



ROMSEY PRIMARY SCHOOL EXTERNAL PROVIDERS POLICY & PROCEDURES

Overview:

External providers may be engaged to deliver specific activities or a whole program. They may provide expertise in a certain activity and can form a valuable addition to a program.

Clear and open communication that occurs well in advance of the planned program is the key to an effective and well-informed relationship between a school and an external provider.

Before an external provider is selected to assist with the delivery of a program, a thorough check should be completed by the school to ensure that they are appropriate for the program.

Prior to commencement of a program the school should ensure that the external provider has:

- a current public liability insurance certificate (minimum \$10 million) provided by an APRA approved insurer.
- discussed with the school who has responsibilities for first aid, emergency communications and other specialist equipment.
- demonstrated that staff have the correct qualifications and/or experience for their specific role/s.
- a documented system in place to ensure that students are supervised by either a registered teacher or an approved staff member with a current [Working with Children Check](#).
- ensure that supervision of students is overseen at all times by a staff member of other individual that has a completed [Working with Children Check](#).
- discussed with the school who will be responsible for emergency procedures, and that these are well understood prior to the incursion / excursion taking place.
- read the relevant sections of the Department's Safety Guidelines and understood their obligations under these guidelines.

Rationale:

The school will provide a positive environment in which all teachers assume responsibility for student welfare, endeavouring 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.

Our School accepts a duty of care to students accessing an external provider. The school will ensure regulations relating to 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 the school will provide appropriate supervision of our students.

Aims:

- To create and maintain a learning environment that facilitates development of the whole person and to promote a healthy, supportive, secure and inclusive environment for all students at Romsey Primary School.

- To enable students to further consolidate 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 Romsey Primary School and in those offered by external providers.

Implementation:

The School Council must approve all external providers.

Co-ordination of the external providers will rest with the Principal / Principal's nominee to ensure that:

- All external providers meet all regulatory requirements.
- 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.

Program Responsibilities:

Schools cannot sign 'Waivers of liability' on behalf of students. Regardless of the role of the external provider, schools retain overall responsibility for the program and any activities involving students. Government schools using residential campsites in Victoria as a venue for their camp or excursion are required to use only accredited campsites. For more information see: School Policy and Advisory Guide - [Venue Selection](#)

Accreditation schemes include [Australian Camps Association Accreditation](#), [Australian Tourism Accreditation Program \(ATAP\)](#) and [National Accommodation, Recreation & Tourism Accreditation](#)

Where not directly responsible for the instruction of the activity or assisting the instructor, the teacher present must understand the activity and the environment in which it will be conducted. This teacher must confer with the designated instructor about the supervisory role and establish areas of responsibility. If the teacher is not the designated instructor he/she is to act on the advice of the designated instructor on technical safety issues.

Appendices: (including processes related to this policy)

Reference: School Policy and Advisory Guide – External Providers

Evaluation:

This policy and procedures will be reviewed annually or more often if necessary due to changes in regulations, local circumstances or as a result of incident.

Date Ratified by School Council: June 2020

Review Date: June 2021



Romsey Primary School

Camps/Excursion/Incursion Planning Checklist 2020

Camp	Excursion	Incursion
Organising/Responsible Teacher		
Date of Event		
Name of Event		
Venue event is being held at		
ABN		
Address		
Telephone Number		
Contact Person		
Banking Details	BSB:	ACCOUNT No:
Class/Grades Attending		
Time Departing School		
Time Arriving Back		

Costings

Estimated number of children attending	
Teachers attending	
ES members attending	
Parent helpers attending (*1)	
Total of bus seating required	
Bus Costs (supply quote)	\$
Venue Costs (supply quote)	\$

Total: \$ _____ **Cost per child:** \$ _____

- Approval for excursion/incursion from Principal/Assistant Principal

- Costing must be checked and approved by the Business Manager _____
- Principal to include excursion/incursion on School Council agenda for approval
- Complete School Purchase Order Form with venue invoice (signed by principal) and given to Business Manager
- Enter date on School Calendar (located in the staffroom)
- Enter event on SAL (School Activity Locator) <https://partner.eduweb.vic.gov.au/sites/sal>

6 weeks prior

Confirm bookings

BOOKINGS	COMPANY	COST	BOOKING #
BUS			
VENUE			
OTHER			

- Draft excursion/incursion notice to be approved by Principal/Assistant Principal and emailed to Business Manager
- Charges to be raised on student invoices
- Event entered into School Newsletter (email office with details)

4 weeks prior

- Issue notice and permission forms to parents (Two week return date)
- Permission forms to be generated from the office (see office)

2 weeks prior

- Confirm Parent Helpers (WWCC must be photocopied and given to office)
- Check all student forms are returned with payment and teachers to follow-up with parent who have not returned signed forms & payment.

1 week prior

- Groups to be finalised and a copy given to the Office.

Day before

- Copy of a "Running Sheet" for the day to be given to the Principal/Assistant Principal, Staff and Office
- Organise First Aid Equipment & Student Medication (*2)

Day of (To the OFFICE)

- Class roll (students attending, remaining at school, absent) send to office to be photocopied.
- Business Manager to prepare a Profit and Loss statement to be signed at School Council Finance meeting

To be taken on Excursion

- Student Medical Forms and Permission Forms (teacher in charge to organise)
- Student Medication

(*1) Parent helpers must hold a current Working with Children's Check and photo copy given to office

(*2) One First Aid Kit to be organised per bus.

Each Teacher is responsible for the individual student medication (located in the First Aid Room) teacher to organise the night before, to distribute as appropriate on the day of the excursion.

N.B On returning to school all medication must be returned to the First Aid Room ASAP as medication contained within may need to be accessed.

Appendix B

DET Guidelines for Working with External Providers

The following guidelines and checklists are to be considered by all staff when utilising external providers.

External providers assist with drug education and intervention, including the provision of parent information, learning and development opportunities for staff, classroom support for teachers, and referral of and counselling for students. 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:

- 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?
- Has the support agency been given a copy of the school's drug education statement and the classroom program?
- 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 in drug education
- 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 scare tactics
- Avoid using an 'information only' approach
- Understand what constitutes an effective drug education 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
- Include a component on personal skill development

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
- Use strategies proven to be effective in dealing with drug related issues pertinent to students from a variety of socioeconomic backgrounds
- Have well-established and acceptable positions on particular issues which are consistent with the values promoted by the school