

LEARNING HUB PROCEDURES

JANUARY 2020



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General Information

A learning hub provides small group, face-to-face support for students within their local community. Learning Hubs provide an alternative to mainstream schooling for students who meet the criteria for placement in distance education but lack home support to successfully manage independent learning. The aim of the Learning Hubs is to engage students in their learning and provide a pathway either back to school, to work or another educational setting. The locations of the Learning Hubs are negotiated based on the needs of the local communities and are subject to an annual review.

Purpose

Distance Education, through flexible attendance, individual learning plans and the opportunity to connect with social services, can support the young person to reconnect with education and work toward the successful attainment of a RoSA or Higher School Certificate (HSC). Maintaining a strong link to the local school allows for a transition back to the local school or to further education or employment.

Participation in a Learning Hub allows Distance Education students to:

- Meet statutory obligations to attend full time education
- Engage in a program that will meet NES requirements for the award of a RoSA or HSC
- Access a quality educational program adjusted to meet individual needs and capabilities
- Access support for transition to employment or further education, or re-integration to mainstream schooling
- Access support for outside factors impacting on health and well-being
- Access support from the Hub Teacher, the SLSO and the Teachers at FINIGAN SDE

Students

The target student has a history of disengagement and all possible interventions have been tried and have been unsuccessful. The student is eligible for Distance Education under one of the following categories:

2.8 Students with additional learning and support needs, including those with a disability

2.9 Transition for students with significant support needs

2.6 Pregnant students / young parents for whom no appropriate local provision is available

The student meets the eligibility criteria for Distance Education if:

- Consideration has been based on effective communication with the parent / carer
- The student's educational needs cannot be met by the local school
- Distance Education is considered the most appropriate enrolment.
- The student requires support to complete their Distance Education coursework.
- The student requires supervision.
- The student requires social contact with peers.

No more than **10 students** enrolled at a Hub at one time unless permission has been sought from Finigan SDE Principal.

Partnership

Learning Hubs are a partnership designed to enable students to reconnect with their community and school. Learning Hubs are a partnership between Finigan SDE, the local school(s), community organisations and the Department's School Services.

Students attending the Learning Hubs are shared enrolments between the Home School and Finigan SDE. Finigan SDE is responsible for curriculum and providing support for the students with their curriculum. The Home School and Finigan SDE share responsibility for matters involving the students' wellbeing, attendance and behaviour as well as the placement of students at the Learning Hub and transitioning students to their next destination.

Finigan SDE Contacts

Deputy Principal (Learning Hubs) - Kylea Rowing

kylea.rowing@det.nsw.edu.au

HT Administration (Enrolments) - Trish Andrews

pietruccia.andrews@det.nsw.edu.au

HT Student Wellbeing – Mary-Jo McDonnell

mary.mcdonnell@det.nsw.edu.au

Learning Hub Locations

Centre	Physical Location	Supervisor/contact number
Batemans Bay	Campbell Page 1 Museum Place, Batemans Bay	Kerry Jones 0437396224
Bega	Katungal 166 Gipps St , Bega	Helen Townsend 0429855987
Cootamundra	Salvation Army Hall 2 Cooper St, Cootamundra	Wendy Sprang 0467453254
Eden	Campbell Page 169 Imlay St, Eden	Philip Kalkman 0467453072
Temora	Tennis Club, Temora	Paul New 0467 441 164
Ulladulla	Dunn and Lewis Centre 141 St Vincent St, Ulladulla	David Maguire 0467 453 292
Wagga Wagga	32 Bruce St, Tolland	Barbara Merit 0437 391 412
Albury		Anton Trees
Kanahooka	Kanahooka HS	Megan Langlands 42614011

Home School Coordinators

Learning Hub	Schools	School contact	Contact
Batemans Bay	Batemans Bay HS	Caroline Preston Cathy Simpson Michelle Grasso	4478 3621 4478 3600
Bega	Bega HS	Jenny Mace	6492 9000
Cootamundra	Cootamundra HS	Sue Cunningham	6942 2711
Eden	Eden Marine HS	Leif Bergersen Rhonda Douglas	649 6000
Kanahooka			
Temora	Temora HS	Lisa Mueller Jo Croft	6977 1988
Ulladulla	Ulladulla HS	Gerard O'Keefe George Betsis Chris Pearson	4455 1799
Wagga Wagga	Koorringal HS Wagga Wagga HS Mt Austin HS	Ros Mattingly Nathan Gunter Emma Heerey	6922 5155 6925 3611 6925 2801
Albury			
Kanhooka	Kanahooka HS	Glen Randall	42614011

Hours of Operation

- Learning Hubs operate Tuesday, Wednesday and Thursday
- Students are expected to be at the Hub from 9.00am -2.00pm
- Learning Hub Teachers will be on site from 8.30am-2-30pm
- SLSO's will be at the Hub from 9.00am-2.00pm

Learning Hub Venue

The venue for each Learning Hub is organised by the Home School at the expense of the Home School.

Learning Hub Staff

The Learning Hubs are staffed by **one teacher** from Finigan SDE and **one SLSO** provided by the Home School. Learning Hubs must have both staff members present in order to be able to operate.

The primary role of the Hub Teacher and SLSO is to support the learning of the students, working co-operatively with the teachers and staff at Finigan SDE in doing so.

Roles & Responsibilities

Curriculum

- Provide learning assistance as required to Finigan SDE students across the curriculum.
- Provide effective communication to Finigan SDE teachers regarding student attendance and achievement of learning outcomes via recording attendance and engagement information on DEMS.
- Provide assistance in facilitating faculty Workshops / Study Days / Enrichment Days.
- Provide assistance in facilitating welfare and support staff with dedicated welfare days and initiatives.
- Follow all Finigan SDE curriculum, monitoring and assessment and reporting policies and procedures.
- Ensure students attend real-time lessons.
- Enter weekly progress reports on each student on DEMS and communicate this with the Home School.

Sample DEMS Feedback

This week, (student name) has attended for (number) (full or part) days. In (subject), (student name) completed (description of work e.g. WW2 Unit 6) and took part in the live lesson on (day). (Other relevant/interesting feedback) (student name) required lots of/little support to complete the tasks OR (student name's) attendance is a problem and (he/she) is disengaged with all of (his/her) subjects. OR (student name) is working well and completed (his/her) unit of work easily.

- Assist students to maintain contact with their teachers.
- Assist students to complete coursework.

Welfare

- Adhere to all Finigan SDE and Department policies and procedures relating to student wellbeing, disability, discipline and child protection
- Provide effective communication and referrals to the Hub Coordinator, Finigan SDE Wellbeing Team and school counsellors regarding student welfare and discipline issues.
- Awareness of mandatory reporting requirements through child protection policies whilst providing sensitive management of student welfare issues.

- Ensure student Individual Health Care Plans and ASCIA Action Plans are up to date.
- Evaluate student Risk Assessments and Behaviour Management Plans and Transition Plans
- Ensure First Aid Plans are current.

Administration, Organisation and WHS

- Establish the Learning Hubs in compliance with Finigan SDE and Department of Education policies and WHS requirements.
- Monitor and manage the day-to-day running of the Learning Hubs, including:
 - Maintain accurate records of attendance
 - Manage and communicate student welfare and discipline matters with Finigan SDE
 - Report building maintenance issues
- The security of physical and technology resources. Ensure building security (ensure all doors and windows are locked when leaving).
- Maintain communication with community partners, Home School and Finigan SDE
- Adhere to all Finigan SDE and Department of Education Work, Health and Safety requirements, ensuring all WHS protocols and procedures are implemented, including Evacuation and Lockdown/Lockout drills and associated administration.

Teacher Absences

In the event the supervisor cannot attend, they must notify Finigan SDE by 7.30 am:

Text – **0447 506 894**

In the message indicate:

- Full name
- Date of absence & Duration of absence
- Reason for absence (sick, FACS)

Also notify your home school so that they can arrange a replacement teacher.

Process for casual pay

Notify the HT Admin (F/T Enrolments) **Trish Andrews** Pietruccia.andrews@nsw.det.gov.au about who will replace you and for how long. Enter your leave in SAP.

You must also email/phone DP FINIGAN SDE.

Closing the Learning Hub (all day or early)

The Learning Hub can only be closed when the teacher of the Learning Hub has consulted with the Deputy Principal at Finigan SDE. The Hub will be closed when the Home School cannot organise a replacement teacher. In some cases, the Learning Hub will be closed if the teacher is attending professional learning at Finigan SDE. When the Learning Hub is closed, the Learning Hub teacher will need to communicate to both the carer's of the students who attend and to the Home School.

IT Support

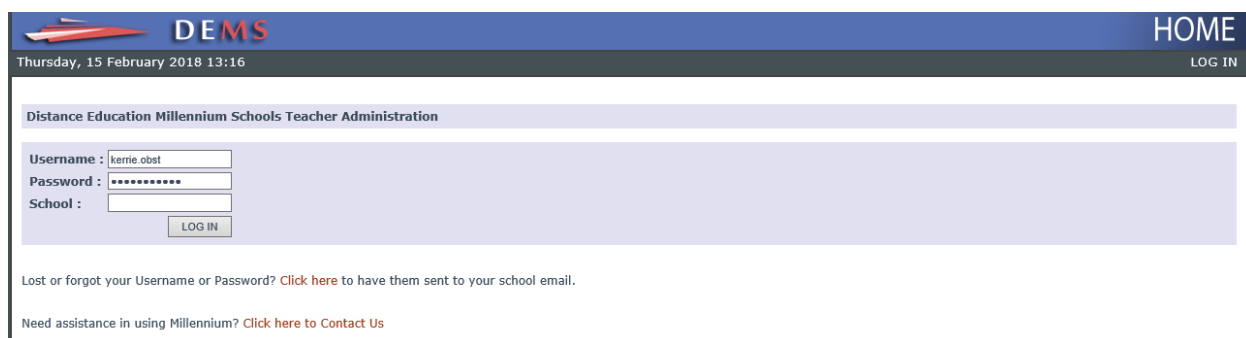
Kate Goodyer – 62105237

Sally Twardochleb 62105829

They are able to reset Moodle and email passwords and troubleshoot most other problems.

DEMS – Millennium

<https://de.millenniumschoools.net.au/admin/>



DEMS

HOME

Thursday, 15 February 2018 13:16

LOG IN

Distance Education Millennium Schools Teacher Administration

Username :

Password :

School :

LOG IN

Lost or forgot your Username or Password? [Click here](#) to have them sent to your school email.

Need assistance in using Millennium? [Click here to Contact Us](#)

DEMS is the font of all knowledge for FINIGAN SDE. It contains student records and information, staff details and it is where attendance is recorded.

ATTENDANCE MUST BE MARKED DAILY ON DEMS

Appendix 1: – How to mark attendance in DEMS and enter student information

Transferable information to Home School

Information about the progress of each student at the LH should be provided to the Home School supervisor on a regular basis (fortnightly). An LST referral may need to be made if the student is not meeting the expectations of the LH. The LH teacher should do this by completing an LST referral form and forwarding this to the DP FINIGAN SDE.

Appendix 2: FINIGAN SDE LST referral process and form

Student Learning Support Officer (SSLO)

An SLSO is employed at every Learning Hub by the Home School. In the event the Learning Hub is closed for the day, the SLSO must report for duty at the Home High School.

If an SLSO for the Learning Hub requires leave, or is attending Professional Learning, it is the responsibility of the Home School to find a replacement. If they cannot, they will notify the DP at Finigan SDE who may decide to close the Learning Hub for that time. The teacher must have an SLSO with them at the Learning Hub when students are present.

Excursions

Excursion forms, including risk assessments, should be submitted for approval. Parent Consent forms should be signed and collected before the excursion is undertaken.

APPENDIX 3: - Excursion proformas

APPENDIX 4: - Permission to Drive

APPENDIX 5 - Risk Management

Lunch

Students are encouraged to bring their lunch.

Written permission must be obtained from parents/carers to enable students in Years 10,11 and 12 to walk into town unaccompanied to purchase lunch. Year 9 students are not permitted to leave the Hub for lunch.

A specific lunch time will be allocated by the Learning Hub supervisor. No longer than half an hour should be taken.

Computers

Each student will be given a computer to use while studying with Finigan SDE. The student and caregiver will need to sign for the computer and adhere to the usage agreement.

APPENDIX 6: - Computer Policy

Mobile phone

Mobile phones provided by FINIGAN SDE can be accessed by students to contact their class teachers or their parents/carers. This will be at the Learning Hub supervisor's discretion.

PDP's and Learning Hub Teachers

All teachers are required to participate in the Performance and Development cycle each year. It is expected that this process will facilitate improved teacher performance. Learning Hub teachers are to submit their PDP to the Deputy Principal Finigan SDE at the beginning of each school year. Support in writing PDP goals, and in completing the PDP cycle, can be sought from the DP Finigan SDE. A timeline of steps in the PDP process will be provided at the beginning of each school year.

PL for Learning Hub teachers

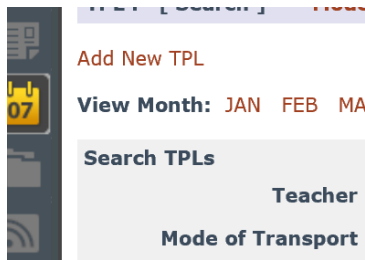
Learning Hub teachers will be invited to Professional Learning opportunities throughout the year at FINIGAN SDE. They also can apply through the Deputy Principal FINIGAN SDE, via email, to attend other Professional Learning. The Professional Learning should be tied to their PDP and the FINIGAN SDE School Plan. Once their Professional Learning has been approved, via email, by the DP Learning Hubs, they can enter the information on DEMS and complete a travel request on SAP.

Process of applying for TPL on DEMS

TPL on DEMS



1. Calendar on side menu and go to TPL
2. Add new TPL



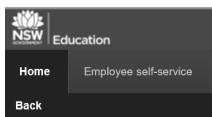
3. TPL activity-Learning Hub PL
4. Location FINIGAN SDE
5. Accommodation required and identified PDP-tick both
6. Enter mobile number
7. Classification-teacher identified
8. Copy your trip number from SAP
9. HT are me and manager is C Devitt and DP is K Rowing.

Process for making a travel request on SAP

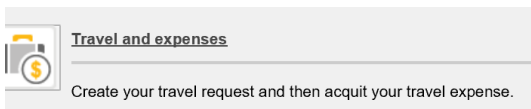
1. Go to SAP app on portal page



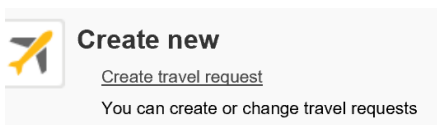
2. Employee self-service



3. Travel Expenses



4. Create new-create travel request



5. Put in a start date and then an end date
6. Trip region
7. Destination
8. Trip type
9. Reason- Professional Learning
10. Costs- click and table will appear and estimate costs for accommodation, travel, meals
11. Cost assignment- 100% Cost centre- 64661101 4661 ED Delivery and WBS- RSP/466105-17 (check codes are correct with K Rowing or C Devitt)
12. Hit review and then send and approve
13. Copy trip number for DEMS

APPENDIX 7: - PDP proforma

APPENDIX 8:- PDP timeline

Entering summary for the week in general communication

Learning Hub supervisors will enter information regarding every student's progress, or any other relevant information, in DEMS each week. This will be done in the *general information* category in communication for each student.

It is the responsibility of the Hub teachers to keep accurate records of all learning experiences and outcomes achieved by students during their time spent at the Learning Hubs.

Hub teachers are required to:

- make detailed DEMS entries on each student, outlining the outcomes achieved
- provide phone or email correspondence with Finigan SDE subject teachers regarding issues or concerns regarding students' engagement with their coursework.
- record any student wellbeing issues or concerns on individual students' DEMS
- create DEMS contact messages for the relevant Finigan SDE teachers for each student

Termination letters-process- Post-Compulsory School Age

Termination letters-process- Post-Compulsory School Age

Poor Engagement from student after interventions



LST refers student to HT Secondary Studies



HT Secondary Studies has a discussion with Deputy Principal Year 9-12 about the student based on the evidence of engagement collected



HT Secondary Studies creates the Letter 1.
HT Secondary Studies also contacts the supervisor/ parent.
HT Secondary Studies informs the Principal.



The parent/student has 3 weeks to response to letter. If there is no appeal the final letter is send and the student is taken off DEMS.

Student Responsibilities

Accessing teachers

Learning Hub students are enrolled at Finigan School of Distance Education.

Students are allocated a teacher for each of their courses.

Teachers will communicate with their students via email, phone, Skype, web conferencing sessions, timetabled lessons or field visits.

Teachers can provide direct phone numbers to ensure they are easy to contact.

Students can also call the reception and they will be put through to their teacher – **(02) 6210 5200**.

Students should access their Department of Education email on a daily basis.

If any student is having personal/wellness issues that are affecting their ability to complete and submit work, their teachers should be notified.

Curriculum

Students falling behind/prolonged absences

Teachers appreciate being kept up to date with student progress and attendance.

If the teachers are kept aware of the circumstances, they can modify the curriculum to accommodate student needs.

In the event of a missed assessment task deadline or an extension request (particularly important in Years 10, 11 and 12), an “Illness and Misadventure Form” may need to be submitted.

These forms should be submitted to the course teacher and faculty Head Teacher.

Appendix 9: Misadventure form

eLearning

Finigan SDE uses a number of online learning platforms to deliver its courses.

All online learning can be accessed through <https://www.finigansde-elearning.net/>

Supervisors can ask to be connected to the subjects the students are enrolled in. This can provide an avenue to print off hard copies, however the content can be quite lengthy and uses lots of ink. This should be kept to a minimum but is sometimes necessary. All hard copies, when completed, should be scanned or photographed and uploaded to the student’s drop box.

Students who submit work through eLearning must notify the supervisor so they can check off the work on the Master Register. If the Supervisor is connected to the eLearning course, they will receive an email identifying that the work is submitted.

Live lessons

All students at the Learning Hub are expected to attend timetabled online lessons with their Finigan SDE teachers. A roll will be taken. Their attendance at these, and their levels of engagement with their work, will be used to measure attendance.

Higher School Certificate (HSC)

Students studying the HSC in a Learning Hub can apply for 'Disability Provisions' for the final exams. This application will be made via the Learning & Support Team.

Students will be required to complete a form, have it signed by a medical professional, and provide any other information as requested by NESAs. For more information, contact the HT Wellbeing, Mary-Jo McDonnell.

Student Attendance Expectations

- Students are required to attend the Learning Hub from 9.00am – 2.00pm
- If a student is unable to attend, he/she is expected to contact the Learning Hub teacher.
- If a student is required to leave the premises throughout the day, the *DOE* Leave Pass procedure is followed: i.e. permission from home is required in writing and a student receives a leave pass for that period of time.
- If a student's attendance, work performance or behaviour is unsatisfactory, their position at the Hub will be reviewed.
- Student attendance is recorded daily by the Learning Hub teacher.

Mobile Phone usage

Students are able to bring a mobile phone to the Learning Hub. They must put it on silent and can only access it during breaks. If a teacher requests that a student hand in a phone for misuse, they will secure the phone and return it at the end of the day. If a student consistently misuses their mobile phone, the teacher can request they hand it in at the beginning of the day and it will be returned at the end of the day or teachers can insist the student does not bring the device. The teacher will inform the supervisor and the DP Finigan SDE.

Student Behaviour at a Learning Hub

Students attending a Learning Hub should not be attending if they have significant behaviour issues. The risk management plan submitted at the time of application will help guide supervisors at the Hubs when managing student behaviour. Also, schools should always take into account the mix of students attending the Hub when applications are being made for others to be part of this program.

If a student is persistently misbehaving, this should be referred to the Home School's LST and they should create a behaviour management plan in consultation with the student, parents, LH supervisor and the LaST at Finigan SDE.

The Learning Hub is an extension of the Home School and students who misbehave should be dealt with using DoE policy- Code of Student Behaviour. If the behaviours are serious, then the Home School are to assist and use the DoE policy to guide their response. If it is deemed the behaviours are so severe that they merit a suspension, then the Home School will work with the student, parent, LH supervisor and the DP FINIGAN SDE to create and implement a plan for the successful return of the student to the Learning Hub or other alternate educational opportunities.

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/behaviour-code>

Entering and attending a Learning Hub

Who can be invited to attend a Learning Hub

Eligible students: Students who are eligible to be considered for the Learning Hub will be those who:

- Have been disengaged from mainstream schooling
- Cannot engage with education in a mainstream setting
- Are independent learners
- Are not behavioural issues at school
- Are at least in Year 9
- May have mental health issues
- Are transitioning to full-time employment or another form of education

Checklist of documents required for enrolment:

Documents required to enrol at a Learning Hub are:

- Access Request
- Appendix A signed by the Principal of the Home School
- Approval letter for DE
- NSW Schools Enrolment Form (can be ghosted)- signed and completed
- Finigan SDE enrolment form-signed and completed
- Birth Certificate/copy
- Copy of document (bill, licence) with current home address
- Transition Plan
- Risk assessment applicable for attending a Learning Hub
- Mental Health care plan
- Supervisor interview with HT Administration FINIGAN SDE (F/T enrolments)
- Application to attend a Learning Hub
- Information regarding a student's progress, particularly in Year 10 and 11
- Any other requested information

Process and Application form for Learning Hubs

- Student is identified by the school and referred to LST
- Home School then contacts parent/carer and collects information/ evidence eg. 2.8 – Diagnosis by mental health care professional/ 2.9 School creates meaningful transition plan
- Home School discusses prospect of new attendee with LH supervisor, SLSO and DP Finigan SDE
- School completes access request and attaches all documentation
- Parent/student apply to attend LH
- Meeting with parents who sign access request
- Access request goes before panel
- Offer of acceptance letter to parents and returned to School Services
- FINIGAN SDE will contact school and organise start date
- Home School (Home School supervisor and LH supervisor) will meet with parent/carers and student and sign agreement to attend LH
- FINIGAN SDE will contact parent/carer and send start pack

The Eligibility Criteria

- Students enrolled in Finigan SDE may be supported by placement at a Learning Hub. An invitation process will include consultation with the student, parents/guardians, the Home School and FINIGAN SDE staff. Student Services personnel may also be included.
- Students/parents will need to complete an application form which will be submitted with the access request.

Appendix 10: FINIGAN SDE application for Learning Hub

Appendix 11:- Transition plan templates

Acceptance in a Learning Hub

On acceptance into the Learning Hub, the student and parent will sign an agreement that details the expectations of participation. This should be done in conjunction with the Supervisor.

Appendix 12: FINIGAN SDE - Student agreement

All students are required to attend the Learning Hubs for the full day unless permission has been given to arrive late /leave early, or there is an existing transition plan.

Single subjects at the Home School while attending the Learning Hub

Students may access subjects at their Home School and this should be part of a transition plan. This must be arranged with the Home School and they will inform the DP FINIGAN SDE.

Students from other schools

Students who attend other schools and want to access a Learning Hub must make contact with DP Finigan SDE (02) 6210 5203. The DP Finigan SDE will consult with the Home School before placing the student in the Learning Hub.

Trialling students

Students are not to be trialled at a Learning Hub. Students must have been through the Access Request process and been accepted to attend by Finigan SDE. If parents are considering applying for their child to attend a LH, they can make an appointment with the Home School to discuss viability and then they will be invited to visit the LH.

Transfer of students between Learning Hubs

Students may be able to transfer from one Learning Hub to another.

This will involve discussions between the previous Home School, the new Home School and Finigan SDE to determine whether or not this is the best placement for this student and that it will not interfere with the learning of the students already attending. The capacity of the Learning Hub the student is seeking to attend will need to be considered. The student will have to enrol in the new Home School and an application may need to be made to School Services.

Attendance

Students are expected to attend the Learning Hub on the days it is open and for the hours it functions unless other formal agreements have been made. It is up to the host school to complete the Partial Attendance paperwork if a student is to attend a Learning Hub for only part of the day. Permission from a carer/parent must be given for any student to leave before the school day at the Learning Hub has concluded. It is also an expectation that all students attend timetabled real time lessons.

The expectation is that students will continue with their work on the days that the centre is not open.

Attendance records to Home School

Due to student's being a shared enrolment, attendance records must be provided to the Home School. This may be done in a report to the supervisor at the Home School or through their administration system.

Students leaving the Learning Hub

Students can only leave the Learning Hub if they have permission from their parents/carers or the student is on an official transition plan. The Learning Hub supervisor can sort parent/carer permission and this should be noted on DEMS. Students are not to leave the LH early or arrive late on a regular basis.

Non-attendance

If the student is absent, contact the parent and inform them. You need to ask why they are not attending.

The parent should provide an absent note which will be forwarded to the host school.

If absences are continuing, notify the individual teachers of the student.

If absences are becoming a concern, contact the Home School and Finigan SDE with your concerns

What do I do when a student does not attend?

- Each student / supervisor needs to be contacted
- Contact student's teachers regarding any difficulties/concerns
- Record contact and reasons on DEMS and in the administration system of the Home School

Attendance process – A shared responsibility

All students of the Learning Hubs are expected to attend all days that the Centre is open, and for the hours the Centre is open, unless otherwise specified in their 'Transition Plan' or a Partial Attendance Plan.

- Students and/or carers are required to inform the Learning Hub teacher the morning of their absence and give an explanation for the absence
- If a student is continually absent, the Learning Hub teacher is to follow up by calling the student and/or carer of the student. The Learning Hub teacher should offer some supports ie School Counsellor contact to the student and /or carer. The Learning Hub teacher should

notify both the school supervisor and the Deputy Principal at Finigan SDE via email and record this communication on DEMS.

- If there is a prolonged absence, the Home School supervisor should issue **Attendance Concern Letter 1** – A letter sent from the Deputy Principal at the Home School to parents/caregivers expressing concern over the student’s record of attendance. The parent/caregiver is invited to contact the DP to discuss attendance concerns. Alternatively, they are advised to contact the school and explain absences that relate to leave or illness. This information will then be communicated to the Deputy Principal at Finigan SDE to enter into DEMS.
- If the non-attendance continues, or arises again (within the same term), a **letter 2** will be sent from the Deputy Principal to parents/caregivers expressing further concern over the student’s record of attendance. The parent/caregiver is now asked to contact the school and make an appointment to speak with the DP and teacher of the Learning Hub to address attendance concerns. A plan to improve attendance will be formulated at this meeting.
- If there is still no improvement, or there is no contact or effort made by parents/caregivers to schedule a meeting, a **letter 3** is sent, whereby the DP will schedule a time for a **review meeting**. The parent/caregiver will be advised to contact the school to confirm the appointment time or to negotiate an alternative. At the meeting, a review of the student’s placement at the Learning Hub will take place. It will involve the Home School supervisor, the Learning Hub teacher, the Deputy Principal FINIGAN SDE, the student and the carer. A plan will be devised to improve attendance.
- **Attendance Concern Letter 4** – After there has been no actions or responses made to previous interventions, and there has not been an improvement in attendance, a **letter 4** is sent by the DP. This letter advises the parent/caregiver that an application is being made to the Home School Liaison Officer (HSLO). This intervention now constitutes a **‘HSLO Letter 1’** and the application could be prepared by the DP. The student’s placement at the Learning Hub will be vacated and the student will be required to return to mainstream schooling. A plan to transition the student back to school will be created.

Appendix 13: FINIGAN SDE Attendance letters

Therapeutic intervention

It is a condition of acceptance into the Learning Hubs that all students are connected with a therapist/medical professional if the student has entered DE as a 2.8.

It is beneficial if you can contact the professional attached to each student to:

- Learn more about how to best assist the student
- Understand the condition affecting the student
- Keep them updated of any change in behaviour (both positive and negative)

The school counsellor at the Home School or FINIGAN SDE is generally available via email/phone for assistance and advice.

Access to Careers Adviser and School Counsellor

All students at the Learning Hubs should be able to access the Careers Adviser and School Counsellor at their Home School. This can be done with the help of the Learning Hub teacher and the teacher responsible at the Home School who oversees the operation of the Learning Hub. Normal school processes would apply.

Also, students attending the Learning Hubs can also access Finigan SDE Careers Adviser and School Counsellor. The Learning Hub teacher would contact the Deputy Principal at Finigan SDE and an appointment would be organised.

Student feedback

An Exit Interview with the student, parent/carer and any other relevant person (for example mental health professional, social worker, youth worker) provides helpful and constructive feedback to inform future practice.

The same questions can be put to each student at the end of each year / term to assist reflection on the changes they have experienced since attending Learning Hubs.

APPENDIX 14: Learning Hub Exit Interview

Transition In and Out of Learning Hub - entry and exit

Students will be notified by Finigan SDE about a starting date. The supervisor of the Learning Hub will then organise a visit to the Hub by the student and parent/carer to sign an agreement in relation to attendance, engagement and behaviour at the Hub. The Home School supervisor should also be present at this meeting and will scan and send this document to the DP at FINIGAN SDE.

- Wellbeing support systems are available. The Learning and Wellbeing Coach should be first point of contact to discuss support plans.

Attendance at a Finigan School of Distance Education Learning Hub is by invitation only; it is not automatic on enrolment. It is considered a privilege to attend.

STUDENT WELLBEING

Students are able to access support from the following Student Wellbeing members via teacher, self or parent referral. Members of the Student Wellbeing Team will also conduct Field Service Visits at the Hub to run special programs and to meet with their students and their supervisors.

Deputy Principal

The Deputy Principals oversees the Learning Hub program.

Head Teacher Student Wellbeing

Head Teacher Wellbeing build networks of family and community support and, where appropriate, refer students and families to appropriate personnel and agencies. They also identify students at risk of disengagement, implement support, case management and review processes, including individual learning plans, in liaison with relevant personnel and families. HT Wellbeing are responsible, as the Principal delegate, for all Mandatory Reporting of Child Protection issues to Family and Community Services .

Learning and Wellbeing Coaches

Learning and Wellbeing Coaches have an overall support role for students and supervisors. This includes identifying students with welfare concerns or those disengaged from learning. In addition, they can provide advice on Part-Programs, organise exemptions from attendance and refer students to the relevant person regarding subject selection and BOS requirements.

School Counsellor

Appendix 15 - Process of referral and referral form

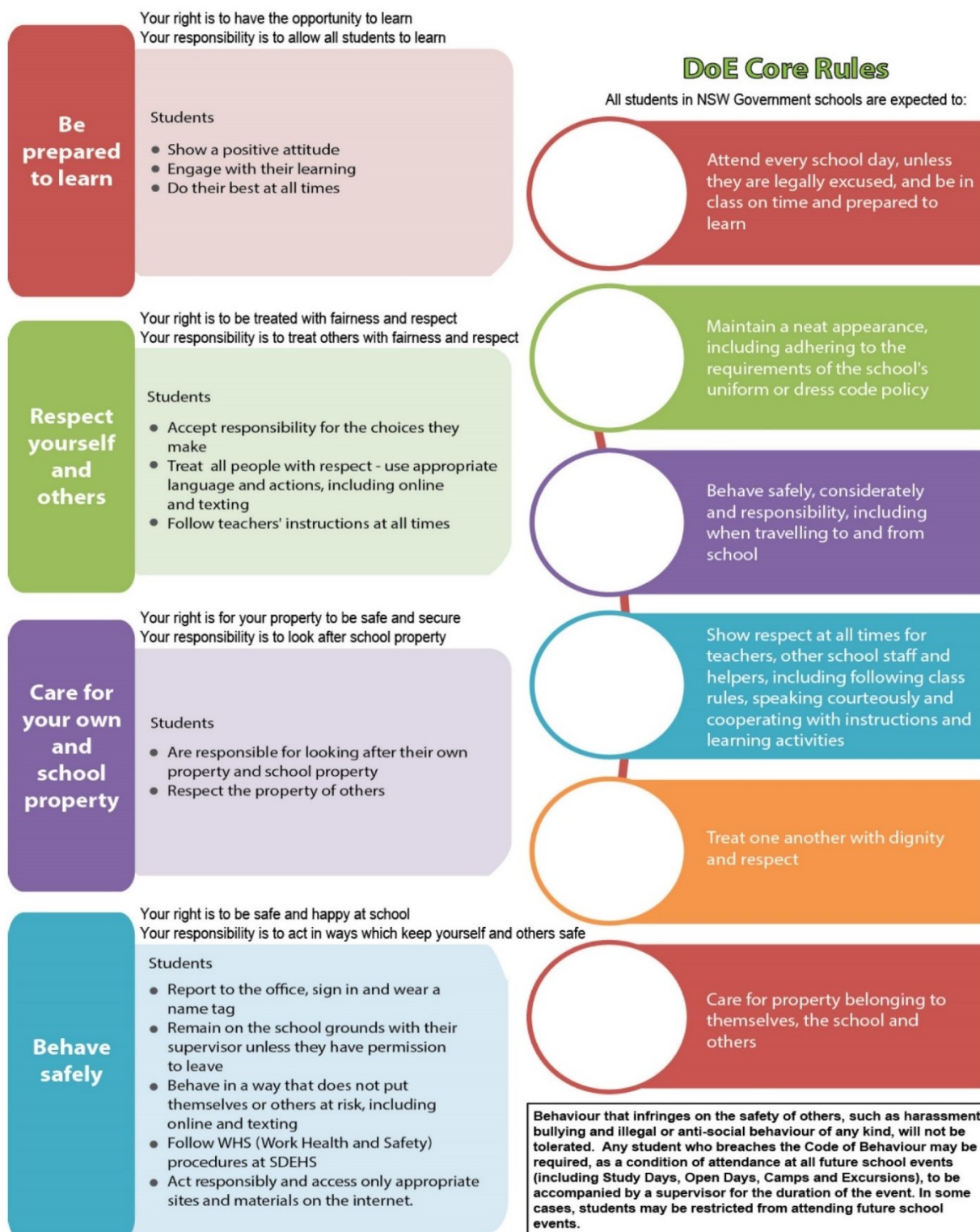
Aboriginal Education Coordinator

The Aboriginal Education Coordinator oversees, monitors and evaluates the Personalised Learning Plans (PLPs) for Aboriginal and Torres Strait Islander (ATSI) home students at Finigan SDE. They also liaise with community organisations, parents, carers and staff to create effective networks to improve educational outcomes for ATSI students

Organised welfare activities

Students at the Learning Hubs will be required to attend organised welfare activities. The HT Wellbeing will contact the Learning Hub supervisors with a schedule. Also, Learning Hub supervisors need to liaise with the Home School to ensure that Learning Hub students have the opportunity to attend specific welfare initiatives organized by the Home School.

4.1 Code of Behaviour



Prohibited behaviour at Learning Hubs

Drugs

Learning Hubs are a drug & smoke free zone. There is a *no tolerance* policy on drugs. Students involved with drugs will be asked to leave and a case conference will be held to review their position. Police will be notified.

Bullying & Harassment

Finigan SDE believes that all students should feel safe and happy in our learning environment. We will not tolerate unkindness, bullying or harassment of any kind.

Students are encouraged to respect the rights and space of others and have a responsibility to report harassment.

Weapons in School

Possession of weapons at the Learning Hub is **banned** and it is a criminal offence to be in the possession of weapons. If a staff member becomes aware that a student, or any other person on the premises, has weapons in his/her possession, then they will:

- Confiscate the weapon/s if safe to do so
- Contact the police
- Ask the student to leave and contact police, DP FINIGAN SDE, Home School contact and parent immediately.

A weapon is any device that can cause injury to another person and has been brought to school for that purpose.

Violence

Violence in any form will **not** be tolerated at the Learning Hub and will result in a review of the placement and possible police involvement.

General Safety

- Never touch any syringe or sharp object. Report any such objects to the teacher.
- Report the discovery or suspicion of any drugs, or similar substances, immediately to the teacher.
- Don't touch any blood or bodily fluids. Report these immediately to the teacher.
- If medication is needed, the teacher needs to be informed and a note from parents provided.

Internet Usage

Students are to take personal responsibility for using the Internet appropriately.

The following rules will apply.

- The internet is not to be used without permission from staff.
- The internet is not to be used to access unacceptable material, especially any site dealing with illegal activities, pornography or extreme violence.
- **Personal information (such as home addresses or phone numbers) about staff or other students is not to be given out.**
- Access to offensive sites by any student must be immediately reported to teaching staff.
- Students are not to e-mail, download or transfer files or participate in CHAT sessions without permission from teaching staff.

- Students are to be considerate of others and make Internet use as efficient as possible.
- Students are to abide by copyright laws
- Access to the Internet is to be via the DET Portal. Students will be issued with passwords.

Failure to follow these rules may result in losing the privilege of using the Internet.

Discipline issues

Discipline issues may be dealt with by the Home School in the first instance if the matter is serious. DoE policies and procedures will apply. This will be in consultation with the Principal/DP Finigan SDE.

Withdrawal/Exclusion Guidelines & Procedures

Withdrawal/Exclusion of a student from Finigan SDE Learning Hub may occur when the student:

1. Does not attend regularly
2. Attends but does not use their time productively on school work
3. Breaches the Behaviour Code/Student Contract
4. Breaches the Internet Acceptable Use Policy

The DP Finigan SDE will meet as soon as possible with the student & their parent/carer to discuss the concerns raised by the Learning Hub teacher.

Depending on the nature of the concern, the meeting may also include the Principal, Deputy Principal, Executive staff, School Counsellor &/or teacher/s.

The resolution of the meeting may include withdrawal/exclusion from the Learning Hub for

- a) a specified period of time
- b) an indefinite period of time
- c) the remainder of the student's enrolment

The student will be encouraged to reflect on their particular situation and may make appropriate and acceptable restitution.

All student/s and/or staff at the Learning Hub who are impacted by the situation will be given the support they need to resolve any issues/concerns.

If a student is excluded from a Learning Hub, a concerted effort will be made by Finigan SDE to provide the excluded student with alternative support for their learning.

Reinstatement to the Learning Hub

Where the student is to be reinstated in the Learning Hub, the outreach teacher will review the Enrolment Learning Plan, the Risk Assessment, Management Plan and Student Contract in consultation with the student, parent, Head Teacher Wellbeing, Year Adviser and Learning Hub teacher as appropriate.

The outreach teacher who has been assigned to the student as a result of the withdrawal/exclusion will develop a support plan which may include:

1. A timeline for the student's gradual return to the Learning Hub
2. The outreach teacher's role in the initial supervision of the student on their return to the Learning Hub

3. Daily monitoring until the Learning Hub teacher resumes responsibility for the student.

■ Health & Safety

Critical Incidents

If serious call 000. Contact the Home School and request support. Specific and detailed information around the critical incident must be emailed to the Deputy Principal at Finigan SDE and entered in to DEMS. The DP Finigan SDE will follow up and report back within a suitable timeframe. In addition, phone contact should be made as soon as practically possible.

Emergency Evacuation Procedures

Purpose

- To ensure all staff, contractors and visitors evacuate safely to the evacuation point in the case of an emergency
- This emergency could be:
 - Bomb threats, gas leaks, fire, explosion, fuel spill or chemical hazard

Scope

- All staff, students, contractors and visitors.

Procedure

- On receipt of relevant alarm or notification from a staff member, move to the evacuation area. This will be achieved by exiting the door nearest to you and furthest away from the emergency.
- Ensure all students and visitors have left the building.
- Check the attendance book, mark the roll at the evacuation point and ensure that all students and visitors are accounted for.
- Advise emergency services of any student or staff member not accounted for.
- Do not re-enter the building unless directed by emergency services or the Learning Hub management.
- Provide First Aid and attend to those in need.

Lockout/Lockdown Procedures

Purpose

- To ensure the safety of staff and students in the event of an external threat by an unauthorised person such as an intruder.

Procedure

- If staff perceives a threat, lock all doors and windows and get down out of sight.
- Contact the Police and Deputy Principal Finigan SDE.
- Check the attendance book, mark the roll at the evacuation point and ensure that all students and visitors are accounted for.

- Advise emergency services of any student or staff member not accounted for.
- Students are to remain in the room until the all clear is given by the Deputy Principal or identified Police Officer.

General Safety Procedures

IN ALL INSTANCES TEACHERS ARE REQUIRED TO WEAR PROTECTIVE GLOVES

Syringes and sharp objects

- As a general rule, students must never touch any syringe or sharp object. Students should report any such objects immediately to the classroom teacher or teacher on duty. This should then be referred to the Deputy Principal (Wellbeing). In some cases, however, it may be appropriate for sharp instruments e.g. compasses, scalpels, lino cutting knives and scissors to be used but only where it is in line with a planned lesson and carefully supervised by the teacher.
- In the event of a needle puncture or other penetrating injury, staff should, in the first instance:
 - as soon as possible, flush the wound with clean running water;
 - wash the wound with soap and water or apply an appropriate antiseptic and dressing;
 - report the incident as soon as possible to the DP Finigan SDE and the parent or guardian.
 - where water is not available, a non-water cleanser or antiseptic should be used for washing the skin.
 - In the event of a needle puncture or other penetrating injury from a discarded sharp, the sharp should be retained separately in an appropriate container so that NSW Health can undertake baseline testing to determine the “infectious status” of the sharp in reference to Human Immunodeficiency Virus (HIV) and hepatitis B and C.

First Aid

- The risk of contracting Hepatitis, HIV (Human Immune Deficiency Virus) and other communicable diseases will be greatly reduced if **all** staff carry out safe hygiene practices.
- Any support required for OHS and/or First Aid should be directed to the Wellbeing Teacher. All Learning Hubs should have a First Aid kit that includes an epipen and asthma inhaler on site. If you require this kit, please contact the Enrolment Support Teacher.

Emergency Care Certificate

- **All Learning Hub/Outreach Teachers must have current Department of Education approved Emergency Care, Anaphylaxis & CPR certificates.**
- The school will consider applications for staff development for first aid and resuscitation certification. Staff will have access to a first aid kit.

Health Care Plans

- If a health care plan is in place for a student, a copy of this will be made available to the Learning Hub staff.

Medication

- Medication can only be given to students where appropriate permission forms have been completed by parents.
- Where paracetamol is considered necessary, verbal permission, if appropriate, will be gained from parents prior to administration. Ventolin, when required, may be given to students who take it regularly.

Drugs/Tablets/Unidentified Substances

- Any discovery or suspicion of drugs or similar substances should be reported immediately to the Deputy Principal (Wellbeing) through the teacher on duty. Any suspicious activity by people near the school boundaries should also be reported. Police will be notified.

Asthma Management Plans

- Where a student suffers from asthma, the teacher should be aware of the management procedures and location of medication. This should be recorded in DEMS.

Anaphylaxis Shock

- Students with allergic reactions should be identified and have management plans in place. Ensure all management plans are recorded in DEMS.

Attendance Procedures for Learning Hub Staff & Visitors

Learning Hub Attendance

Learning Hub staff & visitors (including teachers) will need to sign in and out of Learning Hubs when they attend. Completing the attendance book accurately is important as we must follow the Student Attendance in Government Schools Procedures.

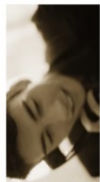
Learning Hub staff & visitors attending a Learning Hub will need to:

- Write the date they attended
- Their full name (first and last)
- The time they arrived at the Learning Hub
- The time they left for a break
- The time they returned from their break
- Time of departure from the Learning Hub
- Their signatures
- Reason for the visit to the Learning Hub
- Students they worked with at the Learning Hub (not just a list of students who were at the Learning Hub)

How to be a Safer School: Safety & Security Directorate and Management Guidelines for Safe Working & Learning

Visitor Management

- All visitors should sign a visitor's book and wear a name badge or sticker and/ or, if applicable, their organisation's identification badge. The school visitor's book should include details such as date, time of arrival, name, purpose of visit, contact details and time of departure.
- All volunteers in the school, even regulars, should sign in at the office when they arrive.



FAQs

What is the WHS incident and injury Notification Hotline?

The WHS Incident and Injury Notification Hotline is designed to receive notifications of WHS related incidents and injuries as well as providing advice on WHS issues. The hotline is staffed by the Claims and Administration Unit who will ask for all of the appropriate information regarding the incident.

Who can use the hotline?

Anyone. All staff are encouraged to use the service. All you need to do is ring the hotline and provide relevant information regarding the incident. If for any reason you are unable to report the incident, another person may contact the hotline on your behalf and provide the required details.

Do I need to complete the current paper form?

You do not need to use both forms of notification for reporting incidents relating to employees. The incident and injury notification hotline is the preferred system for reporting incidents.

When should I make the call?

As soon as possible after the incident. The Department's policy requires staff to notify within 24 hours of an incident regardless of whether an injury resulted from the incident.

What type of incident should be reported?

All WHS related incidents should be reported, including incidents in the workplace that have resulted in injury to an employee and those with the potential to cause injury. By reporting WHS incidents appropriate support and corrective actions can be initiated to prevent further incidents.

Should incidents relating to students, volunteers, visitors and contractors be reported via the hotline?
WHS incidents relating to students, volunteers, visitors and contractors should be reported via the hotline to ensure corrective actions can be initiated preventing further incidents. Details of student and visitor injuries are still required to be maintained at the workplace, through existing reporting templates.

Is the service confidential?

Yes. All information provided will be given only to relevant parties in line with privacy laws.

Do I need to tell my manager about the incident?

Yes. You should advise your workplace manager/supervisor of the incident to ensure appropriate action is taken to prevent further incidents from occurring. Your workplace manager/supervisor will receive written notification of the incident within 24 hours of the incident being reported to the hotline.

What do I do if a staff member advises me of a WHS incident?

Ask if the incident has been reported. If not, assist the employee to report the incident via the hotline, or obtain all the necessary information and report the incident on their behalf.

What information do I need to report an incident?

Details of the incident, hazard or near miss including the date, time and location. Information about injuries sustained e.g. sprained left ankle. Name, employee number and position of any injured persons. Details of medical treatment provided.

Who is notified about the injury/incident once I have contacted the hotline?

A copy of the Incident Notification may be sent to the workplace manager/supervisor, Injury Management Advisor, and WHS Directorate (for serious incidents). If the incident results in an injury, DEC's Fund Manager (Allianz) will also be notified.

All WHS incidents and injuries are to be reported to the Incident and Injury Notification Hotline: Freecall 1800 811 523
Operating hours 8am to 5pm Monday to Friday.

For further information see [Incident Notification on the WHS website](#).

What happens following my notification?

If the incident results in injury, you will be contacted by your workplace manager/supervisor. If you require assistance in returning to work, you will be contacted by your Injury Management Advisor and DEC's Fund Manager (Allianz) to discuss your support needs and commence the development of an injury management program.

A return to work plan may be developed to ensure that the duties you are performing are appropriate in relation to your injury. DEC will assist you in the return to work process by:

- Consulting with you, your treating doctor and workplace manager/supervisor
- Organising suitable duties for you while you are recovering from injury, and
- Providing appropriate return to work support while you recover from your injury and assisting you back to your normal duties in a safe and timely manner.

For further information see [Incident Notification on the WHS website](#).



Reviews

APPENDIX 16: Review process and review proformas

A student's progress will be reviewed twice a year. A collaborative plan will be created for the next part of the year. Students on a 2.9 will work towards achieving the milestones outlined in their transition plan. They will move towards transitioning back to their Home School, another educational option or to employment within the 200 days.

Appendix 1 – Marking rolls on DEMS

See 'Help' – Roll Marking- PxP on DEMS

Adobe Connect | Help ▾

Help » Roll Marking - PxP

Online Lesson Roll Marking

[How to mark the roll](#)

Appendix 2 – FINIGAN SDE LST referral process and referral proforma



Learning Support Referral FSDE

Name:	Year:	Referring Teacher :	Date:
Faculty:		Head Teacher signature:	
1 st Referral	<input type="checkbox"/> Yes <input type="checkbox"/> No	Previous Referral	<input type="checkbox"/> Yes <input type="checkbox"/> No

Reason for Referral			
<input type="checkbox"/> Academic	<input type="checkbox"/> Welfare	<input type="checkbox"/> Behaviour	<input type="checkbox"/> Attendance
<input type="checkbox"/> Social/Emotional	<input type="checkbox"/> Medical	<input type="checkbox"/> Physical	
Brief Description of Concern- (Learning difficulties, literacy, numeracy, engagement etc)			

Comment on what you have already done

Parent Concerns and Contact Made by Staff

Students Strengths and Preferred Activities/Subjects

The intervention tried to date have been given reasonable time and opportunity to effect change
<input type="checkbox"/> Yes <input type="checkbox"/> No

Priority Rating	1	2	3	4	5
------------------------	---	---	---	---	---



LST Action Sheet:

Student: _____ Year: _____ Date referred: _____

Referred by: _____

Previous Programs and Assessments

- | | | |
|----------------------------------|--|---|
| <input type="checkbox"/> Last | <input type="checkbox"/> PLP (<i>Please attach</i>) | <input type="checkbox"/> School Counsellor |
| <input type="checkbox"/> ESL | <input type="checkbox"/> Support Class IM IO ED TUT DE | <input type="checkbox"/> Current Intervention (<i>attach</i>) |
| <input type="checkbox"/> Tutor | <input type="checkbox"/> ATSI tutoring | <input type="checkbox"/> Outside Agencies (<i>name</i>) |
| <input type="checkbox"/> Welfare | <input type="checkbox"/> Risk Assessment (<i>attach</i>) | <input type="checkbox"/> Other information |

The input of parents/carers and other relevant professionals have been sought, and recommendations have been implemented where possible Yes No

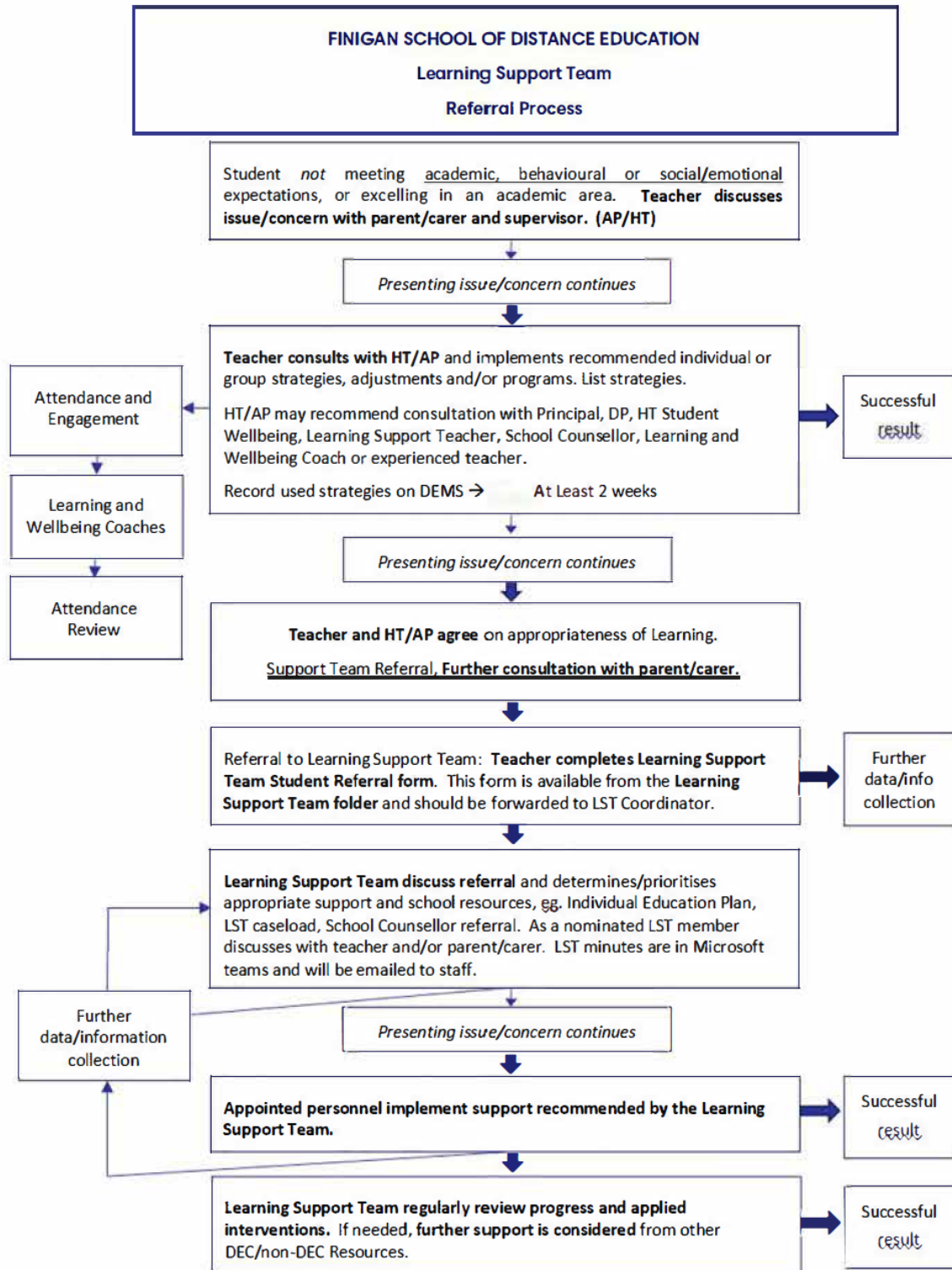
What/how/impact?

LST Suggested Action:

Action/responsibility

Review Date: _____

Learning and Support referral process



Appendix 3 – Excursion Forms



**ACTIVITIES OUTSIDE OF FINIGAN SCHOOL OF DISTANCE EDUCATION GROUNDS
DURING NORMAL SCHOOL DAYS**

Dear Parent or Caregiver,

At times throughout the year, your child/ward’s class will be going outside Finigan School of Distance Education grounds to participate in lessons to do with curriculum or wellbeing. Students will be walking from Finigan School of Distance Education to various venues within their home town.

This note is a general permission note for all students to be allowed to leave Finigan School of Distance Education Learning Hubs to participate in class activities within walking distance of Finigan School of Distance Education whilst under teacher supervision during the normal school day.

There will always be a staff member with emergency care training and this is usually the class teacher. Please return the following note signed with all details completed.

If you would like to discuss this note or your child’s participation in activities within walking distance of Finigan School of Distance Education, please contact me.

Deputy Principal: Kylea Rowing

PRIVACY NOTICE

The information provided by Parent/Carer is being obtained for the purpose of ascertaining relevant medical information, requirements and other health care related needs about your child/ward who is currently enrolled at the school and who may participate in school excursions, sporting activities or other educational or school activities conducted by or in conjunction with Finigan School of Distance Education. It will be used by Finigan School of Distance Education Staff to assist planning, to support students, and to minimise risks when conducting school excursions, sporting or other school activities.

INSURANCE NOTICE

There is no personal insurance cover provided by the NSW Department of Education and Training for students in relation to school sporting activities, physical education lessons, or any other school activity. Parents and caregivers are advised to assess the level and extent of their child’s involved in the sport program offered by the school, school sport, zone, area and state school sport associations when deciding whether additional insurance cover, above that provided by Medicare, is required. Personal accident insurance cover is available through normal retail insurance outlets. The NSW Supplementary Sporting Injuries Benefits scheme, funded by the NSW Government, covers any injury resulting in the permanent loss of a prescribed faculty or the use of some prescribed part of the body.

Please return to **the office with your enrolment form**

**ACTIVITIES OUTSIDE OF FINIGAN SCHOOL OF DISTANCE EDUCATION LEARNING HUB GROUNDS
DURING NORMAL SCHOOL DAYS**

Student/s:

I **do/do not** consent to my child/ren participating in activities outside of Finigan School of Distance Education grounds.

I will contact the school to discuss

Parent/Guardian: Date: |

Appendix 3 – Excursion Forms

One day and Overnight

Excursions



Process for Teachers – Stage 1

- Teachers need to communicate the purpose of an excursion to their Head Teachers in the first instance. Agreement of time, dates and costing need to be established.
- DEMS – check with school calendar re dates and times and that there are no clashes with other school commitments.
- Quotes – request costing for transport, venue, catering, workshop, accommodation etc.
- Prepare flyer – outline main purpose of excursion, where, when and why (re course outcomes, value added), approximate costing and transport arrangements.
- Excursion note – complete and submit for approval by Head Teacher and Deputy Principal - <T:\Teacher\COMMON\Excursions>. Attach flyer and relevant quotes for costing. Check with administration re process to be followed for any payments.
- DEMS - Once approval has been granted add to calendar. Complete a "Field Visit" application.
- SAP – Complete if necessary.
- Signed excursion note – send to students and supervisors.
- Follow-up with supervisors and/or parents

Notification to **Students** – Stage 2

- **Communication** – students, supervisors and parents
 - emails, Moodle, phone calls, VC's. – check with students their availability
 - aims and objectives of excursion, how it relates to course work
- **Excursion Permission Note** – returned signed, details of medical and special needs noted
 - check travel arrangements – meeting place/times (one day)
 - travelling in DE/teacher's car
- Any payments to Finigan School of Distance Education need to be made before time of excursion.

Before excursion -**Teachers** – Stage 3

- Invoice's from Finigan SDE – if students need to pay, teacher follows-up
- Confirm bookings – accommodation, cars, tickets etc.
- Itinerary of excursion – send to students, supervisor and copy to Head Teacher.
- Reminders – meeting place, times, what to bring, arrangements for food, clothing etc.
- Contact numbers – list contact numbers
- Teacher to collect First-aid kit from front office
- If overnight – teacher needs to have CPR (and First -aid kit)
- Check list, students attending, itinerary to HT to follow-up any queries/problems. Necessary paperwork - <T:\Teacher\COMMON\Excursions>

After Excursions – Stage 4

- Student evaluation – success, timing, problems
- Teacher evaluation – timing, costing, venue, organisation
- DEMS - record, document
- Newsletters, Moodle, students directly
- Consider – issues, successes



Name of Excursion:

Faculty:

The Educational purpose of the excursion:

Group/class invited:

No of students expected to attend:

Date(s) of excursion: to

Head Teacher: Date:

Head Teacher Admin: Date:

Deputy Principal: Date:

Pre-Application - I have:

- Flyer or information sheet stating details of sporting event or activity (please attach to application) Checked the calendar for clashes
- Spoken to my Head Teacher
- Obtained written quotes where applicable
- Selected supervising staff with Emergency Care and/or CPR Generated a student list to be used as a roll for the excursion Completed all the class cover details
- Completed fully and attached the risk assessment Organised the cover for supervising staff where necessary Provided a student list to the front office
- Provided a detailed itinerary if there is more than one venue or an overnight stay required
- Provided details of any water activities, overnight stays, or travel by private car or air and completed the specialist consent section of the form
- Completed 'blues' for expenditure (eg, bus, entry fees)

Where the excursion is not free, a budget form is also attached showing (with written quotes attached):

- Transport costs (where appropriate)
- Accommodation costs (where appropriate) Entry fees (where appropriate)
- Meals (where appropriate) Other

If parents, caregivers or volunteers are accompanying the excursion I have also:

- Received a Working with Children Check - Declaration for volunteers and contractors. Checked the Department's "Not to be Employed" list.
- Consulted referees.

Finally, I have obtained:

- Head Teacher, Deputy Principal and lastly Principal signatures.

After the excursion has been approved:

- The paper work must go to administration so that appropriate administrative details are completed.
- Distribute the consent forms to the students and ensure they know the deadline for returning the signed forms and the costs if any , involved.
- Collect signed consent forms, checking they are correctly filled in and signed by the appropriate parent/guardian. They must be stamped PAID for excursions that not free.
- Regularly check with the front office on the progress of paid excursions. (Students must pay before the due date or the excursion may be cancelled).

On the day of the excursion:

- Collect the first aid kit.
- Return the roll of attendance to front office before the excursion leaves the school grounds. Contact the front office if there is any anticipated change to the itinerary submitted.
- File signed consent forms and any relevant documents for future reference.

Excursion name:

(1) Total cost of excursion to students Enter the Total Cost (GST and ExGST will be calculated automatically).			
<i>All costs quoted here must be Totals not per individual student</i>	Total Cost Excl GST	Total GST	Total Cost
TRANSPORT COST <i>(eg, Bus - attach written quote)</i>	0.00	0.00	
ACCOMMODATION <i>Attach written quote</i>	0.00	0.00	
ENTRY FEES <i>(if appropriate) - attach written quote</i>	0.00	0.00	
OTHER COSTS <i>Meals (inc GST)</i>	Total (including GST)		
Incidentals <i>(eg, fax, stationery)</i>	0.00	0.00	
Other <i>(eg, equipment hire)</i>	0.00	0.00	
Petrol for cars <i>(estimate km)</i>	0.00	0.00	
COST TOTALS <i>(of items in rows above) Without GST</i>	\$ 0.00	<i>Office use only</i>	
Funding source			

(2) Student Cost Calculation	
Anticipated number of students <i>(as shown on excursion list)</i>	<input type="text"/>
Cost per student <i>exact amount per student (i.e. Total Cost Ex GST ÷ Number of Students)</i>	<input type="text"/>

(3) Total income into excursion account from student payments	
Number of students	<input type="text"/>
Cost to student	<input type="text"/>
TOTAL	\$ 0.00
Comments <i>(if any significant variation between Total Income and Cost Calculation)</i>	
<input type="text"/>	

NOTES: Some points to remember when planning excursions (especially when finalising costs to students):

1. Unless otherwise approved (by the Principal) excursions must be self-funding. To ensure that an excursion does not run at a loss it may be a good approach to budget for a small surplus.
2. Care must be taken to ensure that all non-refundable (to the school) costs and fixed costs (those which do not vary with the number of students) are covered.
3. **Care must be taken to deduct the GST from any aspects of the excursion that are "educational" like transport, entry fees and accommodation but to include GST on "normal everyday life" expenses such as food.**
4. Students who miss a paid excursion will NOT be refunded any moneys paid without the approval of the Principal.

Appendix 3 – Permission Note



Excursion Permission Note

Excursion Name:

Excursion Venue:

Group/class attending:

Date(s): to Start Time: Finish Time:

Cost: Payment/Permission notes by:

Travel by:

Student will need to bring:

Additional consent required: Water Activities YES NO Overnight YES NO Private Car YES NO

Excursion Organiser:

Organiser's Contact Phone No:

All questions relevant to the excursion must be completed below and on the next page. *Tear off and keep the upper half of this form for your own reference*

Finigan School of Distance Education - Parental Consent Form

Excursion Name:

I hereby give my consent forof year to participate in the above excursion on to

I understand my child will receive medical treatment in case of emergency.

Have your child's medical details changed recently? YES / NO (If yes, and details are relevant to this excursion, please attach documentation)

Parent signature: Date: / /

Emergency contact phone no: (w)..... (h)

ALL signed excursion forms and payments should be returned to Finigan School of Distance Education

I wish to pay / have paid \$..... (amount) by:

Online payment Receipt No Date of Payment

Credit Card (please phone the school if you wish to pay by credit card)

OFFICE USE ONLY

Excursion name:

Payment description (Ref No):

Payments close on: Amount \$ Deposit of \$ due by:

ADDITIONAL EXCURSION INFORMATION

* WATER ACTIVITIES

If the permission at the bottom of this page is not completed and returned, your child will not be allowed to attend.

Supervising staff with current CPR for water activities:

The excursion will involve the following water or swimming activities:

These activities will
take place at:

The school will provide the following devices to students who require assistance:

Additional information: (special requirements, clothing, equipment)

* OVERNIGHT STAY

Overnight Supervising Staff with CPR

Other personnel:

Accommodation
will be at:

Additional information (special requirements, clothing, equipment):

* TRAVEL BY PRIVATE CAR

Driver:

Car Make:

Model:

No plate:

ADDITIONAL EXCURSION CONSENT FORM

In relation to the proposed water/swimming activities or travel by private car:

I give permission for my child to participate in the water or swimming activities

Yes No N/A

My child can swim 50 metres un-aided

Yes No N/A

My child requires a flotation device to assist him/her in the water

Yes No N/A

I undertake to provide the device so that my child can participate in the excursion

Yes No N/A

I give permission for my child to travel in the above stated private car

Yes No N/A

Parent signature:

Date:/...../.....

Important Notice

When a medical practitioner has prescribed medication (including emergency medication) that will need to be administered during the excursion, parents are responsible for:

- Bringing this need to the attention of the school
- Ensuring that the information is updated if it changes
- Supplying the medication and any 'consumables' necessary for its administration in a timely way. The medication should be well within its expiry date
- Collaborating with the school in working out arrangements for the supply and administration of the prescribed medication for the duration of the excursion. For some excursions the school will ask you to supply the medication in a different way to what has been already been agreed to by school. You may be asked to supply an additional adrenaline autoinjector (i.e. EpiPen® /Anapen ®) for example.

Privacy Information

The information provided is being obtained for the purpose of ascertaining relevant medical information, requirements and other health care related needs about students currently enrolled at the school and who may participate in this school excursion.

It will be used by the NSW Department of Education to assist planning, to support students, and to minimise risks when conducting school excursions, sporting or other school activities.

Other persons or agencies that may be provided with this information include, but are not limited to, volunteers and members of external organisations who join with the school or are otherwise involved in the planning or delivery of the excursion and persons that may be called upon to provide health care treatment or other assistance during or as a consequence of such excursions or activities.

A failure to provide the information may mean that your child can not participate in this excursion. In such circumstances the school will make available a sound alternative educational experience. Provision of this information will significantly assist the school in planning a safer educational activity. It will be stored securely. If you have any concerns about provision of this information, please contact the school principal to discuss further.

You may correct any personal information provided at any time by contacting the school office

Excursion Risk Management Plan <i>(check folder "How to fill in Risk Management Form")</i>					
Name of school: Finigan School of Distance Education			Group/class: []	Number in group/class: []	
Name of Principal: Daniel Rattigan			Name of excursion coordinator: []		
Description and location of excursion			Contact number: []		
Date(s) of excursion: [] to []			Accompanying staff, parents, caregivers, volunteers: TBA		
Activity	Hazard Identification Type/Cause	Risk Assessment Use matrix	Elimination or Control Measures	Who	When
Venue and safety information reviewed and attached: Yes / No					
Plan prepared by []		Position: []	Date: []		
Prepared in consultation with: []					
Communicated to: []					
Monitor and Review - Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs.					

PLEASE COMPLETE THE NEXT PAGE OF THE RISK MANAGEMENT

Location / Activity	Hazard Identification Type / Cause	Current Controls	Risk matrix score	Elimination or Control Measures	Who	When
Student behaviour plans.	Student injury	Completed and up to date behaviour plans	[]	Behaviour Plans to be attached and filed in excursion folder with the risk management plan.	[]	[]
Student health care plans	Student injury or illness	Completed and up to date health care plans and emergency response plans	[]	Health Care Plans and Emergency Response Plans are attached and filed in excursion folder with the risk management plan.	[]	[]
First Aid	Injury / illness requiring first aid / emergency medical attention	Emergency Care/ Anaphylaxis /CPR Training	[]	First aid kit/ s to be taken to on excursion and be fully stocked. The number and size of first aid kits is to be in line with students and staff members on the excursion. All excursion First Aid Kits to include first aid register sheet, general use EpiPen, medication, equipment identified from health care plan of participating students and staff and student behaviour plans The number of additional general use EpiPens is to be in line with individual excursion requirements as per DEC First Aid Policy)	[]	[]
Anaphylactic emergency	Potential need to provide an emergency response Diagnosed and undiagnosed anaphylactic conditions Out of date auto injectors	Students diagnosed as being at risk of anaphylaxis have ASCIA Action Plan for Anaphylaxis and adrenaline auto-injector stored together in an accessible location Student also has individual health care plan One general use auto injector in first aid kit	[]	Review all student medical plan requirements prior to the excursion and undertake risk assessment on additional general use auto injectors needed and stock aid kits accordingly Confirming with the venue if a general use EpiPen is available Monitor use by dates of all auto injectors and replace them by the use by date. In case of students personal auto injectors , remind parents to replace them by the use by date	[]	[]

*Note: assessments of risk vary with the particular circumstances (eg nature of the workplace, student group)

EXCURSION/VARIATION OF ROUTINE PREPARATION CHECKLIST	
Section 1: Pre-approval (complete & to be signed off by HT & HT-Admin)	
<ul style="list-style-type: none"> • Complete Section 1 and discuss with DP FSDE (DP FSDE signs VOR) 	
<ul style="list-style-type: none"> • DP FSDE to present proposed VOR at exec meeting (or virtual by email) for initial approval 	
Section 2: Documentation & Approval (completed & all documentation to HT Admin 2 or more weeks prior to excursion)	
<ul style="list-style-type: none"> • Complete & submit to DP FSDE <ul style="list-style-type: none"> ○ VOR (including the list of students attending/eligible to attend) ○ Permission Note ○ Excursion Notes – Ensure permission tear off on a separate page & that Final Payment required at least one week prior to excursion (earlier the better) ○ Risk assessment ○ Itinerary, costings/budget & payment plan (payment plan if cost over \$100) • Documents to be saved in year of excursion – i.e 2018 folder 	
Permission notes may now be issued to students.	
<ul style="list-style-type: none"> • LH Teacher t collects Permission Notes & payments – Notes & payments must be finalised at least one week prior to date of excursion (earlier the better). 	
<ul style="list-style-type: none"> • Travelling with parents – DP FSDE must have copies of registration, licence and comprehensive insurance. If parent does not have comprehensive insurance they can only transport their own child. Must be provided at least one week prior to excursion. 	
<ul style="list-style-type: none"> • Travelling with staff – you must have completed the travel request on SAP and have provided copies of registration, licence and comprehensive insurance to (should be completed at the start of each school year) 	
Day prior to Excursion	
<ul style="list-style-type: none"> • List of students travelling in which car to DP FSDE and contact information for each driver 	
<ul style="list-style-type: none"> • Organise printout of excursion lists, emergency information & permission notes. 	
<ul style="list-style-type: none"> • Check medical information for each student – If any have health care plan/anaphylaxis plan take a copy with you 	
<ul style="list-style-type: none"> • Take first aid kit/s and EpiPen 	
Notify DP FSDE office of any variations to excursion (before or on the day)	

Appendix 4 – Permission to drive



PROVISIONAL LICENCE DRIVER APPROVAL FORM 2019 - 2020

Young drivers with friends can be a dangerous combination. Please think carefully before giving approval. Parents should ensure that their child is travelling with a driver who has: a current NSW Drivers Provisional Licence, Comprehensive Insurance and is driving a Registered Vehicle.

Drivers need to ensure they adhere to speed limits especially in school zones.

Students are allowed to drive to the Learning Hub at the start of the day and from school at the end of the school day.

Students can only leave after permission is granted by parents and they have signed out of the Learning Hub for a normal leave reason (e.g. sickness, appointment).

They cannot leave for lunch or drive other students during the school day.

Mr Daniel Rattigan – Principal

..... (Student Name)

I give permission for my son/daughter/ward to:

- 1. drive a vehicle to and from Learning Hub
Yes / No
- 2. take other students as passengers (listed below) to or from the Learning Hub

Yes / No

Please ensure that other students have permission from their parents before driving with your child.

The school's recommendation that a maximum of 2 passengers for journeys to or from Learning Hub should be adhered to. Parents acknowledge the risk of an accident increase with an increase of passengers

Names of Selected Passengers:

We realise the responsibilities and dangers associated with motor vehicles and agree to abide by the above. Any infringement with this agreement will result in all senior driving privileges being withdrawn.

Signed: _____
Student

Signed: _____
Parent /Guardian

Mobile No:

This form must be returned to Deputy Principal FINIGAN SDE before driving is allowed

Appendix 5 – Risk Management

Student behaviour support plan proforma

Name of student:		Year:		School:		Date:	
Behaviour Identification What behaviours cause the most concern?	Context What is the purpose of the behaviour? What can trigger the behaviour? When and where is the behaviour likely to occur? Other contributing factors?	Assess behaviour		Elimination or Control Measures Identify strategies for the environment, work practices and the student to: - Eliminate or minimise triggers - Manage the behaviour safely - Respond safely if behaviour escalates	Who	When	
Risk of injury to self from:							
Risk of injury to other students from:							
Risk of injury to employees from:							
Relevant additional information reviewed and attached:					<input type="checkbox"/> Yes		<input type="checkbox"/> No
Plan prepared by:		Position:	LaST	Date:			
Prepared in consultation with:	Learning Support Team		Communicated to:	Deputy Principal, Year Advisor, LST			
Monitor and Review: Monitor the effectiveness of controls and change if necessary. Review the behaviour assessment if an incident or a significant change occurs							



Appendix 6 – FINIGAN SDE Computer Policy



Appendix 7 – PDP Proforma



Performance & Development Plan

The following documentation is to be completed consistent with the requirements of the [Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools \(Jan 2015\)](#), which includes three phases: Plan, Implement and Review. These processes are based on the [Australian Professional Standards for Teachers](#), the [Australian Teacher Performance and Development Framework](#) and the [Australian Charter for the Professional Learning of Teachers and School Leaders](#).

TEACHER'S DETAILS	SUPERVISOR'S DETAILS	ANNUAL PERFORMANCE AND DEVELOPMENT CYCLE	
Name	Name	From	To
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
School/Work Location	Supervisor Work Location		
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>		

PLAN – Performance and Development Plan (PDP)

i. **Professional Goals** – Record at least three and no more than five goals

1	
2	
3	
4	
5	

ii. **Professional Learning** – Record the activities and resources needed to support the achievement of professional goals. (100 words maximum)

iii. **Evidence** – Record the types of evidence to be used to indicate progress towards achieving professional goals. (100 words maximum)

The teacher, executive or principal and supervisor are to sign below to indicate that the PDP has been sighted and the original has been retained by teacher, executive or principal.

Teacher/Executive/Principal signature

Supervisor signature

Date

Date

Optional comment (see Note 1)

IMPLEMENT

The performance and development cycle is a dynamic process characterised by ongoing feedback, reflection and refinement. Record any adjustments made to the PDP to meet the professional learning needs of the teacher. (100 words maximum)

REVIEW

Self-Assessment

A self-assessment is to be conducted by teachers, executives and principals mid-way through the annual performance and development cycle. It provides for reflection on teaching and/or leadership practice, assessment of progress towards achieving professional goals, evaluation of professional learning, and for the PDP to be refined and adjusted if necessary. (200 words maximum)

The teacher, executive or principal and supervisor are to sign below to indicate that the self-assessment has been sighted and the original has been retained by teacher, executive or principal.

Teacher/Executive/Principal signature	Supervisor signature
<input type="text"/>	<input type="text"/>
Date	Date
<input type="text"/>	<input type="text"/>
<i>Optional comment (see Note 1)</i>	
<input type="text"/>	

Annual Review

At the end of the annual performance and development cycle, teachers, executives and principals participate in a structured discussion with their supervisor to facilitate a review on progress towards achieving professional goals. This will include an agreed written assessment, informing the next performance and development cycle. (200 words maximum)

The teacher, executive or principal and supervisor are to sign below to indicate that the Annual Review has been sighted and the original has been retained by teacher, executive or principal.

Teacher/Executive/Principal signature	Supervisor signature
<input type="text"/>	<input type="text"/>
Date	Date
<input type="text"/>	<input type="text"/>
<i>Optional comment (see Note 1)</i>	
<input type="text"/>	

Note 1: Where either party wishes to comment on the performance and development process, this should be recorded in the relevant section.

Note 2: The original copy of this documentation should be retained by the teacher, executive or principal to whom it pertains. A copy should be retained and stored securely at the workplace. Documentation practices should be consistent with the NSW Department of Education and Communities' Record Management Program.

Appendix 8 – PDP Timeline

Appendix 9 – Misadventure form



Finigan School of Distance Education

T: 02 6210 5200

E: finigansde@det.nsw.edu.au

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HSC Assessment Policy

[← Assessment and reporting](#)

[HSC Assessment Policy](#)

[Year 10 Assessment Booklet](#)

[Year 11 Assessment Policy](#)

HSC Assessment Policy Booklet

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the state wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

[Assessment Policy Booklet \(PDF 326KB\)](#)

Appendix 10 – FINIGAN SDE Application Form



FINIGAN SCHOOL OF DISTANCE EDUCATION: LEARNING HUB APPLICATION PROCESS

Learning Hub Program Description

- Students are enrolled with Finigan School of Distance Education Centre (FSDE).
- Distance Education enrolment procedures are followed for all students.
- Wellbeing support systems are available, the Learning and Wellbeing Coach should be first point of contact to discuss support plans.

The Eligibility Criteria

- Students enrolled in Finigan School of Distance Education may be supported by placement at a Learning Hub. An invitation process will include consultation with the student, parents/guardians and FSDE staff. Student services personnel may also be included.
- Students/parents will need to complete an application form which will be submitted with the access request

Attendance Procedures

- Students are required to attend the Learning Hub during designated times of their contract.
- If a student is unable to attend he/she is expected to contact the Learning Hub teacher.
- If a student is required to leave the premises throughout the day, the *DOE* Leave Pass procedure is followed i.e. permission from home is required verbally or in writing and a student receives a leave pass for that period of time.
- If a student's attendance, work requirements or behaviour is unsatisfactory their position at the hub will be reviewed.
- Student attendance is recorded daily by the Learning Hub teacher.

Attendance at a Finigan School of Distance Education Learning Hub is by invitation **only**; it is not automatic on enrolment. It is considered a privilege to attend.

FINIGAN SCHOOL OF DISTANCE EDUCATION: LEARNING HUB APPLICATION FORM

Name: _____ Year: _____

Date of Application: _____

School previously attended: _____

Contact at School: _____ Position: _____

Ph: _____ Email: _____

Primary supervisor for DE: _____

Contact details: _____

	Reason for Hub placement/commitment to fulfil obligation to attend and engage
Student Comment	
Supervisor Comment	
School Support	

Student signature

Supervisor signature

School representative signature

Appendix 11 – Transition Plan Templates



Finigan School of Distance Education - Transition Plan

Student:		DOB:	
Consulted:			

Activity	Time	Responsibility	Additional Comments/Review
Apply for Distance Education, accessed via the Learning Hub	Term 3 2019	DP/Principal	
Offer flexible classes and timetabling to allow student to participate in practical electives including	Term 4 2019	DP	
Maintain contact with Year Advisor	2/3 times per term	YA	
Invite student to relevant school excursions and sports carnivals	Ongoing	YA	
Invite student to special events for year group, including wellbeing days, guest speakers and whole-school events.	Ongoing	YA	
Ensure the Careers Advisor liaises with student regarding work placement/work experience and Year 11 subject selection	Once per term	Careers Advisor	
Encourage and support student to engage in school counselling, as required	Once per term	SC	
Collaborate with student and family when he transitions back into school	Term 3 + 4 2020	DP, YA, SC	
Visit student on a regular basis at the Learning Hub	2/3 times per term	DP, YA	
Discuss student's learning progress and individual needs at LST meetings	Ongoing - as required	DP, Learning Hub	
Keep student enrolled as a base enrolment and share with DSOE/Finigan	Ongoing	Principal	

Take student to all necessary appointments and provide the school with any relevant documentation	Ongoing - as required	Parent	
Engage with the school and the Learning Hub in the transition process	Term 3 2019 and ongoing	Parent	
Acknowledge that this is a short term enrolment of maximum 200 days (or until date stated in this plan)	Term 3 2019	Parent, Student	
Ensure that he engages with all classes via Distance Education and meet requirements	Ongoing	Student	
Engage positively in work placement /work experience	Term 1 2020 and ongoing	Student	
Engage positively and responsibly with school events	Ongoing	Student	
Communicate with his/her family and school as to what he feels meets his learning and wellbeing needs most effectively.	Ongoing, IEP meeting and review	Student	

It is understood that this enrolment is conditional on all above points being met by all parties. Estimated return to school date: Term 1 2020.

SIGNATURES		
Student:	Parent:	School Representative:
Date:	Date:	Date:

Finigan School of Distance Education - Transition Plan

Student: Click or tap here to enter text.

Consulted: Click or tap here to enter text.

High School will:

- Apply for Distance Education, accessed via the Learning Hub
- Offer flexible classes and timetabling to allow student to participate in practical electives including
- Maintain contact with Year Advisor
- Invite student to relevant school excursions and sports carnivals
- Invite student to special events for year group, including wellbeing days, guest speakers and whole-school events.
- Ensure the Careers Advisor liaises with student regarding work placement/work experience and Year... subject selection
- Encourage and support student to engage in school counselling, as required
- Collaborate with student and family when he transitions back into High School
- Visit student on a regular basis at the Learning Hub
- Discuss student's learning progress and individual needs at LST meetings
- Keep student enrolled as a base enrolment and share with DSOE/Finigan

Parent/carer will:

- Take student to all necessary appointments and provide the school with any relevant documentation
- Engage with the school and the Learning Hub in the transition process
- Ensure student engages with Distance Education work
- Acknowledge that this is a short term enrolment of maximum 200 days (or until date stated in this plan)

Student will:

- Ensure that he engages with all classes via Distance Education and meet requirements
- Engage positively in work placement /work experience
- Engage positively and responsibly with school events
- Communicate with his/her family and school as to what he feels meets his learning and wellbeing needs most effectively.

It is understood that this enrolment is conditional on all above points being met by all parties. Estimated return to school date is beginning of.

Signatures to agreement:

Parent:	Student:	School Representative:
Date:	Date:	Date:

Appendix 12 – FINIGAN SDE Student Agreement



Finigan School of Distance Education Learning Hub Attendance Agreement

The Learning Hub provides an alternative education setting for students who are unable to attend school full-time due to various support needs. Students are recommended for enrolment in the centre by the school Learning Support Team.

The centre has a small number of students, led by a qualified Teacher and a Student Learning Support Officer [SLSO], who work in a more comfortable environment away from the main campus. The school works in partnership with outside agencies to provide additional support for students.

The centre is open three days (Tuesday, Wednesday and Thursday) a week from 9am to 2pm.
..... will be expected to attend the centre fromam tillpm for
..... Term/sfor consideration of his/her enrolment and attendance at the centre in 201....

The student will:

- Behave in accordance with the Department guidelines and expectations.
- Maintain a satisfactory attendance rate and be punctual.
- Attend live lessons.
- Obey teacher instructions at all times.
- Complete all assigned work and submit it on time.
- Participate in practical activities.
- Seek assistance when experiencing difficulty.

The parent will:

- Obtain and complete the documentation needed for Learning Hub enrolment.
- Communicate with the schools about any change in circumstances.
- Notify the centre of any absences and be responsible for the student when not attending.
- Be available to collect the child in case of misbehaviour or emergency.
- Work in partnership with the school to achieve the student’s educational goals.

The school will:

- Provide access to Distance Education courses through Finigan School of Distance Education.
- Develop an individual learning plan to best meet the student’s needs and transition pathways.
- Ensure eligibility for the award of the RoSA and HSC.
- Continue to provide access to counselling and support services, such as school to work programs.
- Communicate regularly with the parent about the student’s progress.

Date:

Student name:	_____	Signed:	_____
Parent name:	_____	Signed:	_____
Deputy Principal:	_____	Signed:	_____

Appendix 13 – FINIGAN SDE Attendance Letters



24 October 2019

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

Dear Mr & Mrs Smith

Attendance Interview for _____ in Year _____ Student SRN _____

I refer to the attendance of your child, _____, at school.

_____’s pattern of attendance has again been reviewed and despite the school’s actions, _____’s lack of attendance remains a serious concern.

The Education Act (1990) requires parents ensure that children of compulsory school age attend school each day it is open for instruction.

Regular attendance at school is essential if _____ is to achieve his educational best, and increase his career and life options. It is important that we work together to improve _____’s attendance at school. School staff remain committed to working in partnership with you to address the issues which are preventing _____’s from full participation at school.

As a result of _____’s unsatisfactory attendance, yourself and _____ are required to attend an interview at the school on _____. During the interview we will develop a plan to improve _____’s future attendance.

Yours sincerely

Deputy Principal
Kylea Rowing

24 October 2019

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

Dear Mr & Mrs

Home School Liaison Letter for _____ in Year _____. Student SRN _____

I refer to the attendance of your child, _____, at school.

At a recent school Learning and Support Team meeting _____'s pattern of attendance was reviewed and despite the school implementing a number of interventions _____'s lack of attendance remains a concern.

Regular attendance at school is essential if _____ is to achieve his/her educational best, and increase his/her career and life options. School staff remain committed to working in partnership with you to address the issues which are preventing _____'s full participation at school.

As a result of _____'s unsatisfactory attendance I am required to make an Application for Home School Liaison Support to the local Educational Services Team for their consideration of further action. The Home School Liaison Program manager may allocate an attendance officer to work with you and the school to develop an Attendance Improvement Plan.

I would like to remind you that the Education Act (1990) requires parents ensure that children of compulsory school age attend school each day it is open for instruction. If you do not meaningfully engage in the Attendance Improvement Plan, or there is no improvement in _____'s attendance during this time, the Department of Education and Communities may consider further action such as an application to the Children's Court for Compulsory Schooling Orders.

It is important that we work together to improve _____'s attendance at school.

Yours sincerely

Deputy Principal
Kylea Rowing



24 October 2019

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

Dear Mr & Mrs Smith

At Finigan School of Distance Education we aspire to see all our students achieve their educational best and increase their life and career options.

It has come to my attention that your child _____ has been absent from school on a number of occasions and we are concerned about the impact the absences are having on his learning and academic progress.

You are invited to contact me on the phone number listed below to discuss how Finigan School of Distance Education can support _____ in addressing attendance concerns. Alternatively, you may want to contact the school and speak to one of our attendance officers to explain your child's absences that relate to leave or illness.

Finigan School of Distance Education recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support _____ to fulfil their life opportunities.

Yours sincerely

Deputy Principal
Kylea Rowing

24 October 2019

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

Dear Mr & Mrs Smith

7th June 2019

Dear Mr & Mrs

Attendance Warning Letter for in Year . Student SRN:

I refer to the attendance of your child _____ at school.
Recently, _____'s pattern of attendance was reviewed and despite the school's actions,
_____ 's lack of attendance remains a concern.

Regular attendance at school is essential if is to achieve his/her educational best, and increase his/her career and life options. School staff remain committed to working in partnership with you to address the issues which are preventing's full participation at school.

As a result of _____'s unsatisfactory attendance, I request that you contact the school to arrange an appointment with myself, the Learning and Well-being coach and a member of the Learning Support Team to develop a plan to improve _____'s attendance.

I would like to remind you that the Education Act (1990) requires parents to ensure that children of compulsory school age attend school each day it is open for instruction. It is important that we work together to improve _____'s attendance at school.

Kind regards

Deputy Principal
Kylea Rowing

Appendix 14 – Learning Hub Student Review



Finigan School of Distance Education Learning Hub- Student Review

1. What issues that resulted in placement in the Learning Hub?

2. What evidence is there that these issues have been resolved?

3. What support is needed to return to school?

4. What is the transition plan for return to school in relation to:
 - a. Curriculum
 - b. Mental health
 - c. Peer relationships
 - d. Support and counselling
 - e. Attendance

5. Support for transition back to school has been gained from:

a. LST	Y / N
b. Family	Y / N
c. Year Advisor	Y / N
d. Outreach teacher	Y / N
e. Psychologist	Y / N

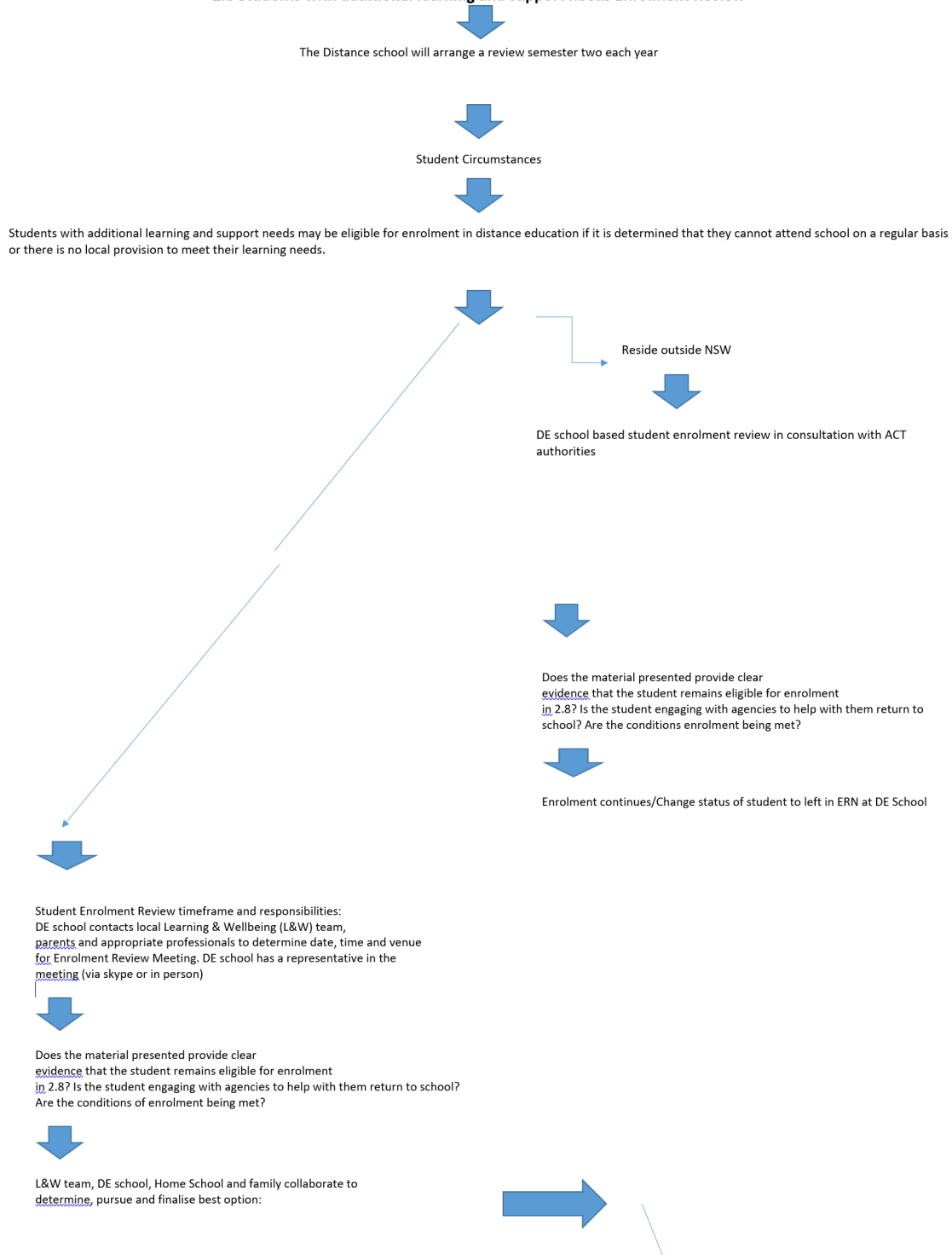
6. Anything else you would like to share?

Appendix 15- School Counsellor referral process and referral form

Appendix 16 – Review Form 2.8



2.8 Students with additional learning and support needs Enrolment Review





Remain in DE context until next review



Students in years K-9

- must enrol in an appropriate educational setting
- DE school creates access request for specialist setting

Students in year 10:

- enrol in an appropriate educational setting
- year 10 TAFE equivalent
- apprenticeships/traineeships
- or DE school creates access request for specialist setting

Students under 17 who have completed Year 10:

- enrol in a school
- or DE school creates access request for specialist setting
- school/TAFE/work combination
- work full time minimum 25 hours full-time TAFE or other training



Confirmation of enrolment elsewhere or evidence of participation in alternate pathway



Change status of student to left in ERN at DE School if agreed returning to Home School or taking up another educational option.

Appendix 15 – Review Form 2.9



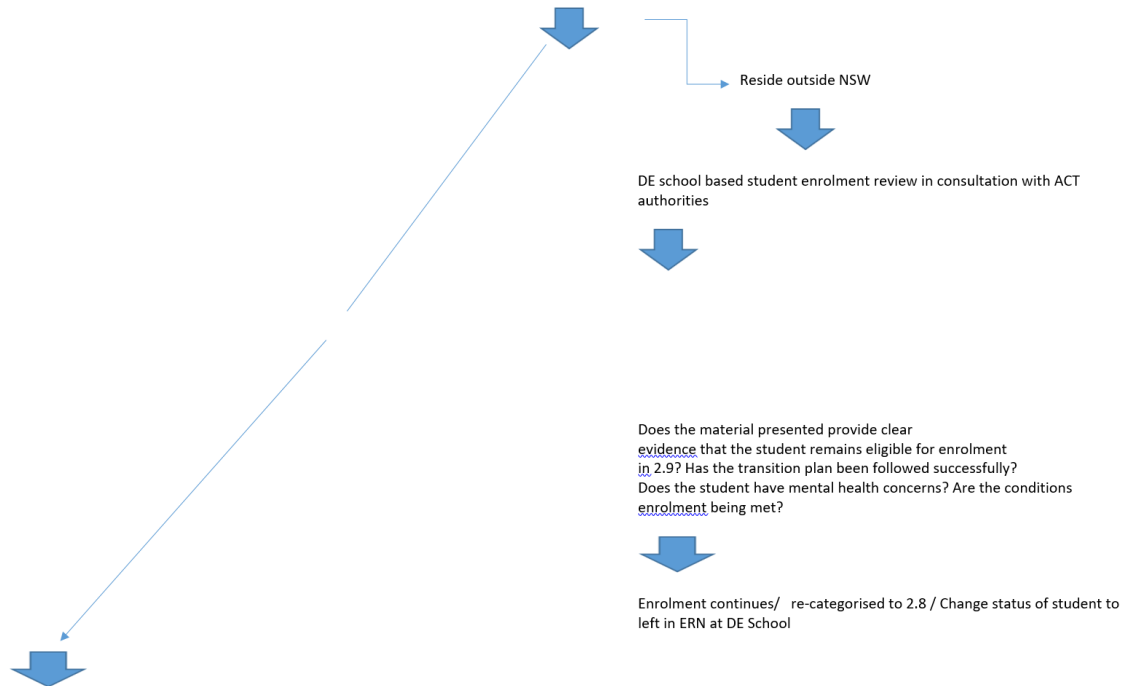
2.9 Transition Student Enrolment Review

The home school will arrange a transition review with the distance education school at least three months before the return to school.

Student Circumstances

Students, for whom an assessment indicates that they cannot attend their local government school on a regular basis

This provision can only be accessed as part of a managed transition strategy between the local government school and the distance education school where the purpose is to return to the local school or to facilitate participation in further education or employment.



Student Enrolment Review timeframe and responsibilities:
Home school contacts DE school, local Learning & Wellbeing (L&W) team, parents and appropriate professionals to determine date, time and venue for Enrolment Review Meeting. DE school has a representative in the meeting (via skype or in person)

Does the material presented provide clear evidence that the student remains eligible for enrolment in 2.9? Has the transition plan been followed successfully? Does the student have mental health concerns? Are the conditions of enrolment being met?

L&W team, DE school, Home School and family collaborate to determine, pursue and finalise best option:

Evidence gathered by DE School Counsellor and Home School Counsellor to support enrolment at DE under 2.8. and discon generated. LaST at home school to create access request for new category and submit to L & W team.

Students in years K-9

- must enrol in an appropriate educational setting
- DE school creates access request for specialist setting

Students in year 10:

- enrol in an appropriate educational setting
- year 10 TAFE equivalent
- apprenticeships/traineeships
- or DE school creates access request for specialist setting

Students under 17 who have completed Year 10:

- enrol in a school
- or DE school creates access request for specialist setting
- school/TAFE/work combination
- work full time minimum 25 hours full-time TAFE or other training



Confirmation of enrolment elsewhere or evidence of participation in alternate pathway



Change status of student to left in ERN at DE School if Agreed returning to Home School or taking up another educational option.

