

Mandatory All-Staff
Training program

MAST

Key messages guide 2022

for contractors, volunteers, visitors, preservice teachers and other adult students on placements





Supporting reconciliation

Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.



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Introduction

People come to our schools and offices for different reasons. And we want them all to return home safely, confident they haven't harmed themselves or anyone else during their visit.

We're committed to maintaining a safe environment for everyone.

So we've created this guide to make sure you understand your responsibilities as a contractor, visitor, volunteer, preservice teacher or other adult student on placement. We want you to not only feel safe while visiting our facilities, but also know how to ensure you don't harm yourself or anyone else.

Not sure whether you're a contractor, visitor, volunteer, preservice teacher or a student on placement? Here's how we define the terms for this guide.

<p>Contractor</p>	<p>Are you an electrician, plumber, garden maintenance, school chaplain or IT/AV supplier? Then you'll be classed as a contractor.</p> <p>A contractor is anyone contracted to perform specific tasks for the department. And those tasks include both operational and professional services.</p> <p>Note: If you're a Building Asset Services (BAS) contractor then you don't need to complete this guide. Your valid BAS induction card shows you're compliant and can work at a departmental location.</p>
<p>Visitor</p>	<p>Are you a speech pathologist, school-based youth health nurse, sports coach or religious instructor? Then you'll be classed as a visitor.</p> <p>A visitor is anyone who regularly provides a service to a school or the department.</p>
<p>Volunteer</p>	<p>Do you work in a school tuckshop, uniform shop or bookshop? Are you a P&C member, community volunteer, mentor for students or parent helper? Then you'll be classed as a volunteer.</p> <p>A volunteer is anyone who works for free under the direction and supervision of the school and/or an established agreement.</p>
<p>Preservice teacher/other adult student on placement</p>	<p>Are you enrolled and studying with a higher education institution in a university or vocational education program? Then you'll be classed as a preservice teacher or other adult student on placement.</p> <p>A preservice teacher or other adult student on placement is anyone undertaking a course of study and who needs to complete a professional experience, practical or clinical placement in order to meet the requirements of their tertiary degree, award program or award qualification.</p> <p>Note: It does not include students enrolled at a school.</p>

Even if you're not classed as any of these, you may still need to complete this guide for your supervisor, manager or principal.

Here's what you need to do.

1. Read this guide.
2. Complete the Declaration section, which you'll find on the last page. Don't forget to fill out the relevant section of the Record of Completion form.
3. The supervisor, manager or principal at the location you're visiting will verify your Declaration and complete the other section of the Record of Completion form. (If you've visiting a school, they'll also stamp it.)
4. Once your Record of Completion form is complete, you can use it to visit our schools and offices for 12 months. Simply show the form, and then write your details in the Attendance register (which the supervisor, manager or principal will provide).

And keep this guide handy for future reference.



Working ETHICALLY

This module will give you the information to act in accordance with the Code of Conduct for the Queensland public service and the department's Standard of Practice.

1. You need to follow the Code of Conduct for Queensland Public Service (the Code)

<ul style="list-style-type: none"> The Code contains the fundamental principles and values of ethical behaviour. 	<ul style="list-style-type: none"> The standards of conduct in the Code outline the ethical behaviours you need to exhibit.
<ul style="list-style-type: none"> The Code acts as a reference point to guide your behaviour. 	<ul style="list-style-type: none"> It is your responsibility to comply with all aspects of the Code.

2. These are your five areas of responsibility

<ul style="list-style-type: none"> Act in a way that upholds the Code's standards of conduct. 	<ul style="list-style-type: none"> Follow the department's policies and procedures.
<ul style="list-style-type: none"> Act ethically and responsibly. 	<ul style="list-style-type: none"> Make sound judgements when fulfilling your duties.
<ul style="list-style-type: none"> Be accountable for your actions and decisions. 	

3. Follow the fundamental principles of ethical behaviour

<ul style="list-style-type: none"> Make appropriate use of official resources. 	<ul style="list-style-type: none"> Discuss with your supervisor if you feel there's a conflict of interest with your work in the department.
<ul style="list-style-type: none"> Refuse a gift or benefit from a colleague if it is likely to affect or could be perceived to affect how you perform your duties. 	<ul style="list-style-type: none"> Before taking an action think about how it will affect the human rights of people around you.
<ul style="list-style-type: none"> Speak up if something doesn't seem right. You have an obligation to report any conduct that goes against the Code. 	

Here are some examples of breaches of the Code

- A volunteer at a school takes photos of lists with names of parents and their contact details. The volunteer uses the details to send marketing information to the parents.
- A consultant discusses a student's issues with another parent, criticising how the school dealt with the student. They also call the student's parents to offer their opinion.
- A preservice teacher posts details of a classroom incident on social media, including the name of the school and the students involved.
- A contractor takes the school's gardening equipment home for the weekend to work on their own garden.

Further information

Code of Conduct for the Queensland Public Service

<https://www.forgov.qld.gov.au/working-in-the-public-service/conduct-and-performance/code-of-conduct-for-the-queensland-public-service>

Department of Education Standard of Practice

<https://qed.qld.gov.au/workingwithus/induction/workingforthedepartment/inductionandonboarding/Document/code-of-conduct-standard-of-practice.pdf>





Working SAFELY

This module will give you the information to keep yourself, others and your workplace safe. It also talks about your responsibilities for keeping students out of harm's way and your Blue Card requirements.

1. You have a legal obligation under the *Work Health and Safety Act 2011*

<ul style="list-style-type: none"> Take care of your own health and safety and that of others. 	<ul style="list-style-type: none"> Participate in health and safety activities.
<ul style="list-style-type: none"> Report incidents and hazards to your supervisor immediately. 	<ul style="list-style-type: none"> Talk to your supervisor or principal if you identify something that you think is unsafe or is a health and safety issue.

2. Follow all health and safety instructions

<ul style="list-style-type: none"> Take part in any safety audits or emergency drills. 	<ul style="list-style-type: none"> Wear Personal Protective Equipment (PPE) when required.
<ul style="list-style-type: none"> Follow our health, safety and wellbeing procedures (including asbestos containing material (ACM) in your school or workplace). 	<ul style="list-style-type: none"> Complete site-specific or role-specific training as required.
<ul style="list-style-type: none"> Always obtain a Work Area Access Permit (WAAP) from the school office before any maintenance, installation, refurbishment and construction related works of any description, no matter how small (including nailing, drilling, removing paint, etc.). 	

3. Report anything you notice that could pose a risk to yourself or someone's health and safety

<ul style="list-style-type: none"> Behave in a way that contributes to an inclusive and respectful work environment. 	<ul style="list-style-type: none"> We do not accept any form of bullying, harassment, violence or unlawful discrimination (in person or online).
<ul style="list-style-type: none"> Occupational violence and aggression (OVA) is any action, incident or behaviour that's considered unreasonable conduct. It may result in someone being threatened, harmed or injured. 	<ul style="list-style-type: none"> If you experience, witness or hear about any unreasonable behaviour that isn't consistent with the Code, you should report it to your supervisor as soon as you can.
<ul style="list-style-type: none"> Report any damage to our facilities to your supervisor immediately. This includes: <ul style="list-style-type: none"> damage or holes in walls or ceiling sheeting peeling paintwork or floor coverings damage due to wear and tear, weather or erosion. 	

Here are some examples of breaches of the Code

- A volunteer notices a spill in a hallway that could be a potential slip hazard. They manage to avoid it, but then carry on with their tasks without reporting it.
- A contractor at a school keeps working while the emergency siren is sounding. They are on a tight deadline, and think it's just a practice drill.
- A science teacher tells a practical placement student to wear safety glasses during a lesson. However, the practical placement student believes there's little risk of them being harmed and takes them off.
- An electrical contractor runs an extension cord across a corridor so they can keep working. They feel the job will be done quickly, so it is not necessary to put up any safety signage.
- A volunteer notices a teacher being threatened by another person. They ignore the situation instead of reporting it to their supervisor or the principal.



Further information

Work Health and Safety Act 2011

<https://www.legislation.qld.gov.au/view/pdf/2013-10-29/act-2011-018>

Department website for managing asbestos

<https://education.qld.gov.au/about-us/reporting-data-research/reporting/asbestos-management>

4. Student safety is our top priority

<ul style="list-style-type: none"> All children have the right to be protected from harm. 	<ul style="list-style-type: none"> Never do anything to intentionally harm a student – physically, psychologically or emotionally.
<ul style="list-style-type: none"> Employees and visitors in schools play an important role identifying and responding to child abuse and neglect. 	<ul style="list-style-type: none"> Our <i>Student protection procedure</i> outlines the responsibilities of employees and visitors.

5. Report any suspicions that a student has been harmed or is at risk of harm

<ul style="list-style-type: none"> Report your suspicions to the principal. 	<ul style="list-style-type: none"> Report them as soon as possible.
<ul style="list-style-type: none"> Provide any related documents or notes to the principal. 	<ul style="list-style-type: none"> Follow the <i>Allegations against employees in the area of student protection procedure</i> if your suspicions relate to a departmental employee (including the principal).

6. What to do if a student tells you they've been harmed

<ul style="list-style-type: none"> Stay calm. 	<ul style="list-style-type: none"> Listen to the student, and respond in a caring manner.
<ul style="list-style-type: none"> Let the student know you need to tell the principal, and that the principal will help to keep them safe. 	<ul style="list-style-type: none"> Report the matter as soon as possible.

Here are some examples of putting students at risk

- A clinical placement student notices a number of cuts on a student's arm. Later, they overhear the student telling a friend that he often cuts himself. They decide to do nothing because it's none of their business.
- A student tells a consultant she's been repeatedly beaten by her stepfather over the past few weeks. The consultant discusses the situation with the principal, but also talks about it over dinner with their own family.

7. Communicating with students

<ul style="list-style-type: none"> Always act with the highest integrity. 	<ul style="list-style-type: none"> Don't give any student your contact details, and never ask for theirs.
<ul style="list-style-type: none"> Never <ul style="list-style-type: none"> call or text a student using your personal or work phone email a student (using any email account) arrange to meet a student face to face or online. 	<ul style="list-style-type: none"> Don't communicate with/contact students on any social media platform.

Further Information

Student protection procedure

<https://ppr.qed.qld.gov.au/education/community/Pages/Student-Protection.aspx>

Allegations against employees in the area of student protection procedure

<https://ppr.qed.qld.gov.au/pp/allegations-against-employees-in-the-area-of-student-protection-procedure>

Further examples of putting students at risk

- A contractor working in a high school talks to some senior students about what they do outside school. They ask the students if they can spend some time together over the weekend.
- A volunteer gives their mobile number to a student who is clearly having issues at home.
- A preservice teacher chats with school students about a common interest, and arranges to share photos on social media.
- A consultant working in the school notices a student being isolated by the other students. They think getting the student involved in a group they're part of might help. They ask for the student's contact details so they can discuss it with the student's parents.

8. Your Blue card requirements

The blue card system – Queensland's Working with Children Check, assesses a person's eligibility to work or volunteer with children based on their national criminal history and other disciplinary and police information.

- Present your blue card to staff **before you start** (unless you are exempt or don't require a Blue card) so it can be:
 - validated online with Blue card services
 - cross-checked with your photo ID.
- Inform the school immediately if:
 - your blue card status changes
 - you cannot or no longer able to volunteer or work for the department.

9. Do I need a Blue card?

- You will need a working with children authority if you work or volunteer with children under one of the 15 categories of regulated employment in the Working with Children (*Risk Management and Screening*) Act 2000 and you are likely to work with children for more than seven (7) days* in a calendar year.

** All preservice teachers, other adult students on placements, school-based volunteers (excluding parent volunteers) and trainee students in regulated employment are considered to meet the seven (7) day threshold.*

10. What is a working with children authority?

- A working with children authority means a working with children clearance (commonly referred to as a blue card) or a working with children exemption (commonly referred to as an exemption card). The categories which primarily relate to the department are:
 - Schools
 - Education and care services and similar employment (OSHC services and Kindergartens)
 - Child accommodation services including home stays

- Schools – boarding facilities.

Different rules apply to each of these categories and whether you need a working with children authority will depend on the following factors:

- the environment
- the activity
- frequency.

Always check with Blue card services (1800 113 611) for blue card requirements.

11. How will I know if I am working or volunteering in restricted employment?

- Some people *can* work with children even though they don't have a blue card, such as:
 - a volunteer parent
 - a volunteer who's under 18
 - paid or unpaid staff who work in child-regulated employment for no more than 7 days in a calendar year.

These people fall into a category known as 'restrictive employment', which gives them an exemption from needing a blue card.

12. How will I know if I am a restricted person?

- A restricted person is *not eligible to work or volunteer with children*. They've been deemed a 'restricted person' because they:
 - have been issued with a negative notice
 - have a suspended blue card
 - are a disqualified person
 - have been charged with a disqualifying offence that hasn't been finalised.

These people cannot be given an exemption under the terms of 'restrictive employment'.

Which means we can't have a restricted person working in our schools as an employee or volunteer. If we did, we'd be breaking the law.

13. What are my Blue card responsibilities?

- If you are a restricted person, you must not start or continue to work or volunteer in restricted employment. If you currently work or volunteer in restricted employment, you must *immediately* stop.
- If you are not sure if you are a restricted person, you can contact Blue Card Services on 1800 113 611 for more information.
- At the end of this document, you will need to declare that you are not a restricted person. If your status changes, or if you are no longer able to volunteer or work for the department you must advise your supervisor immediately.

Remember: It's an offence for a restricted person to start or continue working or volunteering in restricted employment. The maximum penalty is \$66,725 (500 penalty units) or 5 years in prison.

Restricted person scenarios

Scenario 1

A consultant who provides an essential service for children has had their blue card suspended. They are working with children for under 7 days in a calendar year. Can they continue to work with the school?

Answer

No. They are a restricted person as their blue card has been suspended. Although they are working not more than 7 days in a calendar year, they cannot rely on the restricted employment exemption. It is an offence for a restricted person to start or continue working or volunteering in restricted employment.

It is also an offence for an employer to employ or continue to employ a restricted person in restricted employment if they know (or should reasonably know) that they are a restricted person.

Scenario 2

A person was previously convicted of a disqualifying offence, and is now a parent of a child in primary school. They want to volunteer at their child's school, reading with the students and working at the tuckshop. Can they rely on the volunteer-parent exemption to volunteer with reading and tuckshop at the school?

Answer

No. They are a restricted person because they were convicted of a disqualifying offence. Although they are seeking to volunteer in their child's school as a volunteer parent, they cannot rely on the restricted employment exemption.

Further information

Blue Card Services fact sheets

Rights and obligations of blue card holders

https://www.publications.qld.gov.au/dataset/blue-card-system-changes/resource/8ffd282e-dc69-491b-8810-672371e649af?truncate=30&inner_span=True

Contractors and tradespeople

https://www.publications.qld.gov.au/dataset/blue-card-system-changes/resource/add37001-b95f-460e-bfa2-395b841f56a7?truncate=30&inner_span=True

Restricted person and restricted employment

<https://www.publications.qld.gov.au/dataset/blue-card-system-changes/resource/138ea044-0a74-4b84-b25f-aab8a3d4b949>

Blue card services – 1800 113 611

<https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/blue-card/contacting>

Department of Education policies and procedures

Working with children authority procedure

<https://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure>

Working with children authority guidelines

<https://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure>

Flowchart – Blue card requirement for contractors / tradespersons working in schools

<https://ppr.qed.qld.gov.au/attachment/flowchart-blue-card-requirements-for-contractors-tradesperson-working-in-schools.pdf>





Working TOGETHER

This module will give you the information to help you celebrate diversity and create inclusive workplaces.

1. We've made a commitment to create inclusive and diverse workplaces where everyone feels they belong

<ul style="list-style-type: none"> We want you to feel heard, valued, and safe to bring your whole self to work. 	<ul style="list-style-type: none"> We value your contribution to our decisions and direction.
<ul style="list-style-type: none"> When everyone feels valued for their diversity and comfortable about being themselves, and supported in our roles, we all connect better with each other and have a sense of belonging. 	

2. We all have a role to play

<ul style="list-style-type: none"> Encourage different perspectives when solving problems. 	<ul style="list-style-type: none"> Check your assumptions about a person's ability, experience and potential.
<ul style="list-style-type: none"> Make reasonable workplace adjustments so employees have the support and resources they need to do their job. 	<ul style="list-style-type: none"> Show respect for the Traditional Custodians of the land where you're having your meeting by conducting an Acknowledgement of Country.
<ul style="list-style-type: none"> Take a moment to consider what we assume about people who aren't like us, and how these assumptions can create barriers. 	

Here are some examples of inappropriate behaviour

- An adult student on professional experience placement in a classroom uses racist language when referring to another student.
- A contractor speaks aggressively to a colleague when they disagree on how to solve a problem.
- A consultant refuses to work with people from other ethnicities.

Further information

Anti-Discrimination Act 1991 (Qld)

<https://www.legislation.qld.gov.au/view/pdf/2017-06-05/act-1991-085>

Multicultural Recognition Act 2016 (Qld)

<https://www.legislation.qld.gov.au/view/pdf/inforce/current/act-2016-001>

Disability Discrimination Act 1992

<https://www.legislation.gov.au/Details/C2018C00125>





Protecting our INFORMATION

This module talks about your responsibilities for protecting the department's information.

1. Treat official information with care

<ul style="list-style-type: none"> • Use it only for its intended purpose. 	<ul style="list-style-type: none"> • Stop and think before sharing information with others.
<ul style="list-style-type: none"> • Keep it secure and protected. 	<ul style="list-style-type: none"> • Follow all access control procedures.

2. You have an obligation to keep our information secure

<ul style="list-style-type: none"> • Treat all information as confidential. 	<ul style="list-style-type: none"> • Comply with relevant procedures.
<ul style="list-style-type: none"> • Ensure information stays on site. 	<ul style="list-style-type: none"> • Report any suspicion of or known security threats.

3. Follow our procedures when handling information to avoid potential risks

<ul style="list-style-type: none"> • Comply with all directions and instructions. 	<ul style="list-style-type: none"> • Maintain records correctly.
<ul style="list-style-type: none"> • Stop and think before taking any action. 	<ul style="list-style-type: none"> • If you're not sure whether you should take a particular action, ask your supervisor.

Here are some examples of inappropriate use of information

- A volunteer gives a student's contact details to a person claiming to be the student's father without checking with anyone first.
- A consultant working in a school sees that someone has left the behaviour report of a student they know on the photocopier. They make a copy of the report and take it home.
- A preservice teacher receives the answers to a school exam, and shows them to a student they have gotten to know.
- A contractor tells a friend about upcoming work at a departmental facility (including details of the proposed budget) so they know exactly what to quote for doing the work.

Further information

Information Privacy Act 2009

<https://www.legislation.qld.gov.au/view/pdf/2012-07-01/act-2009-014>

Appendix 1: Student protection fact sheet for contractors, volunteers, visitors, preservice teachers and other adult students on placements

For Queensland state schools, there is no higher priority than the safety and wellbeing of our students.

This fact sheet provides information about:

- your responsibility to report all suspicions of harm or risk of harm to students
- what you need to remember about your own behaviour
- the reporting obligations of school staff members.

Contractors, volunteers, visitors, preservice teachers and other adult students on placements include people who have contact with students online or away from a school site to provide services to the school.

What are my student protection responsibilities?

You need to:

- complete student protection training as directed by the principal of every school you visit or provide services to
- report all suspicions of harm or risk of harm to a student, formed in the course of your duties, to the principal as soon as possible
- discuss any suspicions of student sexual behaviours or relationships (including sexting) with the principal.

What is 'harm'?

Harm is any significant detrimental effect on a student's physical, psychological or emotional wellbeing. Harm can be caused by:

- sexual abuse
- physical abuse
- emotional abuse
- neglect.

A student can be harmed by:

- someone they know
- a stranger
- a Department of Education employee
- another student
- themselves.

When do I need to report?

You must report to the principal as soon as you become aware or suspect a student has been harmed or is at risk of harm in the course of your duties.

'In the course of your duties' means whenever you're performing paid work, volunteer duties or duties as part of a preservice placement for the Department of Education. This includes activities:

- on school sites
- during excursions, camps and other extracurricular activities
- online.

You must also tell the principal if you become aware of or suspect any sexual behaviour or relationships involving students, including sexting.

How do I contact the principal?

Every school has a different process. However, you can usually contact the school office and ask to speak with the principal about a confidential matter. If you can't contact the principal, either ask to speak with the deputy principal or contact the relevant regional office.

What if my concerns relate to the principal?

If you suspect the principal or another departmental employee has harmed, is harming, or could potentially harm a student, refer to the *Allegations in the area of student protection procedure* to find out how to report your suspicions.

What do I need to remember about my own behaviour?

- **ALWAYS** interact professionally with students – even outside school hours
- **NEVER** intentionally harm a student – physically, psychologically or emotionally
- **NEVER** touch a student in a sexual way, or engage in any other inappropriate interactions with them.

What if I'm concerned about a student's online safety?

While the internet can be a great learning resource for students, it can also potentially expose them to:

- unwanted online contact
- cyberbullying
- violent or inappropriate content.

If you think a student has been harmed or is at risk of harm from these or other online activities, you must tell the principal as soon as possible.

A great way to stay up to date with online safety issues and advice is to visit the *eSafety Commissioner* website. There you'll find a guide on the key online safety issues for young people, as well as practical tips and advice on what to do if things go wrong. And if you need extra support, the *Online safety: A guide for parents and carers* has a list of services that can provide it.

How do school staff members report student protection concerns?

If you're a school staff member and suspect a student is experiencing sexual abuse or likely sexual abuse, you must tell the principal so they can report it to the Queensland Police Service (QPS).

You must also tell your principal if you suspect a student is experiencing physical, sexual, emotional abuse or neglect. If the student doesn't have a parent able and willing to protect them from harm, the principal can report it to Child Safety.

Our *Student protection procedure* and *Allegations against employees in the area of student protection procedure* explain how you can report student protection concerns in a way that meets your reporting obligations.

Further information

Allegations against employees in the area of student protection procedure

<https://ppr.qed.qld.gov.au/pp/allegations-against-employees-in-the-area-of-student-protection-procedure>

Student protection procedure

<https://ppr.qed.qld.gov.au/pp/student-protection-procedure>

Resources provided by the eSafety Commissioner

<https://www.esafety.gov.au/>

Additional support for online safety

<https://www.esafety.gov.au/sites/default/files/2019-09/English%20-%20Parents%20guide.pdf>

If you have any further questions or concerns about student protection matters, discuss them with the principal or contact the relevant regional office.

<https://education.qld.gov.au/contact-us/state-schools-regional-contacts>

If you have any questions or concerns about the conduct of a departmental employee, contact the Intake and Assessment team on (07) 3055 2950 or by email at intake@qed.qld.gov.au.

Appendix 2: Fact sheet for preservice teachers and other adult students on placements

If you're a preservice teacher or an adult student on a professional experience, practical or clinical placement, here's what you need to know in terms of your responsibilities, training and conduct.

How you'll be supervised while on your placement

- As you'll be performing your placement activities under the full supervision of the school's employees and officers, you and the school will need to negotiate a convenient start date and attendance times for the placement.
- You won't be paid for your placement. You're not expected to fill a position, relieve workloads or replace absent staff.
- Throughout your placement you'll be supervised by someone with the appropriate qualifications, experience and skills. If that person can no longer supervise you, the school will find another supervisor for you. If that's not possible, then you won't be able to continue your placement.

What are my responsibilities?

1. If you haven't read Appendix 1 yet, read that first. You need to meet all those requirements along with what we're about to tell you.
2. Act within the scope of the agreed tasks and activities of a preservice teacher or other adult student on placement.
3. Before you can start your school placement you need to hold a current blue card. This is a requirement under the *Working with Children (Risk Management and Screening) Act 2000*.
4. Present your blue card to staff **before you start** (unless you are exempt) so it can be:
 - validated online with Blue card services
 - cross-checked with your photo ID.
5. If your blue card status changes you need to let the school know immediately.
6. If you have relationships with any of the staff or students (or any other conflicts of interest) then you need to tell the school **before you start** your placement.
7. Give the school:
 - details of your preservice placement supervisor from your training institution or university.
 - any other documentation that's needed (e.g. proof that you've reached the necessary level of registration needed for your placement).
8. As part of your placement you'll need to complete all school-specific mandatory training such as:
 - the Key messages guide (this document)
 - asbestos training (optional for preservice teachers, and usually delivered by the principal at the start of each year)
 - fire and emergency response training
 - any health, safety and wellbeing training relevant to the area you'll be working in.
9. Make sure you know what to do (and who to tell) if:
 - you'll be absent on any day of your placement
 - your placement circumstances change in any way
 - you have any concerns about a student, especially relating to mental health
 - you need to report an incident or injury that happens during your placement.
10. Make sure you keep the school's information, business and activities confidential. This includes information that's verbal, written, electronic or in any other form.

Declaration

I've read the Mandatory All-Staff Training Key messages guide 2022, and now know:

- I need to work ethically, protect departmental information, work safely, and respond appropriately to any suspicion of student harm
- I need to follow the department's policies and procedures (including blue card requirements) as required
- where to get further information or support.


I also know the key messages guide Record of Completion:

- is valid for 12 months
- is recognised in all departmental facilities and schools
- can be used to show I have completed the Key messages guide.

Contractor, volunteer, visitor, preservice teacher or other student on placement to complete:

Name	
Signature	
*Name of Parent/ Caregiver	
Date	

*To be signed by a parent/caregiver if the preservice teacher or other student on placement is under 18 years of age.



Record of Completion		
The Mandatory All-Staff Training program Key messages guide 2022 is valid for 12 months from the date of issue		
Contractor, volunteer, visitor, preservice teacher or other student on placement	Principal or manager	School stamp
Name:	Name:	
Signature:	Signature:	
Date:	Date:	

If you have any questions or concerns about the information in this guide or completing the declaration, please speak to a supervisor, manager or principal.