



Broadmeadows Valley Primary School EXTERNAL PROVIDERS POLICY

RATIONALE:

All students have the right to feel and be safe in the framework of programs offered by external providers on Broadmeadows Valley Primary School grounds, before, during or after school hours. External providers may be engaged to deliver specific activities or support whole programs inside or outside of school hours. They may provide expertise in a certain activity and can form a valuable addition to a school program.

AIM:

To enable students to further their learning by complementing and enhancing classroom lessons with the provision of experts and resources from outside the immediate school community.

IMPLEMENTATION:

- Within school hours students, will attend programs offered by external providers only with the express prior written consent of their parents.
- Students who do not attend an activity provided by an external provider within school hours will be appropriately supervised in an alternative learning space, with an appropriate learning activity.
- For each external provider the school is responsible for sighting and keeping on file a copy of:
 - Working with Children card.
 - Police check (if appropriate)
 - VIT registration (if appropriate)
 - Appropriate qualifications (if appropriate)
 - Appropriate individual indemnity/public liability insurance.
 - Signed acknowledgement of BVPS Child Safety Code of Conduct or equivalent documents
 - Evidence of informed parental consent relating to the supervision of their children.

PROVISION OF EXTRA CURRICULAR ACTIVITIES:

- The School Council will approve external providers for extra-curricular purposes.
- Co-ordination of the external providers will rest with the Principal Class Officers or their delegates who will ensure all external providers meet all regulatory requirements.
- External providers approved/accepted by the school will:
 - Be appropriately qualified or trained for the specific activity
 - Evaluate their programs or presentations on a regular basis
 - Be cost effective
 - Be consistent with school policies
 - Be inclusive
- The School Council reserves the right to change arrangements.

APPENDIX

DEECD Guidelines for Working with External Providers

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

External providers assist with drug education and intervention, including the provision of parent information, learning and development opportunities for staff, classroom support for teachers, and referral of and counselling for students. The following checklists and guidelines are provided to help schools get maximum benefit from the input of external providers.

Support agencies approved/accepted by the School must:

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

Teacher checklist:

- Planning session with the presenter been conducted?
- Can people within the school provide a similar service?
- Do you have the support of the principal, the staff and the relevant committees?
- Have parents been consulted?
- Does the support agency teach drug education in the context of the Health and Physical Education curriculum?
- Have the age and developmental level of the students, the content and the resources been considered?
- Will feedback be given to the presenter?
- Has the support agency been given a copy of the school's drug education statement and the classroom program?
- What are the costs?

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

Qualified or Trained External Providers:

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

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

- Avoid using drug related testimonials
- Avoid using an 'information only' approach

- Understand what constitutes an effective drug education program
- Link learning with educational outcomes as outlined in the school program
- Provide ongoing support rather than the one-off session
- Engage in planning with the teacher
- Enhance the central role of the teacher
- Have knowledge of the Years 1-10 Health and Physical Education
- Include a component on personal skill development

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

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

Evaluation:

This policy will be reviewed as part of the school's four year review cycle.

Ratification

This school policy was ratified at the Broadmeadows Valley Primary School Council meeting on
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School Council President _____

Principal _____