Home-Based Educational

Support Program

**Application and Implementation Guidelines**





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# INTRODUCTION

## Background

In Victoria, education is compulsory for children aged between 6 and 17. All students are expected to attend normal school hours every school day of each term. In exceptional circumstances, however, the high needs of a student with disability, in combination with the fragility of their health may prevent them from attending school for a period of time.

Where a student is unable to attend their enrolled school for an extended period of time due to the nature and impact of their medical condition or disability and the risk to their health if they attend school, the school can assist the student to access and participate in school by:

* providing an educational program for the student which can be implemented in the home,
* maintaining an ongoing relationship with the student and their family; and
* supporting the student’s engagement with school and planning and implementing their transition back to school.

The Home-Based Educational Support Program provides reimbursement to schools in exceptional circumstances to enhance the outreach provided to maintain educational programs for students with disabilities with high needs and comorbid fragile health.

The school remains responsible for the educational program provided in the student’s home. It is not the intention of this program to provide an alternative to school attendance, nor to replicate the full range of supports provided by schools to facilitate a student’s access and participation. The program is not designed to fund reengagement programs or support the reengagement of a student who has disengaged from schooling. Provision of support through the Home-Based Educational Support Program is for a defined period of time, and is intended to support the student’s continued engagement with their educational program and return to school.

Please note that this program is only available for students enrolled in Victorian government schools. The following may be helpful in providing further information about alternatives to school attendance:

**Virtual School Victoria (formerly Distance Education)** [www.distance.vic.edu.au](http://www.distance.vic.edu.au/)

**Home Schooling** [www.education.vic.gov.au/parents/learning/Pages/home-school.aspx](http://www.education.vic.gov.au/parents/learning/Pages/home-school.aspx)

## Eligibility requirements

To be eligible for the Home-Based Educational Support Program, the student must:

* be of school age,
* be enrolled in a Victorian government mainstream or specialist school,
* meet the eligibility requirements for the Program for Students with Disabilities (PSD), and
* have current medical evidence (less than 12 months old) indicating that they are unable to attend school due to the severity of their disability in combination with a fragile health condition.

The home-based educational program must be developed by the Victorian government mainstream or specialist school in which the student is enrolled, in cooperation with the student’s parent/guardian/carer(s).

Regional Disabilities Coordinators are available to provide advice regarding support options for students with disabilities and health conditions, including eligibility requirements for the Home-Based Educational Support Program.

## Approved Resources

Home-Based Educational Support Program funding is available to assist schools to maintain the student’s engagement with their school-based educational program by providing home-based learning activities. These may be supported by:

* essential educational personnel (e.g. education support staff and specialist staff) for up to 2 hours a day of contact time; and
* essential educational equipment or technology to support access.

The Home-Based Educational Support Program does not provide funding for standard equipment and supports already available to students enrolled in the school (e.g. classroom teacher planning time and attendance at meetings, stationery), or non-education related supports such as health care (e.g. medical equipment, medical and disability care) or therapies funded through the National Disability Insurance Scheme.

Staff may be provided under this program to deliver educational materials and support to students. While at home, parents /carers remain responsible for supervision and care of their child.

## Additional Support Options

**Student Support Services Officers and Visiting Teacher Service**

Victorian government schools have access to a range of student support services, including psychologists, social workers, youth workers, speech pathologists and visiting teachers, to help cater for all students including those with disabilities. Referrals can be initiated by school Principals. For further information see:

[www.education.vic.gov.au/school/principals/spag/safety/Pages/studentsupport.aspx](http://www.education.vic.gov.au/school/principals/spag/safety/Pages/studentsupport.aspx)

**Engagement and Inclusion**

Victorian government schools have access to a suite of strategies, resources and supports to promote and maintain student engagement and inclusion. Students who face barriers to engaging in school, from vulnerable cohorts or who demonstrate challenging behaviours may need additional support and interventions to enhance their engagement, wellbeing and academic achievement. For more information, see:

<https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/default.aspx>

Regional Wellbeing and Engagement officers can provide support including, identifying community agencies that may be available to assist the child and family, assisting with placement in another school or a re-engagement program external to the school, and providing support to schools to broker solutions for complex individual cases.  To find your nearest Regional office, see: [Regions](http://www.education.vic.gov.au/about/contact/Pages/regions.aspx)

## Legal Obligations

**School Attendance**

In Victoria, school attendance is compulsory for children aged between 6 and 17 and all students are expected to attend normal school hours every school day of each term.

Parents are required to ensure their child attends school and to provide an explanation for their child's absence from school, and the principal must record in writing the reason (if any) given by the parent. The principal must be able to determine from the records if the excuse given was reasonable in terms of the parent meeting their legal obligations under the *Education and Training Reform Act 2006*. A principal should use their discretion in making this decision.

The School Attendance Guidelines provide advice for principals about managing non-attendance, including how to determine whether an absence can be excused, and how to respond to unexcused absences:

[www.education.vic.gov.au/school/principals/spag/participation/Pages/attendance.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/Pages/attendance.aspx)

**Disability discrimination legislation**

Schools have a positive obligation under both state and federal anti-discrimination legislation to make reasonable adjustments to enable students with disabilities to participate in and derive benefit from their education on the same basis as their non-disabled peers. Regardless of eligibility for the Home-Based Educational Support Program, schools remain responsible for making reasonable adjustments and providing an educational program for all students enrolled in their school. Schools are legally obliged to consult with parents of students with disabilities about the reasonable adjustments that are needed to assist a student to participate on the same basis as their peers

**Duty of care**

All school staff have a legal duty of care to all students to take reasonable steps to protect them from risks of injury that are reasonably foreseeable.

For further information on duty of care in the Schools Policy and Advisory Guide:

[www.education.vic.gov.au/school/principals/spag/safety/Pages/dutyofcare.aspx](http://www.education.vic.gov.au/school/principals/spag/safety/Pages/dutyofcare.aspx)

If schools have any questions regarding any legal obligations or other legal issues, they should contact the Legal Division on 9637 3146 or at [legal.services@edumail.vic.gov.au](mailto:legal.services@edumail.vic.gov.au).

# MAKING AN APPLICATION

## Student Support Group

The Principal must ensure that a Student Support Group is established and maintained to plan and implement the educational support program for any student with significant health and/or learning needs that impact upon their ability to participate in and access education. The Student Support Group represents a partnership in the educational planning process between the parent/guardian/carer(s), the student and the school.

The Student Support Group will have a key role in considering the appropriateness of a Home-Based Educational Support Program application. This includes consultation with the Principal on the educational adjustments required for the student and the nature of the resources required to support the program.

When making recommendations about the resources required to support a student through the Home-Based Educational Support Program, the Student Support Group should consider how the resources could best be used to:

* support the educational needs of the student, and
* assist the student’s return to school.

For further information refer to the Student Support Group Guidelines available at:

[www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx](http://www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx)

## Preparing an application in consultation with parents/carers and Regional Disabilities Coordinator

The Principal should consult with parents/carers in relation to the preparation of a Home-Based Educational Support Program application. The Principal will need to obtain relevant medical information from the parents/carers, and ensure that parent/carers have been provided with the Home-Based Educational Support Program Application and Implementation Guidelines. The Regional Disabilities Coordinator will provide advice about the scope of this program and the range of network, area and regional support available to the school and student.

Parents/carers must complete the consent section on the *Home Based Educational Support - Consent Form and Privacy Information* documentto accompany the school’s *Home-Based Educational Support Program* application.

## Offsite and Home Visit Risk management

The Principal is required to complete an Offsite and Home Visit Risk assessment where school staff or educational personnel are employed to work in the student’s home or a community setting.

Further guidance on Offsite and Home Visits is available at:

[www.education.vic.gov.au/hrweb/safetyhw/Pages/offsitevisits.aspx](http://www.education.vic.gov.au/hrweb/safetyhw/Pages/offsitevisits.aspx)

## Submitting the documentation

Applications must be submitted by the Victorian government school in which the student is enrolled.

All requests for support must be electronically entered and address each section of the *Home-Based Educational Support Program Application Form*, available at: <https://edugate.eduweb.vic.gov.au/Services/Schools/HBESP>

Completed applications should be scanned and emailed to the following address:

[**disability.services@edumail.vic.gov.au**](mailto:disability.services@edumail.vic.gov.au)

It is essential that all necessary documentation is included with the application. The following checklist sets out the required documentation:

□ A *Home-Based Educational Support Program - Consent Form and Privacy Information* signed by the parent/carer

□ A completed *Home-Based Educational Support Program - Application Form*

□ A current (no older than 12 months) medical and health report

□ An Individual Education Plan

□ A copy of quotes for education equipment (where a request for equipment forms part of the application)

# TIMELINES

## Application Period

The annual application period for the Home-Based Educational Support Program opens on **1 November** and closes on **31 December.**

## Post-Application Period

Applications received after **31 December** will only be accepted for:

* students transferring from other schools systems, including interstate and overseas
* new prep students
* students with a seriously deteriorating medical condition.

When consideration is requested after the application period, the application should be completed according to the usual process. In addition, a covering letter from the school principal should be provided detailing the reasons the application was submitted outside the application period.

If consideration is requested after the application period due to a seriously deteriorating medical condition, it is essential that the school principal contacts their Regional Disabilities Coordinator to ensure that all school, regional and other resources have been fully utilised prior to submitting the application.

# AFTER THE APPLICATION IS SUBMITTED

## Assessment of eligibility

The application will be assessed by Wellbeing Health and Engagement Division staff in consultation with the appropriate Regional Disabilities Coordinator. In evaluating eligibility and recommending an allocation of funding, consideration will be given to:

* the severity of the student’s disability in combination with the fragility of their health
* the appropriateness of the proposed educational support program
* whether viable alternatives for support exist

Please note that all personnel and essential educational equipment costs will be calculated in accordance with standard Department rates.

## Notification of outcome

Outcomes of finalised applications submitted during the annual application period will be sent to the principal’s email account before the end of February.

Outcomes of finalised applications submitted in the post-application period will be sent to the principal’s email account within four school weeks of receipt.

It is the principal’s responsibility to notify the parent/guardian/carer(s) of the outcome of the application and the type of support to be provided.

Outcome notifications for eligible applications will include:

* an offer for resourcing to support the proposed Home-Based Educational Support Program
* an *Acceptance Form* to be signed by the principal and returned to the address specified on the form confirming that the school’s provision of the Home-Based Educational Support Program will comply with the *Home-Based Educational Support Program Application and Implementation Guidelines.*

## Procedure for principals following eligible outcome

On receipt of notification from the Department of Education and Training that the student is eligible for the Home-Based Educational Support Program, the principal should:

* complete the *Acceptance Form* attached to the outcome notification and return it as specified on the form
* inform the parent/guardian/carer(s) of the outcome
* convene regular Student Support Group meetings to plan, implement and monitor the educational support program for the student
* ensure that the educational support program for the student is provided in compliance with the *Home-Based Educational Support Program Application and Implementation Guidelines.*

## Procedure for principals following ineligible outcome

On receipt of notification from the Department of Education and Training that the student is not eligible for the Home-Based Educational Support Program, the principal should:

* contact their Regional Disabilities Coordinator for feedback as to why the application did not meet the criteria for eligibility
* inform the parent/guardian/carer(s) of the outcome, assuring them that they will continue to support an educational program for the student
* convene a Student Support Group to discuss the support needs of the student and continue to support the student’s educational program.

## Resources provided to the school

The resource allocation will be provided through the Schools Targeted Funding process. An initiative agreement will detail the amount of funding available to the school and the types of expenditure permitted under the program. Following expenditure on essential educational personnel or educational equipment specified in the agreement, the school invoices the Department for the GST-exclusive cost.

For further information refer to the Schools Targeted Funding Portal at:

[edugate.eduweb.vic.gov.au/edrms/keyprocess/stfg/Pages/default.aspx](https://edugate.eduweb.vic.gov.au/edrms/keyprocess/stfg/Pages/default.aspx)

Schools will be reimbursed for agreed supports commensurate with standard casual rates of pay in Victorian government schools for casual relief teachers and education support class. For further information see DET casual pay rates at:

[www.education.vic.gov.au/hrweb/employcond/Pages/salaries.aspx](http://www.education.vic.gov.au/hrweb/employcond/Pages/salaries.aspx)

It should be noted that due to the nature of the changing needs of the students involved in this program, this allocation is not recurrent in nature. If further support is required a new application with updated evidence will need to be submitted. Any resources provided through this program are supplementary only and are not intended to cover all costs involved in delivering the educational program.

Students eligible for the Home-Based Educational Support Program will not be allocated resources under the Program for Students with Disabilities concurrently. The appropriate adjustment to Program for Students with Disabilities Management System (PSDMS) will occur once the student’s eligibility under the Home-Based Educational Support Program has been determined.

# IMPLEMENTING A HOME BASED EDUCATIONAL SUPPORT PROGRAM

## Roles and Responsibilities

Schools and parents should work together via the Student Support Group to consider the educational needs of the student. It is important for parents and school staff to understand their roles and responsibilities when developing an individualised educational program.

**Role of the Student Support Group**

The Principal must ensure that a Student Support Group is established and maintained to plan, implement and review the Home-Based Educational Support Program for the student. A Student Support Group is a cooperative partnership between the parent/guardian/carer(s), school representatives and invited professionals to ensure coordinated support for the student’s educational needs, as documented in an Individual Education Plan.

Student Support Group meetings should be held at least once per term and regularly include a review of the student’s medical condition, with a focus on his/her capacity to transition back to school.

For further information refer to the Student Support Group Guidelines available at:

[www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx](http://www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx)

**The Principal**

The role of the principal includes, but is not limited to:

* Determining if the student’s non-attendance at school is reasonable for the purposes of the parent meeting their responsibilities under the *Education and Training Reform Act 2006*.
* Ensuring that all students enrolled in the school are provided with an appropriate educational program, regardless of eligibility for support under the Home-Based Educational Support Program.
* Providing parents with a copy of the *Home-Based Educational Support Program Application and Implementation Guidelines* and the *Home-Based Educational Support Program - Consent Form* *and Privacy Information.*
* Obtaining information from the student and their parent/guardian/carer to complete an application for the *Home-Based Educational Support Program*.
* Collating information for, and submitting a complete application for the *Home-Based Educational Support Program* within the recommended timelines.
* Completing a Risk Assessment where school staff or educational personnel will be employed to work in the student’s home or a community setting.
* Convening Student Support Group meetings (at least once per term) to:
  + develop and regularly review the student’s Individual Education Plan
  + review the student’s health and medical status
  + plan for the student’s return to school
* Acting as the key contact (or appointing a nominee) for the parents of the student and any personnel involved in the student’s Home-Based Educational Support Program.
* Overseeing all aspects of the provision of the student’s Home-Based Educational Support Program in compliance with the *Home-Based Educational Support Program Application and Implementation Guidelines.*

**The Classroom Teacher**

The role of the classroom teacher includes, but is not limited to:

* Developing, overseeing and reviewing an Individual Education Plan for the student, in consultation with the Student Support Group.
* Working with the student’s home-based educational personnel (where applicable) to ensure they are able to support the student to complete set learning tasks.
* Assessing, monitoring and reporting the student’s performance against the appropriate curriculum measures (e.g. Victorian Curriculum F-10 or ABLES).
* When appropriate, using available technology (i.e. phone; Skype; FaceTime; email etc.) to engage directly with the student.

**The Home-Based Educational Personnel**

The role of the home-based educational personnel includes, but is not limited to:

* Assisting the student to access their educational program as documented in the Individual Education Plan.
* Liaising with the classroom teacher, the student and their parents in the delivery of the Home-Based Educational Support Program.
* Working in compliance with relevant regulations and requirements, as outlined in the *Home Based Educational Support Program Application and Implementation Guidelines*.

**The Parent/Guardian/Carer(s)**

The role of the parent includes, but is not limited to:

* Ensuring their child’s non-attendance at school is reasonable for the purposes of meeting their responsibilities under the *Education and Training Reform Act 2006*.
* Completing and signing the consent section on the *Home-Based Educational Support Program – Consent Form and Privacy information* document and returning this form to the school.
* Providing the principal of the school with accurate, complete and up to date information to support the preparation and submission of a Home-Based Educational Support Program application.
* Providing access to the home for nominated school staff to undertake a Risk Assessment where school staff or educational personnel will be employed to work in the student’s home.
* Attending and participating in regular Student Support Group meetings (at least once per term).
* Seeking additional medical or professional advice as required to assist with planning for the student’s return to school.
* Retaining responsibility for supervision and care of their child while the education program is being delivered in the home.
* Maintaining goods and equipment provided by the school for use in the home and protecting against misuse.
* Raising any problems or difficulties with the equipment and/or services directly with the school.

## Enrolment processes

**CASES21**

Victorian government schools are required to record students who are enrolled at a school and supported under the Home-Based Educational Support Program on CASES21 as follows:

1. Enrolment details should be entered using the CASES21 format ST11001/ST11001T (*Enter or Modify Student Enrolment Details*) and should be in accordance with the details provided on the submitted enrolment form.
2. Ensure that the enrolment date is on or before the February census day.  The enrolment date is entered through the School tab.
3. Ensure that the full time field is set to “Yes” through the School tab.
4. Ensure that the “Eligible for SRP funding” field is set to “Yes” through the Finance tab.
5. The attendance code 600 (students attending an educational activity organised by the school) is to be used for recording student attendance.

For additional information regarding the appropriate recording of a student’s enrolment on CASES21 schools are advised to refer to the ‘Guidelines for Counting Students for School Census’ available at:

[www.education.vic.gov.au/school/principals/spag/finance/Pages/census.aspx](http://www.education.vic.gov.au/school/principals/spag/finance/Pages/census.aspx)

**Change of Enrolment Circumstances**

Where an enrolment of a student receiving a Home-Based Educational Support Program changes during the year, schools are advised to notify the Wellbeing Health and Engagement Division immediately. Depending on the timing and circumstances of the change to enrolment, the school may be requested to transfer the Home-Based Educational Support Program equipment and resources to the receiving Victorian government school on a pro rata basis, to enable continuation of the student’s educational program.

**Program for Students with Disabilities**

The Program for Students with Disabilities is a targeted additional program for a defined population of students with disabilities, with high needs. The Program for Students with Disabilities supports the education of students with disabilities in Victorian government schools by providing schools with supplementary resources.

Students eligible for the Home-Based Educational Support Program will not be allocated resources under the Program for Students with Disabilities concurrently. The appropriate adjustment to the Program for Students with Disabilities Management System (PSDMS) will occur once the student’s eligibility under the Home-Based Educational Support Program has been determined.

## Purchase of essential educational equipment

The Principal must ensure that all essential educational equipment purchased for the use of students who are supported under the Home-Based Educational Support Program meets Australian safety guidelines and that all recall notices are adhered to. This will involve the Principal making relevant enquiries prior to a purchase being made. These enquiries may include:

* Researching the safety of products before they are purchased.
* Choosing the safest products.
* Purchasing products that are appropriate for the user.
* Asking the supplier if products meet an Australian or international safety standard—look for standards marks on the product and ask the retailer or manufacturer for more information if it is required.

Further information about purchasing and product safety and standards can be found at:

[www.productsafety.gov.au/content/index.phtml/itemId/970225](http://www.productsafety.gov.au/content/index.phtml/itemId/970225)

[www.productsafety.gov.au/content/index.phtml/itemId/970773](http://www.productsafety.gov.au/content/index.phtml/itemId/970773)

[www.recalls.gov.au/content/index.phtml/itemId/952401](http://www.recalls.gov.au/content/index.phtml/itemId/952401)

As the purchasers of the equipment the school will retain ownership of this equipment. However, it is the responsibility of students and parent/guardian/carer(s) to maintain goods and to protect against misuse. Parents must raise any problems with the enrolled school.

Information about return and complaints of faulty products can be found at:

[www.consumer.vic.gov.au](http://www.consumer.vic.gov.au)

The Principal must ensure that students and families are aware that any non-consumable equipment purchased under the Home-Based Educational Support Program should be returned to the enrolling school when it is no longer required to support the student’s educational program.

## Provision of educational personnel

**Occupational Health and Safety (OHS)**

The Department is committed to ensuring the safety, health and wellbeing of its employees, students and visitors through the provision of safe schools and workplaces. Principals are encouraged to seek advice regarding OHS by liaising with the OHS Advisory Service or relevant Regional OHS/Facilities Support Officer. Further information about employee support options can be found at:

[www.education.vic.gov.au/hrweb/safetyhw/Pages/ohsworksafecontacts.aspx](http://www.education.vic.gov.au/hrweb/safetyhw/Pages/ohsworksafecontacts.aspx)

As work is undertaken with students within their home, Principals must ensure that the staff and families are familiar with and are able to successfully identify and manage the OHS hazards within this environment. Further information about procedures for offsite and home visits can be found at:

[www.education.vic.gov.au/hrweb/safetyhw/Pages/hazardmgt.aspx](http://www.education.vic.gov.au/hrweb/safetyhw/Pages/hazardmgt.aspx)

[www.education.vic.gov.au/hrweb/safetyhw](http://www.education.vic.gov.au/hrweb/safetyhw)

**External Providers**

In circumstances where external providers are engaged to support a Home-Based Educational Support Program, Principals must ensure that a written service agreement is in place. Principals can use the Short Form Services Contracts found at:

School Council Short Form Contract - Services

[https://edugate.eduweb.vic.gov.au/Services/legal/Intranet templates/School Council Short Form Services Contract.DOCX](https://edugate.eduweb.vic.gov.au/Services/legal/Intranet%20templates/School%20Council%20Short%20Form%20Services%20Contract.DOCX)

**Insurance**

Principals must ensure before a service begins, that external providers have Public Liability Insurance for a minimum of $10,000,000 and a Professional Indemnity insurance policy for a minimum of $5,000,000. In addition, Principals must request a copy of the certificate of currency and check that the policy is current and with a reputable insurer. Further information can be found at:

[www.education.vic.gov.au/school/principals/spag/finance/Pages/publicliability.aspx](http://www.education.vic.gov.au/school/principals/spag/finance/Pages/publicliability.aspx)

**Verification of Documentation and Qualifications**

Principals must ensure that service providers and applicants for employment with the Department or a school provide a range of documentation in support of their application. Documentation to be provided may include evidence of date of birth, change of name, residency status, professional memberships and registration (where applicable), experience and academic and training qualifications.

Originals of these documents are valuable personal items and are not required by the Department. However, photocopies of the original documents that have been certified by a person authorised to witness a statutory declaration should be provided and retained where requested. Documents in a language other than English must be supplied with an authorised translation. For further information about verifying documents and qualifications of professionals can be found at:

[www.education.vic.gov.au/hrweb/Pages/resources/docsert.aspx](http://www.education.vic.gov.au/hrweb/Pages/resources/docsert.aspx)

**Working with Children Check**

The Principal must ensure that all staff providing support to Home-Based Educational Support Program students have a current, valid Working with Children Check (WWC Check). The WWC Check is a minimum checking standard set by the Working with Children Act 2005 for those who work with children, either on a paid or voluntary basis. Further information can be found at:

[www.workingwithchildren.vic.gov.au](http://www.workingwithchildren.vic.gov.au)

[www.education.vic.gov.au/school/principals/spag/community/pages/volunteers.aspx](http://www.education.vic.gov.au/school/principals/spag/community/pages/volunteers.aspx)

## Complaints Process

The Department has a process in place to assist parents who want to raise a concern or make a complaint that is related to their child’s education or school. When making a complaint, the school should always be the first point of contact for parents. The Department believes that concerns are best resolved at the school. Furthermore, the Department expects that most complaints will be resolved by the school. Further information about this process can be found at:

[www.education.vic.gov.au/parents/going-to-school/Pages/school-complaints.aspx](http://www.education.vic.gov.au/parents/going-to-school/Pages/school-complaints.aspx)

Where schools have concerns regarding parents/carers not meeting their obligations under the Home-Based Educational Support Program (e.g. not attending Student Support Group meetings, not maintaining equipment etc.) schools should contact the Wellbeing Health and Engagement Division or their Regional Disabilities Coordinator for advice.

## Privacy

The collection, use, disclosure and management of personal information is governed by the Privacy and Data Protection Act 2014 (Vic) and the Information Privacy Principles contained within it. Personal information is defined as information or an opinion that is recorded in any form whether true or not, about an individual whose identity is apparent, or can reasonably be ascertained, from the information or opinion, but does not include health information.

The collection, use, disclosure and management of health information is governed by the Health Records Act 2001 (Victoria) and the Health Privacy Principles contained within it. Health information is defined to include information or an opinion about:

* the physical, mental or psychological health of an individual,
* a disability of an individual,
* an individual’s expressed wishes about the future provision of health services; and
* a health service provided, or to be provided, to an individual.

Victorian government school and Departmental staff who are collecting, using, disclosing or managing the health information of a student must comply with the requirements in this Act.

**Important Privacy Information**

The *Home-Based Education Support Program – Consent and Privacy Information* document contains important privacy information for parents/guardian/carers. Please ensure that parents/guardians/carers are provided with a copy of this document and ensure that the parent signs the consent section of the *Consent Form and Privacy Information Document*.

# FURTHER INFORMATION

## Websites

Home-Based Educational Support Program

[www.education.vic.gov.au/school/teachers/learningneeds/Pages/homebased.aspx](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/homebased.aspx)

Program for Students with Disabilities

[www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx)

Student Support Groups

[www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx](http://www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx)

School Census Information

[www.education.vic.gov.au/school/principals/spag/finance/Pages/census.aspx](http://www.education.vic.gov.au/school/principals/spag/finance/Pages/census.aspx)

Australian Competition and Consumer Commission – Product Safety Australia

[www.productsafety.gov.au/content/index.phtml/itemId/970225](http://www.productsafety.gov.au/content/index.phtml/itemId/970225)

Australian Competition and Consumer Commission – Product Safety Australia – Mandatory Standards

[www.productsafety.gov.au/content/index.phtml/itemId/970773](http://www.productsafety.gov.au/content/index.phtml/itemId/970773)

Australian Competition and Consumer Commission – Product Safety Recalls Australia

[www.recalls.gov.au/content/index.phtml/itemId/952401](http://www.recalls.gov.au/content/index.phtml/itemId/952401)

Consumer Affairs Victoria

[www.consumer.vic.gov.au](http://www.consumer.vic.gov.au)

School Policy and Advisory Guide – Insurance

[www.education.vic.gov.au/school/principals/spag/finance/Pages/publicliability.aspx](http://www.education.vic.gov.au/school/principals/spag/finance/Pages/publicliability.aspx)

Department of Education and Training – HRWeb – Certification of Documents

[www.education.vic.gov.au/hrweb/Pages/resources/docsert.aspx](http://www.education.vic.gov.au/hrweb/Pages/resources/docsert.aspx)

Department of Justice - Working with Children Check

[www.workingwithchildren.vic.gov.au](http://www.workingwithchildren.vic.gov.au)

Department of Education and Training – Volunteer Checks

[www.education.vic.gov.au/school/principals/spag/community/pages/volunteers.aspx](http://www.education.vic.gov.au/school/principals/spag/community/pages/volunteers.aspx)

Department of Education and Training –Safety, Health and Wellbeing

[www.education.vic.gov.au/hrweb/safetyhw](http://www.education.vic.gov.au/hrweb/safetyhw)

Department of Education and Training – Offsite and Home Visits

[www.education.vic.gov.au/hrweb/safetyhw/Pages/offsitevisits.aspx](http://www.education.vic.gov.au/hrweb/safetyhw/Pages/offsitevisits.aspx)

Occupational Health and Safety – OHS Hazard Management

[www.education.vic.gov.au/hrweb/safetyhw/Pages/hazardmgt.aspx](http://www.education.vic.gov.au/hrweb/safetyhw/Pages/hazardmgt.aspx)

Complaints Process – Schools

[www.education.vic.gov.au/parents/going-to-school/Pages/school-complaints.aspx](http://www.education.vic.gov.au/parents/going-to-school/Pages/school-complaints.aspx)

School Policy and Advisory Guide – Student Health Records Management – Privacy and Confidentiality

[www.education.vic.gov.au/school/principals/spag/safety/Pages/requestinfo.aspx](http://www.education.vic.gov.au/school/principals/spag/safety/Pages/requestinfo.aspx)

## Regional Offices

Schools may contact their Regional Disabilities Coordinator for advice regarding support options for students with disabilities and health conditions, including eligibility requirements for the Home Based Educational Support Program. For Region contact details please see:

[www.education.vic.gov.au/about/contact/pages/regions.aspx](http://www.education.vic.gov.au/about/contact/pages/regions.aspx)

## Central Office

Wellbeing Health and Engagement Division

80 Collins St

Melbourne VIC 3001

Telephone: (03) 7022 2116

Email: [disability.services@edumail.vic.gov.au](mailto:disability.services@edumail.vic.gov.au)