work with schools to reduce crime, violence and anti-social behaviour. School Liaison Police are a point of contact for the school community and the NSW Police Force. Our students are encouraged to contact the School Liaison police if they have any concerns.

Our School Liaison Police Officer is *insert name*. The School Liaison Police Officer can be contacted on *insert contact details*.

Other Support Services

WFLC also provides access to **Counselling Services (Student).**

Workers' Responsibility

All workers are responsible to:

- Model appropriate behaviour at all times;
- Deal with all reported and observed incidents of bullying in accordance with this policy;

- Ensure that any incident of bullying that they observe or is reported to them, is recorded appropriately;
- Be vigilant in monitoring students that have been identified as either persistent bullies or victims; and
- Acknowledge the right of parents/carers to speak with Flexible Learning Centre authorities if they believe their child is being bullied.

Signage

Anti-bullying posters may be posted in strategic locations in the Flexible Learning Centre to promote appropriate behaviour and encourage students to respect individual differences and diversity.

Implementation

This policy is implemented through a combination of:

- Staff training;
- Student and parent/carer education and information;
- Effective incident reporting procedures;
- Effective management of bullying incidents when reported;
- The creation of a 'no bullying' culture within the Flexible Learning Centre community;
- Effective record keeping procedures; and
- Initiation of corrective actions where necessary.

Discipline for Breach of Policy

Where a staff member breaches this policy WFLC will take disciplinary action, including in the case of serious breaches, summary dismissal.

Critical Incident (Emergency Situations) Response

Wollongong Flexible Learning Centre (WFLC)

The Hazard – Critical Incident

A critical incident is an emergency situation that usually involves an abnormal and sudden occurrence such as a fire, explosion, a chemical leak, a bomb threat or terrorist attack that is dangerous or potentially dangerous to life, property or the environment. The incident may occur at the Flexible Learning Centre or through a related Flexible Learning Centre-based activity or circumstance.

Critical incidents are a specific type of business continuity disruption event, that not only usually disrupt normal Flexible Learning Centre operations and activities, they also pose immediate and significant danger to life, property and/or the environment.

WFLC's Policy

WFLC is committed to providing a safe working environment for all our workers, students, visitors and guests.

How we respond to a critical incident will depend largely on its size, nature and complexity.

It is our policy to:

- Identify potential critical incident situations;
- Conduct regular internal risk assessments with respect to those critical incidents;
- Develop appropriate response plans;
- Create a **Critical Incident Management Team** trained to deal with critical incidents; and
- Reguarly test the overall effectiveness of our risk management and critical response procedures.

By identifying potential critical incident situations, risk assessing them, implementing preventative measures and planning our response, WFLC seeks to gain control over such situations so as to ensure, that if they do occur, the best possible help is available in a timely manner.

WFLC's Risk Assessment Procedures

WFLC has developed a **Enterprise Risk Management Program** based on the International Standard ISO 31000 as well as a detailed **Workplace Safety Program**.

WFLC's **Workplace Safety Program** sets out our risk assessment procedures for safety hazards.

Using these procedures we identify critical incidents that we believe may potentially occur, assess the risks relating to these incidents in terms of the likelihood of the incident occurring and the potential consequences should the incident in fact occur, and develop controls and responses based upon our risk assessments.

All risk assessments with respect to critical incidents are recorded utilising our **CompliSpace Assurance Software**. These are subject to regular review and may change from time to time.

Refer to Simon Gridley, Business Manager, who is responsible for managing our risk program, for information with respect to current risk assessments of potential critical incidents.

Preventing Critical Incident from Occurring

As far as practicably possible WFLC seeks to prevent critical incidents from occurring and to minimise the potential impact of these events.

To this end, WFLC has developed policies and procedures that are specifically targeted towards prevention of critical incidents. Examples of such policies include our **Fire Safety Policy** and **Allergy Awareness Policy**.

Three Stage Critical Incident Response Process

Because critical incidents come in various forms and sizes it will not always be possible to predict the exact nature of the situation that we may have to deal with, nor is it possible to accurately predict the best way in which we should respond.

For this reason when responding to critical incidents it is useful to think in terms of three stages of response:

Stage 1: Emergency Response

This is the initial response to a disruption which usually involves the removal or protection of people and property from immediate harm. Examples of emergency responses are the development of structured **Evacuation Procedures** and **Lockdown Procedures**.

Stage 2: Continuity Response

The Continuity Response commences once the initial emergency response (if any) has been completed. The continuity response involves re-establishing minimum acceptable levels of processes, controls and resources to ensure that WFLC continues to meet its critical operational objectives. Our **Critical Incident Communications Policy** provides a good example of a continuity response.

Stage 3: Stabilisation Response

Finally once we have re-established minimum acceptable levels of processes, controls and resources to ensure that WFLC continues to meet its critical operational objectives we may need to implement procedures that are designed to stabilise the Flexible Learning Centre environment and return operations to normal over a period of time.

An example of a stabilisation response is our **Critical Incident Management (Traumatic Events) Policy** which may be utilised to provide ongoing support to members of the Flexible Learning Centre community when dealing with the aftermath of a critical incident.

Critical Incident Management Team (CIMT)

WFLC has established a Critical Incident Management Team whose responsibility it is to:

- Make an initial assessment of an incident and support any individuals involved in the initial emergency response;
- Determine and implement the most appropriate additional response strategies;
- Ensure staff welfare and support;
- Investigate the cause and nature of the incident and assess its impact on business operations;
- Determine and implement the most appropriate communications strategy; and
- Activate any response plans.

Summary of Key Critical Incidents & our Response Plans

A list of critical incidents that we have identified, together with the incident prevention and response plans we have developed are set out below.

This list may not be definitive. If you identify a risk that you believe we should add to this list please **Report the Risk** immediately.

Critical Incident	***Critical Incident Management Team* & Response Procedures**
Accident/Incident (Life Threatening)	**Accident Management Policy** **First Aid Policy**
Anaphylactic Shock	**Allergy Awareness Policy** **Anaphylactic Shock Management Policy** **Medication Administration Policy**

	Accident Management Policy
Bomb Threat	**Threats Received Policy** **Evacuation Procedures**
Chemical Spill (Major)	**Chemical Spills Policy**
Fire (in Flexible Learning Centre Building)	**Fire Safety Policy** **Evacuation Procedures**
Hostage Situation/Gunman on Flexible Learning Centre Grounds	**Hostage Situation/Siege Policy** **Lockdown Procedures** **Evacuation Procedures** ***Critical Incident* Management (Traumatic Events) Policy**
Storm	**Storm Management Policy** **Lockdown Procedures**
Suicide (of Student or Teacher)	**Self Harming Behaviours Policy** ***Critical Incident* Management (Traumatic Events) Policy**
Suspicious Object Found On Flexible Learning Centre Grounds	**Suspicious Objects on Grounds Policy** **Evacuation Procedures**
Terrorist Attack	**Lockdown Procedures** **Evacuation Procedures**

	***Critical Incident* Management (Traumatic Events) Policy**
Violent Intruder on Grounds	**Violent Intruder on Grounds Policy** **Lockdown Procedures** **Evacuation Procedures**

Workers' Responsibility

All workers are responsible to ensure:

- Participation in critical incident response training as required;
- Cooperation in carrying out their duties in an emergency situation;
- Prompt action is taken to secure or isolate any hazardous situation in an emergency if this can be done so without placing themselves or other workers at risk; and
- Immediately report any critical incident to their Head of Campus and/or supervisor.

Signage

There is a wide range of signage that may be used to assist in the prevention and or response to a particular emergency situation. This signage is referred to in the policies that relate to each type of incident.

Emergency contact numbers as well as details of members of the CIMT are displayed in strategic locations around the Flexible Learning Centre.

Implementation

This policy is implemented through a combination of:

- Risk management identification and assessment procedures;
- The development of incident specific policies and procedures;
- Establishment of a Critical Incident Management Team ;
- Staff training;
- Effective incident notification and response procedures; and
- Initiation of corrective actions where necessary.

Medication Administration

Wollongong Flexible Learning Centre (WFLC)

Administration of Medication

From time to time it may be necessary for medication to be administered to students during Flexible Learning Centre hours, or whilst on excursions, in order to keep them safe.

WFLC's Policy

In the event that it is necessary to administer medication to a student it is our policy that:

- Staff do not administer minor analgesics such as paracetamol to students without the written authorisation from the student's parent/carer;
- Prescribed medication will only be administered where a student's parent/carer has provided written permission to the Flexible Learning Centre;
- Parents/carers are responsible for keeping the Flexible Learning Centre updated if the requirement for prescription medication changes;
- Parents/carers are responsible for providing the prescribed medication and to collaborate with the Flexible Learning Centre in working out arrangements for supply, administration and storage of the prescribed medication;
- Students must not carry medications unless there is a written agreement between the Flexible Learning Centre and the student's parents/carers that this is a planned part of the student's health plan;
- Where it is appropriate and safe to do so students should self administer prescription medication under staff supervision;
- The Flexible Learning Centre shall provide appropriate first aid facilities; and
- The Flexible Learning Centre shall employ a Flexible Learning Centre nurse where appropriate and ensure that teaching staff have appropriate first aid training.

Procedure

The following safety procedures shall be followed when dealing with the administration of medication:

Maintenance of Medical Records

Parents are requested to notify the Flexible Learning Centre of all medical conditions that may require the administration of prescription medication during Flexible Learning Centre hours.

Student medical records are maintained in accordance with our **Student Medical Records Policy** which includes a provision to ensure that WFLC is regularly updated as to the status of existing medical conditions.

Parent/Carer Responsibilities

Parents of students who require prescribed medication to be administered during Flexible Learning Centre hours must notify the Flexible Learning Centre of this requirement and collaborate with the Flexible Learning Centre in working out arrangements for supply, administration and storage of the prescribed medication.

Student Health Plan

A health plan should be developed for each student who is required to take prescription medication during Flexible Learning Centre hours. The plan should specify agreed arrangements for supply, administration and storage of the prescribed medication.

The health plan shall be stored appropriately and updated regularly. It shall be communicated to relevant staff in a confidential manner.

Each staff member shall fulfil their agreed roles as documented in a student's individual health plan and the Flexible Learning Centre shall inform parents as soon as possible of concerns regarding a student's health care arise.

Self Administration

Where it is appropriate and safe to do so students should self-administer prescription medication under staff supervision.

Staff Administration

Where prescription medication is administered by staff:

- The act of administering the medication should be undertaken in the office of the Flexible Learning Centre nurse, if possible;
- The Flexible Learning Centre nurse, or another staff member with first aid training, should be primarily responsible for administering the medication;
- Two staff members should be present when medication is administered, one with primary responsibility and one as an observer;
- The staff member with primary responsibility shall select the student's medication and appropriate dosage;
- The observer is responsible for confirming the name on the packaging and that the correct medication dosage is to be given to the student;
- The staff member with primary responsibility should record the student's name, medication and dosage in the Medication Administer Book and sign their name; and
- The observer should witness the entry confirming the fact that the appropriate medication and dosage have been given to the right student.

Storage of Medication

In some cases a student's immediate access to prescribed medication is very important for the effective management of conditions such as asthma (Refer to our **Asthma Management Policy**) and it is appropriate that the student carry the medication on their person.

In other circumstances prescribed medication must be stored safety and access must be restricted to staff members. All medication must be appropriately packaged and clearly show the name of the medication, student's name, dosage and frequency of the dosage.

Note Regarding Emergency Care

The Flexible Learning Centre will not generally supply or administer medications in an emergency unless the provision of such assistance is part of a student's health plan (Refer to our **Anaphylactic Shock Management Policy**).

It should be noted however that in any life threatening situation the welfare of the student is paramount and must be dealt with, with immediate priority, notwithstanding the absence of an appropriate health plan. (Refer to our **Accident Management Policy**).

Workers' Responsibility

WFLC workers are responsible to ensure that they:

- Have the knowledge and skills to support and manage students who have medical conditions and to fulfil their agreed roles if included in a student's health plan.
- Are familiar with the medical records and individual health plans of students in their care, respecting the confidential nature of the information at all times.
- Work with other staff and professionals, in consultation with parents/carers to ensure the safety of students with specific health needs.
- Notify the Network Principal and inform parents/carers as soon as possible of concerns regarding management of the student's health care.

Implementation

This policy is implemented through a combination of:

- Staff training and supervision;
- Maintenance of medical records;
- Effective incident notification procedures;
- Effective communication procedures with the student's parents/carers and the students themselves; and

- Initiation of corrective actions where necessary.

Discipline for Breach of Policy Where a staff member breaches this policy WFLC may take disciplinary action.

Student Achievement Data (Years 7-10)

Wollongong Flexible Learning Centre (WFLC)

Source of Obligation

The NSW Registration Manual (3.3.1.2) requires a registered non-government school that provides secondary education for Years 7 to 10 to maintain documentation for each calendar year of the current registration period that includes evidence relating to the standard of teaching, including records of the:

- progressive achievement of students over time; and
- school's analysis of student achievement data to inform teaching and learning.

Additional requirements for non-government schools with respect to the curriculum for the Record of School Achievement are set out in section 5.1 of the NSW Registration Manual.

This policy covers WFLC's obligations under both 3.3.1.2 and 5.1 of the NSW Registration Manual.

Student Performance Outcomes Strategy

The Flexible Learning Centre has adopted the following strategy with respect to achieving all student learning goals and outcomes, and planning and achieving improvements in those goals and outcomes.

The Data We Collect

We collect the following student achievement data which allows us to monitor learning progress as well as the progressive achievement of learning goals and outcomes:

- Australian Council for Educational Research (ACER) testing
- National Assessment Plan – Literacy and Numeracy (NAPLAN)
- moderated school assessment of student achievement
- adjustments for students with disabilities including provision for a differentiated curriculum
- rates of student attendance and retention/attrition, including trends in student suspension and expulsion rates
- re-engagement strategies for students with unapproved absences
- students' secondary education pathway
- students' post-secondary education and training pathways

- staff, parent/guardian and student surveys.

How We Use and Analyse This Data to Set Goals and Outcomes

The Network Principal and the Board of Directors will use the data that the Flexible Learning Centre collects to:

- examine trends and analyse how performance has changed over time, in particular the impact of teaching on student learning;
- review the achievements of specific groups of students and analyse the underlying reasons for their achievements;
- analyse outcomes for individuals and cohorts of students, as they move from one year level to the next;
- look at differences in results between different skill areas within English and Mathematics subjects; and
- compare the Flexible Learning Centre's results with the state average and other state-wide information, having regard to schools with similar student backgrounds.

This data is used and analysed by the Network Principal and the Board of Directors to set a student performance outcomes strategy. This strategy will:

- allocate teaching resources appropriately and ensure the Flexible Learning Centre has sufficient learning and assessment resources to support the delivery of each teaching program;
- create Individual Learning Plans for students to support their learning needs in achieving the curriculum outcomes;
- develop and improve educational programs; and
- identify, target and address students at risk.

How We Report this Data

This data, and the outcomes of our student performance outcomes strategy, are reported:

- to the Board of Directors;
- to staff and students;
- to parents/guardians; and
- in our Annual Report.

Teachers' Responsibilities

To support teachers in attaining and maintaining Proficient teacher accreditation, the Flexible Learning Centre encourages teachers to take responsibility for:

- setting explicit, challenging and achievable learning goals for all students; and
- using student assessment data to analyse and evaluate student understanding of subject/content, identify interventions and modify teaching practice.

To support experienced teachers in attaining and maintaining Highly Accomplished teacher accreditation, the Flexible Learning Centre encourages experienced teachers to take responsibility for:

- evaluating differentiated learning and teaching programs, using student assessment data;
- modelling and setting explicit, challenging and achievable learning goals; and
- working with their colleagues to use data from internal and external student assessments to evaluate learning and teaching, identify interventions and modify teaching practice.

To support highly experienced teachers in attaining and maintaining Lead teacher accreditation, the Flexible Learning Centre encourages highly experienced teachers to take responsibility for:

- monitoring and evaluating the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data;
- demonstrating exemplary practice and high expectations and leading their colleagues to encourage students to pursue challenging goals in all aspects of their education; and
- coordinating student performance and program evaluation using internal and external student assessment data to improve teaching practice.

Implementation

WFLC has set up a series of compliance tasks in **CompliSpace Assurance**, to ensure that key obligations under the NSW Registration Manual are managed effectively.