



MORELAND CITY COUNCIL

Out of School Hours Learning Support Program

Procedures Manual



<i>Developed</i>	April 2010	<i>Last Review Date</i>	*	<i>Next Review Date</i>	April 2011
<i>Written By</i>	Youth Services	<i>Review By</i>	*	<i>Review By</i>	*
<i>Approved By</i>	Unit Manager	<i>Approved By</i>	*	<i>Trim Number</i>	D10/38505
<i>Current Version</i>	<i>Final</i>	<i>Version Number</i>	1.0		



Contents

Section One – Introductions to the OSHLSP?	5
The Moreland City Council OSHLSP Procedures Manual	5
What is the OSHLSP?	5
Background	5
OSHLSP Objectives	6
Section Two – Working with Young People	7
Working with CALD and Newly Arrived Young People	8
Working with Refugee Students	9
Centre for Multicultural Youth Contact Numbers	10
Section Three – Process for Homework Support Program	12
Engaging Students	12
Eligibility Criteria	12
Involving the families	12
Induction to the learning space	12
At the Homework Club	13
Developing an individual learning plan	13
Individual learning plan assessment	14
Program Evaluation	14
Section Four – Workers Information & Administration	15
Registration of participants	16
Supervision of students	16
Record Keeping / Attendance Records	16
Tutor Rights and Responsibilities	17
Communication	17
Confidentiality	17
Hours of work	18
Wages / Timesheet process	18
Appropriate Workplace Behaviour	18

Inappropriate Interactions with Students	18
Discrimination, Harassment and Bullying	19
Smoking.....	20
Drugs and Alcohol	20
Personal Presentation	21
Safety and workplace	21
Accident and Incidents.....	21
Working with Children Check.....	21
Dispute Resolution.....	21
Emergency Processes.....	21
 Section Five – Working with Students (Discipline)	 23
Inappropriate Behaviour	23
Behaviour Management Process.....	23
Counselling	24
 Section Six – Appendix and Forms	 25
Program Structure and Contact's	26
OSHLSP Attendance Sheet	26
OSHLSP Application Form	29
Personal Learning Goals	30
Student Code of Contact	31
Working with Children's Check	32
 Section Seven – End Notes	 35



Section One – Introductions to the Out of School Hours Learning Support Program?



The Moreland City Council OSHLSP Procedures Manual

This manual has been developed in accordance with best practice methods to provide tutors with the information required to effectively facilitate and support students.

While this manual aims to be as comprehensive as possible, common sense and practical experience must also be taken into account. This is a living document that will be constantly up-dated and reviewed to meet the needs of the students and tutors and include new learning's and process as they become available.

If you have any questions or concerns regarding the Out of School Hours Learning Support Program (OSHLSP), please contact the Program Manager at Moreland City Council Youth Services during business hours on 9389 8645.



What is the OSHLSP?

Council's OSHLSP supports young people in Moreland who are considered at-risk of exiting education or who are from refugee, migrant or Culturally and Linguistically Diverse Backgrounds (CALD).

Tutors assist young people attending the program with set-homework tasks and assist them with library and computer resources. Tutors work with the students to develop good study habits through an individual learning plan with the intention of academic achievement and growth in personal confidence.

Background

Moreland City Council Youth Services began the OSHLSP at Coburg Library in May 2003 and has since expanded to six programs running throughout Moreland for young people who study or reside in the local area. The OSHLSP aims to support young people in Moreland who require additional education support, specifically refugee, newly arrived and ESL young people.

Four of these programs are aimed at year 5 to 10 students, while one program supports primary school aged children and another program specifically supports VCE students.

While a young person from any background may struggle with education, young people from a refugee, migrant or ESL background also face the difficulties of settling into a new country, learning a new culture and language.

A large number of people from overseas settle in Moreland. Currently over 32% of families in Moreland were born overseas, while more than 46% of the population speaks a language other

than English at home.ⁱ Responding to Moreland's diverse and varied culture, the OSHLSP was created to provide additional education support to young people and their unique challenges.

OSHLSP Objectives

Specifically targeting young people from a refugee or migrant background, the Out of School Learning Support Program's main objectives are to:

- Keep young people who are at risk of leaving school early to engage in education and learning and ultimately increase attendance and improve school performance.
- Improve the confidence, learning skills and self-esteem of students, where learning becomes a positive experience.
- Support and increase young people's connectedness to school and the community while improving attitudes to learning;
- Provide a quiet and safe environment to study, learn and develop friendships.

In order to reach these objectives Council will:

- Provide qualified teachers who are given the opportunity to undertake external training to appropriately support refugee and migrant young people;
- Develop individual learning plans and create a structured approach to learning.
- Provide access to library resources including computers, the internet and textbooks.
- Provide opportunity for young people to meet and connect with Moreland City Council Youth Services' staff.

Currently over 32% of families in Moreland were born overseas, while more than 46% of the population speaks a language other than English at home



Section Two – Working with Young People



Many young people require additional support with their education regardless of their backgrounds. In most cases this can be done with a little direction or additional tutoring. However when it comes to some young people, particularly refugee, Culturally and Linguistically Diverse (CALD) or ESL students additional barriers are presented which must be overcome to have a successful educational experience.

Working with CALD and Newly Arrived Young People

Tutors need to be aware, sensitive and respect the differences of young people in OSHLSP. Young people from CALD backgrounds have a range of diverse values, lifestyles, religions, educational experiences and socioeconomic backgrounds. All these issues play a part in the life of young people entering the program.

The OSHLSP exist to ensure that students are provided with a learning environment that promotes confidence, is safe, non-judgemental and supports young people with additional educational issues.

Some of the issues faced by newly arrived and CALD young people include:

- **Language Barriers:** Young people may find it difficult to cope with language acquisition, a situation that is compounded by current curriculum requirements. There are also significant implications for students who may be illiterate in their first language;
- **Lack of Knowledge:** Many newly-arrived young people lack a working understanding of the Australian education system, the various curriculum and available pathways. This is usually the case for whole family units;
- **Study Space:** many newly arrived young people lack a quiet space to study at home;
- **Disrupted schooling:** many newly arrived young people have experienced disrupted schooling for varying lengths of time. In some cases, young people may have received no previous schooling at all.

(CMYI MYIP 14: Educational Support Issues for Refugee and Newly Arrived Young People, 2003, p.3)

Working with Refugee Students

Young people from a refugee background who have been through traumatic experiences may have a more complex array of educational needs.

The United Nations 1951 Convention Relating to the Status of Refugees defines “refugees” as:

“people who are outside their country of nationality or their usual country of residence and are unable or unwilling to return to or seek protection of that country due to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion”.ⁱⁱ

While every young person’s refugee experience will differ, many of these young people have suffered serious traumatic experiences before arriving in Australia which have a significant impact on their ability to learn and retain information.

It is important to note that for some young people this might be the first time they are facing a structured learning environment. Education and learning experiences in their home country or transit camps might have been less formal than those in Australia.ⁱⁱⁱ

Additional issues young people from a refugee background may face:

- Blocks to learning caused by the effects of trauma on cognitive, emotional and social functioning, which affect the student’s ability to participate in class
- Concentration and retention problems due to poor sleep and nightmares
- Learning difficulties caused by malnutrition and deprivation
- Sight and hearing problems
- Difficulties in learning a new language without prior literacy skills.
- Difficulties in learning due to disruptive school or no schooling.

(VFST (2004) School’s in for Refugees, p.33)

Centre for Multicultural Youth Contact Numbers

Council will support any additional training tutors require for working with refugee and migrant young people. This can be organised through the OSHLSP Manager who will arrange training through The Centre for Multicultural Youth. Alternatively tutors are free to contact the Centre for Multicultural Youth to discuss their training needs.

For information on tutor training contact the **Training Officer** - Learning Beyond the Bell Ph: (03) 9340 3745 Mob: 0413 351 600 Email: lbbtraining@cmy.net.au

To receive regular tutor information updates contact the **Volunteer Resource Officer** - Learning Beyond the Bell Ph: (03) 9340 3714 Mob: 0411 041 811 Email: lbbvolunteers@cmy.net.au

To receive general information about what is happening in the Out of School Hour Learning Support Programs contact the **Northern Regional Officer** Ph: 9309 3685 Mob: 0422 094 225 Email: lbbnorth@cmy.net.au





Section Three – Process for Homework Support Program



Moreland Youth Services has developed the following process to ensure that young people are informed and supported as adequately as possible.

Engaging Students

Moreland schools and relevant community organisations are made aware of the OSHLSP through letters and flyers at the start of each year, and asked to further disseminate information to young people and families through their newsletters and mailing lists.

Council also updates the information on its website for wider community access.



Eligibility Criteria

Schools and community organisations are encouraged to refer a young person if they are:

- a Moreland resident, or attend school in Moreland;
- are struggling academically;
- considered at risk of leaving school;
- from a refugee, migrant or newly arrived background;
- or from a disadvantaged background where the cost of additional educational supports, such as tutoring, are beyond the family means.

Upon referral, the OSHLSP Coordinator will assess the eligibility of the young person and which session the student should attend depending on location. Students are placed on a waiting list if the particular OSHLSP has reached its capacity.

Involving the families

Parents are sent a registration pack including an introduction letter, the OSHLSP brochure and a registration form.

It is important that families understand OSHLSP processes in order to further support their children. When needed, tutors can assist parents to understand the Australian education system. Tutors are encouraged to speak with the parents about their children(s) education requirements. The OSHLSP Coordinator can also make individual support times with the parents of students, teachers or referring agencies to speak in detail about the needs of the young person and the direction of support being provided.

Induction to the learning space

Upon enrolment into the OSHLSP, all students are introduced to the learning environment and emergency evacuation processes. In most cases this will involve a tutor providing a tour of the space

(i.e. library), signing the student up at the library to gain a library card, introducing library staff, teaching internet systems, and how to access photocopying, computers, and alongside the general expectations of the program.

Student will be provided with a copy of the code of conduct which outlines the behaviour expected within the program.

Students are also provided with an overview of the emergency evacuation systems for each centre, including the emergency evacuation assembly point and roll check.

At the Homework Club

Tutors are encouraged to arrive early in order to set up the study space and create a positive learning atmosphere. Setting up the learning space creates a safe, secure and welcoming environment for students to enter.

Tutors need to ensure that all materials are available when students arrive. This includes the sign-in sheet for parents to complete when dropping off and picking up their children(s). All materials are kept in a designated locked cupboard at the OSHLSP locations.

When students arrive, their parents are to sign them into the program, unless other arrangements have been made or the young person is considered older enough to take responsibility for their own actions.

Students are to work on their set homework. Tutors are to assist students when required and ensure that the quality of work is at an acceptable standard. Tutors need to provide appropriate activities should the student forget their assigned homework. These activities should support the students stated learning goals.

Each student will be provided with a manila folder which contains their learning goals (stapled to the inside front cover) and other worksheets or homework to be completed.

Developing an individual learning plan

All students attending the OSHLSP will have an individual learning plan developed with the OSHLSP Coordinator. Each individual learning plan should include appropriate short and long term goals, and goal indicators to assess their progress. Individual learning plans should be set when the young person first enrolls into the program.

The OSHLSP Coordinator will then inform all tutors of the particular focus of each learning plan.

The OSHLSP Coordinator will liaise with the student's school – with parental permission – to obtain additional information on the student's educational requirements.

Individual learning plan assessment

All individual learning plans are assessed twice a year by the OSHLSP Coordinator. The Coordinator works with the student to provide constructive feedback on the young person's progress at the OSHLSP and the young person's stated individual learning goals. Additional goals are set for the coming six months during this time.

The OSHLSP Coordinator will speak with parents and contact the school to discuss any feedback, concerns or issues regarding the student's progress over the past 6 months.

Moreland Youth Services has developed an individual learning plan template to assist in the development of learning plans. A template can be found at the end of this document.

Program Evaluation

During the year the OSHLSP Manager will ask parents/guardians to complete a survey to provide feedback on the program and outcomes for young people. Parents/guardians will have the opportunity to comment on their child(s) progress throughout the period, including on the student's progress at school.

This information will assist the evaluation and assessment of outcomes and contribute to continue improvement of the program.

Individual Learning Plans are also used to assess student's progress throughout the year and therefore the impact the program has had on individual students.





Section Four – Workers Information & Administration

Registration of participants



All young people must be registered to participate in the program. Young people under the age of 18 years will require their parents' permission to participate in the OSHLSP. Registration forms need to be checked to ensure that all aspects of the form are complete and emergency contacts for the student are provided.

All registration forms need to be photocopied and returned to the OSHLSP Manager. A copy of each individual's registration form needs to be kept at the program in case of emergencies.

It is important that all forms and personal information are kept in the provided locked cupboard.

A copy of the permission form is included in the appendix.

Supervision of students

Students attending the OSHLSP will need to be supervised by tutors at all times. This includes the study room, library or outside the library. A student can only leave the program before the advertised finishing time with parental permission; either stated on the enrolment form or by speaking with parent/ guardian at the time.

If a parent/guardian cannot be contacted, the emergency contact person should be consulted and permission obtained prior to the young person leaving the program.

Record Keeping / Attendance Records

Tutors should ensure that records are accurately maintained. This includes documenting which students attend the program, students' arrival and departure times, and the instances when students are picked up by parents/guardians prior to the advertised finishing time.

As well as for safety reasons, this information is beneficial for evaluation processes.

A copy of the attendance record is included in the appendix.

Tutor Rights and Responsibilities

As a tutor, you have the right to:

- work in a health and safe environment;
- be treated with respect at all times;
- be free from threats of sexual harassment, bullying or other forms of discrimination;
- be supported by the OSHLSP Manager and receive support as arranged;
- have access to orientation and training.

As a tutor, you have the responsibility to:

- safeguard your own well-being at all times;
- advise a person in authority of any potential workplace hazards;
- abide by and embrace all council policies and processes;
- inform your supervisor of any concerns you might have;
- inform your supervisor of any changes to your Working with Children Check status;
- reply to any phone calls or emails from your supervisor;
- inform your coordinator if you are running late for a tutoring session or cannot make any particular session.^{iv}

Communication

Regular contact should be maintained between tutors and the OSHLSP Manager, either through visits, supervision, emails or phone calls. Tutors are strongly encouraged to contact the OSHLSP Manager at any time they have concerns or issues.

Tutors will participate in program review meetings every six months.

Confidentiality

Tutors will have access to students' personal information and may also have access to confidential information about Council and other staff. This information must remain confidential. Under no circumstances should a tutor reveal personal information to anyone outside of council without proper consent.



- All information will be treated as confidential, whether on a client file, on paper, electronic, or even 'stored within your head.
- Client information will be securely locked away in the cupboards provided.
- Students are, under no circumstances, allowed to access another person's files or personal information.

Hours of work

The OSHLSP operates between 4:30 and 6:30pm on determined weekdays. Tutors are paid for these hours in accordance with their employment agreement. Tutors must ensure that they arrive to program on time and are prepared for the session. Should a tutor be unable to make a session, the OSHLSP Manager must be informed immediately and with enough time to find a suitable replacement.

Wages / Timesheet process

Council processes all timesheets electronically and fortnightly. You will need to forward your hours of work to the OSHLSP Manager before the Thursday of each pay week.

Any variation in your roster should be reported to the OSHLSP Manager immediately to ensure that shifts can be covered and that pay hours are recorded correctly.

Appropriate Workplace Behaviour

All employees are expected to conduct themselves in a professional and ethical manner at all times and in accordance with Council's values.

When dealing with students, parents, colleagues and the community, it is expected that all employees will:

- work within the boundaries of the law;
- be courteous;
- be respectful;
- be patient; and
- helpful.

Inappropriate Interactions with Students

Council expects that all tutors will act in accordance with its policies and procedures and the law. Inappropriate conduct will not be tolerated at any time.

This includes:

- verbal abuse or harassment;
- demonstrating favouritism to a student(s) over others.
- any rough physical conduct (including, but not limited to, grabbing, pushing, smacking and punching);
- touching a student inappropriately (including, but not limited to, stroking, hugging and kissing);

Tutors hold a unique position of influence and trust that should not be violated or compromised. Tutors must



exercise their duties that maintain a professional relationship with students.



A professional relationship **will** be violated if a tutor:

- has a sexual relationship with a student;
- uses sexual innuendo or inappropriate language and/or material with students;
- touches a student without a valid reason;
- holds conversations of a personal nature or has contact with a student via written or electronic means including email, letters, telephone, text messages or chat lines, that is unrelated to their learning goals or performance aims;
- accept gifts which could be reasonably perceived as being used to influence them,
- attend parties or socialise with students; or
- Invite a student or students back to their home, particularly if no-one else is present.

If tutors are aware that a student has a romantic interest in them, they should discourage this behaviour and reinforce the professional nature of the relationship and inform or seek immediate advice from the OSHLSP Manager. This is to ensure the safety of the tutor should allegations be raised in the future.

It is also advisable that tutors take all precautions to ensure that personal information – such as their home address – remain undisclosed to students and their families.

Discrimination, Harassment and Bullying

Any form of unlawful discrimination or harassment, including sexual harassment, disability discrimination, racial vilification or any other form of unlawful, unwelcome, offensive behaviour will not be tolerated at Council. If tutors are subject to such treatment by other staff member they are advised to speak to the OSHLSP Manager or member of Council's Human Resources team.

If a tutor or another young person attending the program is subject to such treatment by another student(s), appropriate action will be taken. It is recommended that tutors speak with the OSHLSP Manager if they are feeling in any way threatened by the actions or language of a student and/or parent.

Actions taken may include:

- Discussion with the offending student(s) around their behaviour;
- Involvement of parents and/or guardians in the discussion with the student (it is advised that the OSHLSP Manager is present at the meeting);
- Offending student(s) may be separated from each other until appropriate response can be formulated.

More serious offense may result in:



- The student being suspended (period to be determined by the OSHLSP Manager) from the program and parents/guardians informed of the incident;
- Parents/guardians contacted immediately and asked to remove the student(s) from the program;
- Criminal charges sought for the most serious offences such as physical or sexual assault.

It is important that no matter the offence type that all young people are supported and receive the best possible service at all times. This may involve the student being referred to an appropriate support agency.

Smoking

Smoking is not permitted by students, tutors or any other person on Council property at any time. Anyone smoking should be within 15 feet of a window or door of any building. Tutors are encouraged not to smoke while on duty. As the program is only 2 hours in length, it is expected that all tutors will refrain from smoking until after the session and out of students view.

Drugs and Alcohol

All tutors must not be under the influence of, alcohol and/or illegal substances while at work.

To ensure that safe workplace practices are maintained, tutors who are taking legally prescribed medications which may affect their ability to perform their duties accordingly must inform the OSHLSP Manager immediately. Information pertaining to the type of medication being administered / taken will remain confidential.

Young people who attend the program under the influence of alcohol and/or other illegal substances require close staff supervision. Tutors are (advised) to contact the young person's parent/guardian immediately as the student needs to be returned to family care.

Young people who are presenting as aggressive and/or violent behaviour due to substance use will need to be removed from the program immediately in a friendly and supportive manner for the safety of both tutors and other students. The OSHLSP Manager should be contacted and informed of the incident at the earliest possible convenience.



Personal Presentation

All tutors attending the OSHLSP need to ensure that they are neat, clean and have an appropriate standard of presentation at all times. Tutors should not wear any clothing with slogans which are insulting or demeaning.

Safety and workplace

Council is committed to the prevention of work related injuries and illness by providing a safe and healthy working environment. Tutors must take responsibility to report any concerns or hazards to the OSHLSP Manager.

Accident and Incidents

Any accident or incident must be reported to the OSHLSP Manager immediately following the administration and/or appropriate medical attention. All incidents and accidents must be recorded and appropriate action taken to reduce the likelihood of the incident reoccurring.

Working with Children Check

All tutors working on the OSHLSP are required to have a Working with Children Check prior to commencing employment, with the exception of currently employed teachers with an up-to-date VIT registration number.

Dispute Resolution

In the circumstance of dispute between staff, tutors can seek guidance from the Moreland City Council's Dispute Resolution Policy and Procedure manual. Guidance can also be sought by contacting Moreland City Council's Human Resources Department on 9240 1111.

Emergency Processes

In the event of an emergency, all tutors will follow the direction of Library staff.

Please remember to:

- take the attendance list and enrolment forms (if safe to do so) when leaving the building;
- undertake a head count and ensure all students are present
- locate any students missing, only if safe to do so;
- assemble at allocated area – follow directions of Library staff; and
- re-count the students.

The OSHLSP Manager should be contacted as soon as possible in relation to the situation. Parents / guardians may also need to be informed and requested to collect their children.



Section Five – Working with Students (Discipline)



Inappropriate Behaviour

Any action taken by tutors in relation to inappropriate behaviour must be documented and forward to the OSHLSP Manager within 24 hours of the incident.

Behaviour Management Process

The Behaviour Management Process for the OSHLSP will be based on the 'three warning system'.



- **First Warning:** the tutor must provide students with a verbal warning and explain the reasons the behaviour is inappropriate. Tutors should also explain that the young person has a choice between behaving appropriately and continuing in the program or inappropriate behaviour and being asked to leave the program. The tutor will also remind the student of the code of conduct agreed to when entering the program.
- **Second Warning:** the tutor should immediately take the student aside to a quiet area and ask them to sit out of the program for 15 minutes to reflect on their behaviour. The tutor will again reinforce why this behaviour is unacceptable and the impact it has on the study environment. The tutor will explain that parents will be contacted and asked to collect the student if this behaviour occurs again.
- **Third Warning:** the tutor must inform the OSHLSP Manager of the situation and tell the student that their parents will be contacted to ask them to come and pick them up from the program.

The tutor must contact the OSHLSP Manager and inform them of the above situation. At this point and if possible, the OSHLSP Manager will attend the session, speak with the young person, parents and support the tutor.

The OSHLSP Manager will investigate the circumstances surrounding the incident and then follow Council incident documenting procedures.

Depending on the severity of the incident, the student may be suspended from the program until the OSHLSP Manager, the student, parents and others (as required) can meet to discuss appropriate behaviour strategies. This should be done within 48 hours of the incident.

Counselling

Should any tutor require debriefing or counselling, they may contact Council's Human Resources Department on 9240 1111 (Just ask for HR). Otherwise, your OSHLSP Manager can arrange debriefing for you.

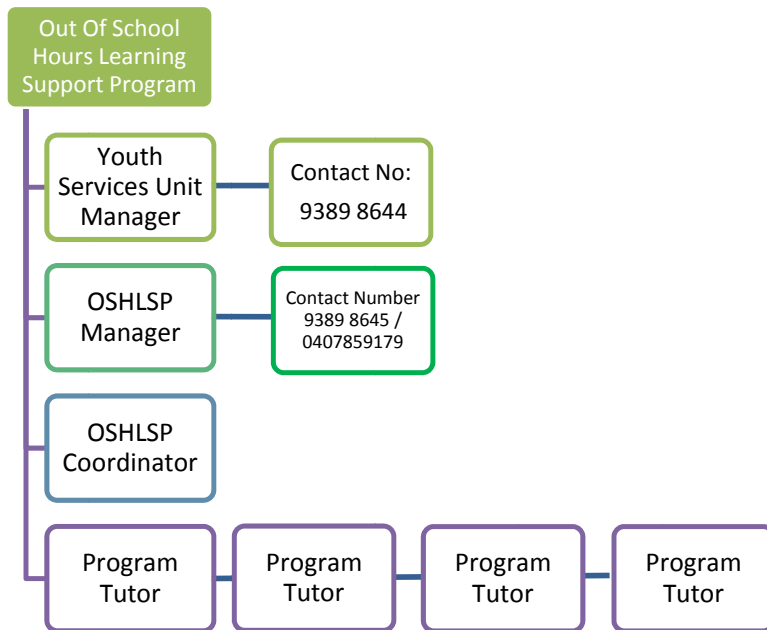


Section Six – Appendix and Forms



Program Structure and Contact's

The Out of School Hours Learning Support Programs are facilitated by Moreland City Council. The outline below provides an example of the structure implement by the OSHLSP.



[illegible]



Moreland City Council

Out of School Hours Learning Support Program

Application Form 2010

Send completed form to:

Simon Vella

Moreland City Council

Locked Bag 10

MORELAND VIC 3058

Parent or Guarding to Complete

1. Student's Details:

Given Name: _____ Last Name: _____

Address: _____ Postcode: _____

Date of Birth: _____ Age: _____ Male / Female (Please circle one)

Country of Birth: _____ Cultural Background _____

Year arrived in Australia (if applicable): _____ Language spoken at home: _____

How many years did your child attend school before coming to Australia (if Applicable)? _____

Phone number (Home): _____ Mobile: _____ Email address: _____

2. Referral Information:

How did you find out about the program? _____

3. Parent or Guardian Details:

Given Name: _____ Last Name: _____

Address: _____ Postcode: _____

Phone number (Home): _____ (Parents' Work): _____ Mobile: _____

Country of Birth: _____ Cultural Background _____

Language Spoken: _____ Is an interpreter Required: Yes ☐ No ☐

4. Emergency Contact Person(s):

Given Name: _____ Last Name: _____

Relationship to Student: _____

Phone number (Home): _____ (Work): _____ Mobile: _____

Language Spoken: _____ Is an interpreter Required: Yes ☐ No ☐

5. Program Location:

Please tick which homework program you would like the student to attend:

Coburg ☐

Glenroy ☐

6. School Information

Name of School: _____

Address of School: _____ Postcode: _____

School phone number: _____ Students Year Level: _____

Year Level Coordinators Name: _____

Coordinators Phone number: _____ Email address: _____

What areas does the student require support with:

Maths Science Social Science English Reading Others: _____

In order to develop a comprehensive learning plan for the student, the Program Coordinator would like to contact the school. This will assist in gaining an understanding of how to best support the student and their particular learning needs. This contact is optional. Please indicate if you give your consent to the Program Coordinator contacting your child's school.

Consent is given for the programs coordinator to make contact with the students Year level Coordinator:

YES

☐

NO

☐

7. Pick up and drop off arrangement:

Please indicate what arrangements have been made for your child:

☐

My Child will be picked up by their parents / guardian

☐

My Child can make his / her own way home at the end of the program

☐

My Child can leave the program on their own when work is completed

☐

Other arrangements _____

8. Medical Information:

Name of Doctor / Medical Service: _____ Phone: _____

Student Medicare Number: _____

Please list any known allergies: _____

Please indicate any disabilities or illness that the program needs to be aware of:

Autism

Vision Impairment

ADHD

Hearing Impairment

Epilepsy

Diabetes

Asthma

Other: _____

Will the student be required to take any medication whilst at the program? If so please provide details:

9. Permission Agreement:

I consent to: _____ (name of young person) attending the Out of School Hours Learning Support Program. I understand that my child will be dismissed at the end of the session and that no further supervision will be provided to my child at the end of each of these sessions. I understand that it is the parent/guardians responsibility to inform the Program Coordinator of any special arrangements beyond these times.

Parental / Guardian Consent: *(Please sign)* _____

Parent / Guardian: (Print name) _____



Moreland Homework Club Program

My Personal Learning Goals

Student Name:

Home group:

Date:

My Learning Goals *Complete when young person enrolls in program*
(Use the SMART goals worksheet to write your goals here.)

Short Term Goals

Long Term Goals

Learning Goal Indicators
(How will you know when the goals have been achieved?)

Student Comment
(Comment on how you went in achieving your goals.)

Tutor Comment
(What will the tutor do to support the student in achieving these goals.)

My Future Learning Goals
(Write goals that you want to achieve or improve on in the future)



Student Code of Conduct

Out of School Hours Learning Support Program

It is important for everyone to respect each other – students and tutors. The learning support program aims to help students with their homework and provide a quiet space for all students to work. To help everyone achieve this, it is important that we all think about the following rights and responsibilities:

Student Rights

- To learn in a safe environment
- To be treated with respect
- To expect appropriate support from a tutor
- To have a quiet and safe place to study

Student Responsibilities

- Treat others with respect
- Be friendly and welcoming to others
- Recognise that tutors do their best to support everyone but there may be times when you will need to wait patiently
- Take care of the program resources and equipment
- Concentrate on your work
- Work quietly which allows others to do their work
- Inform the coordinator when you arrive and before you leave the program



**Students are expected to follow this Code of Conduct
when attending the program**



Working with Children Check

General Information Sheet

What is the Check?

The Working with Children (WWC) Check is designed to help keep children safe. The Check was introduced in Victoria in 2006 and aims to prevent people who may pose a risk to the safety of children from working with them.

People who work or volunteer in connection with certain services, bodies, places or activities are required to apply for a WWC Check. Check the phasing-in plan for a list of these. Detailed information about the WWC Check and application process is available on the Department of Justice web site or by phoning the Information Line on 1300 652 879.

How is the WWC Check different from a police records check?

Unlike a police records check, the WWC Check considers certain offences and is valid for five years (unless revoked). During this period, cardholders continue to be checked for new offences or disciplinary findings by prescribed professional bodies.

A new WWC Check is not required when you change your employer or volunteer organisation.

You may still need to apply for a WWC Check even if you have already had a police records check.

Do I need a WWC Check?

You may need a WWC Check if:

- you are working in paid or unpaid (volunteer) work, **and**
- your work is in connection with one of the services, bodies, places or activities listed in the phasing-in plan, **and**
- your work usually involves, or is likely to usually involve, regular and direct contact with a child where the contact is not directly supervised by another person.

If you answer "Yes" to each of the statements above, you are doing 'child-related work'. Some exemptions apply. It is your responsibility to find out if you need a WWC Check.

When do I need to apply?

Each year, certain services, bodies, activities and places are phased-in. The WWC Check is being phased in until 2011.

If you need to apply you should check the phasing-in plan to find out when you need to apply. If you fall into more than one category, you should apply by the earliest date.

What if I don't apply?

It is a criminal offence for you to start or continue 'child-related work' without having applied for a WWC Check if the service, body, place or activity that your work is in connection with, has been phased-in.

It will also be an offence for your employer or volunteer organisation to engage you in 'child-related work'.

How do I apply?

1. Obtain an Application Guide and Form from a participating Australia Post outlet (visit www.auspost.com.au for your nearest outlet)
2. Complete the Application Form attached to the Application Guide
3. Submit your application, together with your proof of identity documents, a passport-sized photo, and the application fee (if required) to a participating Australia Post outlet.

You can start or continue 'child-related work' once you have lodged your application. You will need to show your receipt to your employer or volunteer organisation as proof you have applied for a WWC Check.

How much will it cost?

Applying for a WWC Check is free for volunteers and \$76.10 for paid workers*. A volunteer WWC Check cannot be used for paid 'child-related work'. An employee WWC Check can be used for both paid and volunteer 'child-related work'.

*Fees change annually on 1 July. Please check the website or contact the Information Line for the current fee.

What is checked?

- Broadly, applications will be checked for serious sexual, serious violent and serious drug-related offences. A checklist of offences is available on the web site or by calling the Information Line.
- Currently professional disciplinary findings from the Victorian Institute of Teaching (VIT) and Suitability Panel are also considered. In future, other professional bodies may be considered.

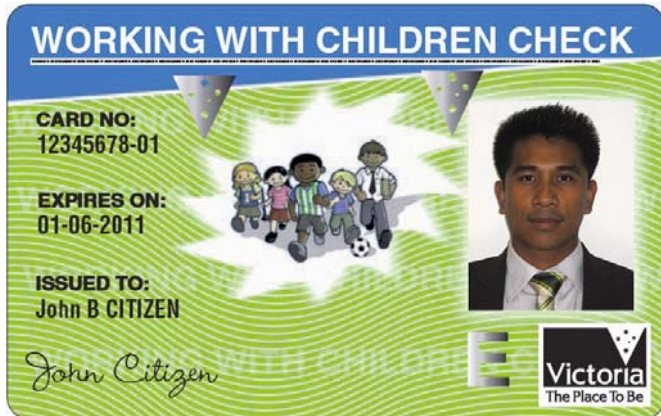
If you do not have a criminal record, and no professional disciplinary findings have been made against you, you will pass the WWC Check.

How will I know that I have passed the WWC Check?

People who pass the WWC Check will be sent an Assessment Notice from the Department of Justice and a WWC Check Card will be sent separately in the mail.

Your employer or volunteer organisation must make sure you have passed the WWC Check and may ask to see your Assessment Notice or WWC Check Card as proof.

A sample WWC Check Card is shown below:



Can I still pass the WWC Check if I have a criminal history or a professional disciplinary finding?

The outcome will depend on the type of finding made or the offence, and the circumstances surrounding it. Not all offences and findings are considered to indicate a risk to the safety of children. You may wish to contact the Information Line to discuss your personal circumstances.

People who are subject to sex offender reporting requirements are not permitted to work with children or apply for a WWC Check.

What happens if I don't pass the WWC Check?

Before the Department of Justice makes a final decision to refuse a WWC Check, you will be given an opportunity to make a submission explaining why you believe you should pass the Check. Your submission will then be considered by the Department of Justice.

If you do not pass the WWC Check after your submission has been considered, you will then be issued with a Negative Notice. If you are issued with a Negative Notice you cannot perform child-related work. In most cases you may apply to Victorian Civil and Administrative Tribunal (VCAT) for an Assessment Notice to be granted.

How will my privacy be protected?

The Department of Justice, employers and volunteer organisations are bound by privacy and confidentiality laws.

Your employer or volunteer organisation (where known) will be notified of the outcome of your application, and if your WWC Check is revoked.

The details of any criminal records or findings from a professional disciplinary body will not be provided to your employer or volunteer organisation.

You can find out more on the web site or via the Information Line.

Further information

Additional information is available from:

Website www.justice.vic.gov.au/workingwithchildren

Email workingwithchildren@justice.vic.gov.au

Information Line 1300 652 879

8:30am–5pm (EST) Monday–Friday
(excluding public holidays)



If you need an interpreter, please call the Translating and Interpreting Service on 13 1450 and have them contact the WWC Check Information Line.

If you would like to receive this publication in an accessible format, such as large print or audio, email workingwithchildren@justice.vic.gov.au or call the Information Line 1300 652 879, the **National relay telephone service** (TTY) 13 36 77.

This information is intended as a general guide only. It is not intended to be given as legal advice and should not be relied upon as such. It is recommended that you obtain legal advice relevant to your particular circumstances.

CD/09/177956 July 2009

Section Seven – End Notes

-
- ⁱ Moreland Council website, Population profile 2010. www.moreland.vic.gov.au
 - ⁱⁱ CMYI (2007) Learning Beyond the Bell – Co-ordinators Manual; Melbourne Australia, p.6
 - ⁱⁱⁱ VFST, 2004, School's in for Refugees, p.29 (Quoted in CMYI 2007, p.8)
 - ^{iv} Embrace Education , policy and procedures guidelines