



Yarraville Special Developmental School

No. 9278

EXTERNAL PROVIDERS POLICY

Yarraville SDS Principal:

Ashwini Sharma

School Council President:

Kim Mace

Certification

School Council President

Signed

Date

28/3/2017

Principal

Signed

Date

28/3/17

This policy ratified at School Council meeting

28 Feb 2017



Yarraville Special Developmental School

Excellence In Learning

EXTERNAL PROVIDERS POLICY

RATIONALE:

YSDS will provide a positive environment in which all teachers assume responsibility for student welfare, endeavour to provide successful experiences for all students, where students feel safe and secure in a supportive environment and where a sense of belonging and wellbeing is strengthened. The school offers programs to enable students to further their learning by complementing classroom lessons with experts and resources from outside the immediate school community. All students have the right to feel and be safe in the framework of programs offered by external providers.

Yarraville SDS accepts a duty of care to students accessing an external provider. The school will ensure regulations relating to VIT registration, appropriate qualifications and supervision will be observed. Where the school deems a learning environment to be in accordance with the learning, social and emotional development of the student, and where staff members do not have VIT registration, the school will provide appropriate supervision of our students.

AIM:

- To create and maintain a learning environment that facilitates development of the whole person and to promote a healthy, supportive and secure environment for all students at Yarraville SDS to enable students to further their learning by complementing classroom lessons with experts and resources from outside the immediate school community by offering special programs.
- For all students have the right to feel and be safe in the framework of programs offered by Yarraville SDS and in those offered by external providers.
- Yarraville SDS accepts a duty of care to students accessing an external provider.
- The school will ensure regulations relating to VIT registration, appropriate qualifications and supervision will be observed.
- Where the school deems a learning environment to be in accordance with the learning, social and emotional development of the student, and where staff do not have VIT registration, the school will provide appropriate supervision of our students.

IMPLEMENTATION:

The school may access outside services to provide support for students and staff which may include:

- Psychologists
- Counsellors
- Teachers
- Mentors
- Tutors
- Social Workers

Co-ordination of the external providers will rest with the Principal who will ensure that:

- All external providers meet all regulatory requirements and fully comply with DET guidelines. It is a teacher's responsibility to be aware of these guidelines and remain the person designated with duty of care.
- Students will attend programs offered by external providers only with the express prior written consent of their parents
- Students who do not attend an activity provided by an external provider during school hours will be provided with suitable alternative activities
- Professional indemnity, public liability, building and contents and any other necessary insurance to cover the needs of programs offered by external providers is met by the provider if offered off site.
- An incursion or excursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.
- Arrangements will be made for students not attending the incursion or excursion to continue their normal program at school, under supervision of another classroom teacher.
- All external providers must be approved by the Principal.
- In the case of external providers who visit the school to provide a service, the school requires copies of current Working with Children Checks and Public Liability Insurance as per DET guidelines.

DET Guidelines for Working with External Providers

The following checklists and guidelines are provided to help schools get maximum benefit from the input of external providers.

Support agencies approved/accepted by the School must:

- Be qualified or trained
- Evaluate their programs or presentations
- Be cost effective
- Enhance the role of the teacher not replace it
- Align with current practice, principles and research
- Consider socioeconomic, cultural and/or religious issues

Teacher checklist:

- Has a planning session with the presenter been conducted?
- Can people within the school provide a similar service?
- Do you have the support of the principal, the staff and the relevant committees?
- Have parents been consulted?
- Have the age and developmental level of the students, the content and the resources been considered?
- Will feedback be given to the presenter?
- What are the costs?

It is a requirement for a teacher to be present with students at all times.

Qualified or Trained External Providers:

- Have formal qualifications or relevant experience
- Are recognised by other professional groups
- Provide a range of support options
- Use performance indicators to evaluate the effectiveness of their programs
- Have a good knowledge of appropriate resources
- Are adept in working with/through relevant School committees

External Providers who have an understanding of current practice, approaches and research:

- Avoid using drug related testimonials
- Avoid using scare tactics
- Avoid using an 'information only' approach
- Understand what constitutes an effective program
- Link learning with educational outcomes as outlined in the school program
- Provide ongoing support rather than the one-off session
- Engage in planning with the teacher
- Enhance the central role of the teacher

External Providers are to consider socioeconomic, cultural and religious issues:

- Become familiar with aspects of the School highlighted in the situational analysis
- Use information about student cultural experiences to create an atmosphere respectful of cultural diversity
- Ask questions about the impact of religious beliefs on the implementation of education programs
- Use strategies proven to be effective in dealing issues pertinent to students from a variety of socioeconomic backgrounds
- Have well-established and acceptable positions on particular issues which are consistent with Melton Specialist School's statement of values and code of conduct.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle but also occurs on a regular basis prompted by changing circumstances and raised concerns

This policy was last ratified by School Council in....