



Policies and Procedures

SKYLAS ACADEMIC PROGRAMS AND TUITION

*INSPIRING CLEVER MINDS WITH EVIDENCE
BASED LEARNING*



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Introduction

Our Mission Statement

Our goal is to instill a sense of curiosity and a love for learning in every student at SKYLAS Academic Programs and Tuition. We aim to create an environment that advances knowledge of literacy and numeracy concepts with fun and evidence-based strategies. We promote an eagerness for students to ask questions and for every student to dive deep into their learning abilities. All students will experience Literacy and Numeracy with many mediums and within an exciting and educational setting.

About Us

SKYLAS Academic Programs and Tuition is built on a foundation of transparency and knowledge. Bringing together a team of academic professionals with a first-hand understanding of parenting, teaching, and learning methodologies for students.

We recognise the strengths and benefits of play-based learning which is available through mainstream childcare centres. At SKYLAS Academic Programs and Tuition we focus on the missing link between current opportunities for early years and the need for explicit fundamental skills required in primary school.

Together, in partnership with parents/guardians at SKYLAS Academic Programs and Tuition, we will deliver an exceptional school-preparatory program with evidence-based outcomes for each student to excel in their abilities.

As a team, we believe in providing necessary tools to every student to guide their path in becoming excellent problem-solvers.

Parent/ Guardian Involvement is Key!

We strongly believe that the significance of parent/guardian's involvement within every student's learning journey has everlasting positive influences and helps form a trusting bond, especially from a young age. We actively encourage and invite parents/ guardians to actively engage in the learning journey. Our program facilitators will provide regular updates on each student's progress, and we will share ideas for learning experiences at home. Homework will be optional fun activities as a reflection of what students are learning in their tuition or group program sessions.



Privacy Policy

Introduction

At SKYLAS Academic Programs and Tuition, we are dedicated to safeguarding the privacy and confidentiality of all personal information collected for students and their parents/guardians accessing our services. This privacy policy outlines how we collect, use, disclose, and protect personal information.

Information We Collect

Student Information: As part of the enrolment process and ongoing academic programs and tuition we deliver, we collect certain personal information about each student, including but not limited to:

- Full name, date of birth, address, gender, siblings (if any)
- General medical history, allergies, and any special educational or health requirements
- Academic progress and performance reports

Parent/Guardian Information: We also collect personal information about parents/guardians, such as:

- Full name, date of birth, address. (Copy of ID for verification)
- Contact details (phone number, email address)
- Occupation and place of employment (optional)
- Emergency Contacts (Minimum 2 additional persons)

Academic Records: For students already enrolled in a formal education system, we may request academic records and assessments to develop personalised tutoring plans and/or we will conduct and capture information within our own assessment tools to better assist with planning for the academic needs of each student.

Photographs and Videos: From time to time, we may capture photographs or videos of students during tutoring/program sessions or special events. These may be used for educational and promotional purposes including creating educational materials, sharing student's activities from our program on social media, group and or individual photos taken throughout the day, and alike. Such sharing of



photographs and videos will be strictly only upon parental/guardian consent. The consent form is included within the enrolment form consent's page. This consent is optional and at the discretion of the parent/guardian of each student.

Collection of Information

Consent: We obtain explicit consent from parents/guardians before collecting any personal information about each student. By enrolling a student in our academic programs and tuition services, parents/guardians are agreeing to the terms outlined in this privacy policy. An acknowledgment of this policy is consented to within the enrolment form.

Communication: Contact information provided by parents/guardians is used to maintain regular communication, send updates on academic progress, and share important announcements related to our programs and events. Our mode of communication will be primarily delivered via our communications software, however from time-to-time we will also communicate via phone, email or by delivered post.

Use of Information

Academic Programs: Personal information is primarily used to create individual and group tutoring programs that address each student's unique learning needs, focusing on their strengths and areas for improvement. If specific information regarding the student's learning abilities remains undeclared by a parent/guardian in a written format to SKYLAS Academic Programs and Tuition staff, we are unable to verify the information and ensure that appropriate measures are instilled to best support the student.

Progress Monitoring: We use academic records and ongoing assessments to monitor each student's academic progress and make necessary adjustments to their tutoring plan. Progress monitoring is conducted periodically, and notice is provided to parents/guardians of the outcomes as soon as the information is readily available.

Disclosure of Information

Limited Disclosure: Personal information about students and their parents/guardians is disclosed on a need-to-know basis. Only authorised staff members and educators have access to this information to ensure effective tutoring and support services. Your student's personal information or academic progress will not be disclosed with any other than the persons listed on your enrolment form. Some information may be shared regarding your student's learning with the persons you allocate/ consent to for drop-



off or picking-up of your student. If you wish to limit all conversations, please provide explicit directions on your student enrolment form.

Third-Party Service Providers: We may engage third-party service providers to assist with certain aspects of our operations (e.g., IT support, payment processing). These providers will only have access to the necessary information required to perform their services and are bound by confidentiality agreements. SKYLAS Academic Programs and Tuition will always endeavor to uphold high levels of privacy however we are unable to provide a full guarantee from third-party services.

Education Services and Health Professionals: If necessary and with parental consent, we may share relevant academic records or progress reports with a student's formal educational service or assigned health professionals to provide better support and continuity in their learning journey.

Legal Requirements: We may disclose personal information when required to do so by law, regulation, or legal process.

Security and Retention of Information

Data Security Measures: We implement reasonable physical, electronic, and administrative security measures including staff training on our policies and procedures to protect personal information from unauthorised access, disclosure, alteration, or destruction.

Retention of Information: We retain personal information for as long as necessary to fulfill the purposes outlined in this privacy policy or as required by law. Once the information is no longer needed, it will be securely destroyed or de-identified.

Access, Correction or Withdrawal

Parents/guardians have the **right to access and correct** the personal information we hold about their student. Requests for access or updates to personal information should be made in writing to the administration and your request will be arranged promptly and without delay. Requests for an updated academic assessment will be accepted and conducted in a timely manner and in accordance with our fee schedule.

Parents/guardians have the **right to withdraw** their consent for the collection, use, or disclosure of their student's personal information at any time. However, withdrawal of consent may impact the student's participation in our academic programs and tuition services. We will endeavor to maintain



delivering our educational services, if possible, otherwise notice will be provided to cease enrolment.

Complaints and Concerns

Any concerns or complaints regarding our privacy practices can be addressed in writing to the administration in accordance with our complaints and compliments policy. We will promptly investigate and address any issues raised.

Amendments to the Policy

This privacy policy is subject to change or as required by law or to reflect any updates in our practices. The most current version of the policy will be available on site and communicated to parents/guardians as necessary.

By enrolling a student in SKYLAS Academic Programs and Tuition, parents/guardians acknowledge and agree to the terms outlined in this privacy policy. We are committed to protecting the privacy and confidentiality of all personal information and ensuring effective academic support for every student in our service.



Programs and Tuition Services

Our Method

Explicit teaching is our method. This is an instructional approach that involves clear, direct, and structured instruction, providing explicit guidance and support to students. Extensive research and evidence show these methods are particularly effective for young students, as they lay a strong foundation for essential cognitive and academic skills.

We also have an incredible scope of multi-sensory resources incorporated into every program and tuition session. This is a proven method of engaging students and creating meaningful experiences – without the sole use of worksheets.

Small Groups Tuition Sessions for 2-3 years

At SKYLAS Academic Programs and Tuition, we provide an enriching learning environment to deliver tuition to students aged 2 to 3 years in small groups. These small group sessions are delivered with the student's parent/guardian being involved and participating in the session. This approach is to foster relationships between parents/guardians and their students and to provide a transparent understanding of their student's academic abilities.

By incorporating a wide age group in these special group sessions, we allow opportunities for learning by the younger students from the older students. We also allow the older students to progress to individual tuition and enter the school readiness sessions when they are ready.

Language Development: Through interactive activities, songs, and storytelling, we aim to enhance language development in our young learners. We aim for students to begin expressing themselves verbally, singing, recognising, and naming familiar objects, and understanding simple age-appropriate instructions.

Problem-Solving Skills: By providing age-appropriate puzzles and games, we encourage students to develop their problem-solving abilities. We love to see them flourish to show curiosity and exploration, attempting to figure out how things work and finding solutions to age-appropriate challenges.



Early Literacy: Building vocabulary through books and music. Focusing on phonological awareness, print conventions and phonic knowledge with age-appropriate mediums of delivering the content.

Early Numeracy: We introduce various concepts of numbers, counting, and shapes through fun and engaging activities. We use oral, visual and textile content to deliver tuition. Our goal is for students to recognise numbers, count objects, and understand shapes.

Focus Group Sessions for 3-5years

Every student at SKYLAS Academic Programs and Tuition will experience undivided attention in very small groups to help inspire their learning with knowledge and skills which they take along to our larger group sessions.

Focus groups will be incorporated into every student's learning day. It is evident through our practices, that the learning response from students to absorb and retain information is excelled when comprehension is at the basis of the information being presented. Our tutoring sessions are focused on building that strong foundation to ensure all students enter the classroom with the background knowledge they need to be able to participate effectively, without feeling left behind.

Parents/guardians are invited to observe through our viewing space or in the room, to witness their student's mind open-up with new ways of thinking, problem solving and articulating the NSW Education Syllabus in Literacy and Numeracy as they prepare for their years ahead.

Advanced School Readiness Sessions 3-5 years

We understand that some students will be experiencing the classroom for the first time, whilst other students have tried some options. Our curriculum aims to advance a love for learning, encourage problem-solving, and lay a strong foundation for future academic learning. Our focused explicit learning outcomes for students aged 3 to 5 years include:

Literacy Development with a Multi-Sensory and Evidence-based Approach



Phonological Awareness: Students will develop phonological awareness by identifying and manipulating individual sounds in words. We focus on word, syllables, onset and rime awareness, and basic phonemes and complex phonemic awareness. These 5 combined are key

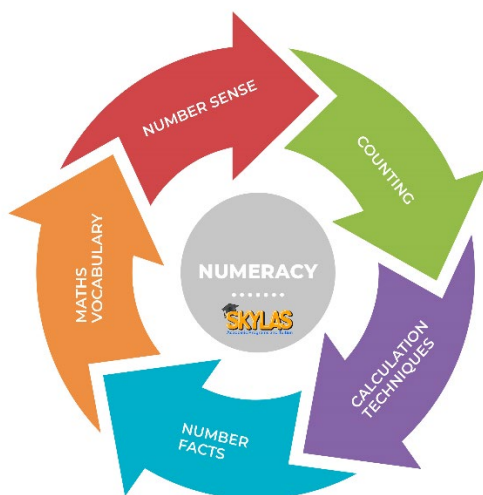
foundational concepts and are supported by extensive research and findings adopted by the new NSW Curriculum.

Reading: Students will have the opportunity for emergent reading skills, such as identifying high frequency words, recognising familiar words in environmental print, and using picture clues to predict and comprehend simple texts. With our evidence-based programs students grasp the reading concept and develop confidence in reading age-appropriate text.

Writing: In every session students will engage in emergent writing, using correct NSW foundation formation letters and inventive spelling to convey their ideas and experiences. They will experiment with writing their names and simple words relevant to their abilities.

Comprehension: Story time is an adored session by the students. This allows students to engage in listening and together answer questions related to the story content. Students adopt deep comprehension skills by retelling stories through activities and making connections to their own experiences.

Numeracy Development with a Multi-Sensory and Evidence-based Approach



Number Sense: This is a key concept in our program. Students will encounter building deep number sense which is the most important component for the understanding of numeracy skills.

Effective Counting: Students will develop counting skills, counting forwards and backwards up to 20 and understanding one-to-one correspondence.

Calculation: Students will grasp procedural knowledge with direct instruction for calculation techniques.

Number Facts: Students will experience an understanding of simple facts with the inclusion of addition, subtraction, multiplication, and division, which allows students to recall number facts without workings, because it becomes a known fact!

Math Vocabulary: Every numeracy session incorporates invaluable knowledge incorporating mathematical terminology. Students will be familiar with the vocabulary when they hear the concepts in their primary school years.

Measurement, Data Collection, Patterning and Sorting: Students will explore measurement concepts, such as length, weight, and capacity, through hands-



on activities. Collecting and representing data, creating patterns and sorting attributes of known objects are incorporated into the program.

Independence and Self-Help: Starting primary school in due course can be very overwhelming at times, so we assist students in understanding their responsibilities to take care of their belongings, manage their own lunch box and toileting.

Along-side our focused Literacy and Numeracy programs we incorporate instructional sessions of Science & Exploration, Information Technology, Physical Development, Critical Thinking, Creative Arts and Optional Catholic Religion Sessions. If you wish for your student not to participate in Religion sessions, please advise accordingly and alternate learning will be provided.

Tuition for Primary School Aged Students

We're dedicated to providing exceptional tutoring services tailored to students in Primary School Years (Kindergarten to Year 6). Our comprehensive programs focus on enhancing literacy and math skills, ensuring your student receives the support they need to excel academically.

At SKYLAS Academic Programs and Tuition, we understand that every student's learning journey is unique. Our academic programs are thoughtfully designed to complement your student's school curriculum while addressing their individual needs. Our goal is to help them succeed with confidence with the task on hand but also enrich a love for learning.

Literacy

Our literacy tutoring program encompasses a wide range of skills, from reading comprehension to grammar and writing. We work closely with each student to develop strong reading habits, enhance vocabulary, and refine writing skills. Through engaging activities and personalised guidance, we ensure that students gain confidence in their literacy abilities which they can carry on in the classroom and feel confident to take on tasks independently in the classroom.

Mathematics

Our math tutoring program is designed to build a strong foundation in mathematics. From basic arithmetic to problem-solving, our experienced tutors guide students through concepts at a comfortable pace, ensuring comprehension before moving forward. We believe that a solid grasp of math principles is essential for overall cognitive development. The feeling of accomplishment for each student when they light up with excitement as they reach the correct answer by applying the concepts and problem-solving skills, they adapt through our program speaks volumes!



Early Intervention Programs for NDIS Participants under 7 Years

We welcome our community friends that need NDIS services for **Capacity Building** activities. Early intervention plays a vital role in enhancing the learning and developmental experiences of young students aged 3 to 7 years old. These activities are made accessible through both NDIS self-managed or plan-managed options and private arrangements and our programs are tailored to support students with a range of abilities and needs. To ensure a comprehensive and engaging approach, several key components are included in the capacity building sessions for small groups:

Individualised Learning Plans: Each student's unique strengths, challenges, and learning style is assessed, leading to the creation of personalised learning plans. These plans outline specific goals and objectives, guiding the direction of the capacity building activities for your student. We allow for open communication with families and the student's wider support network, and we encourage your student to bring along their favourite support worker from your preferred NDIS provider. (If needed we can organise support workers for your student through a local provider).

Multi-Sensory Activities: Utilising various senses in learning helps students with different abilities grasp concepts more effectively. At SKYLAS Academic Programs and Tuition we focus on incorporating sensory-rich activities, such as tactile play with many mediums, music, and interactive games, to promote cognitive and motor skill development for each student's needs.

Communication Skills Development: It's important for us to appreciate and work on enhancing communication skills with each student, including verbal and non-verbal communication, as well as language comprehension. Activities like storytelling, role-playing, and group projects encourage expression and interaction. We are happy to work with your student's preferred mode of communication.

Socialisation Opportunities: Making friends is not always as simple as we think. Friendship bonds are extremely important for everyone, and we aim to foster this throughout our group sessions, as we strive to provide a platform for students to interact with peers, fostering social skills, teamwork, and cooperation. Activities like group games, collaborative projects, and sharing circles promote positive social interactions with familiar faces week to week.

Fine and Gross Motor Skill Development: Tailored exercises and games will help students refine their fine motor skills, such as hand-eye coordination



and dexterity, as well as gross motor skills like balance and coordination through activities such as dancing and obstacle courses.

Progress Monitoring and Adaptation: Regular assessment of each student's progress is crucial to fine-tune the capacity building activities. Flexibility in the curriculum allows for adjustments based on the student's evolving needs and interests. If you feel your student is ready for additional change, please chat to your student's program facilitator to add to your student's goals and objectives.

By blending all these components, SKYLAS Academic Programs and Tuition creates a holistic capacity building program that caters to the diverse needs of students aged 3 to 7 years old. Through NDIS funding, parents who are either self-managed or plan managed can offer their students an enriching learning experience that lays a strong foundation for their future growth and development.

Adult's NDIS Capacity Building Programs

At SKYLAS Academic Programs and Tuition we offer specialised Literacy and Numeracy programs for NDIS participants 18+ years who are self-managed or plan managed under the NDIS.

These sessions are focused on increasing independence in daily living through **reading, writing, comprehension, and numeracy**. Participants are invited to attend with their preferred support person whilst taking part in the evidenced based programs and multisensory activities.

Each participant will be provided with an assessment upon commencement and an outcomes assessment upon completion of the program to track progress and further areas of improvement through their learning journey.

Adult programs only operate when children enrolled at SKYLAS are not present on the premises to always ensure utmost safety measures.



Enrolment and Fees Policy

At SKYLAS Academic Programs and Tuition, we are committed to providing high-quality and personalised tutoring programs for students in accordance with the NSW Educational Curriculum. Our Enrolment and Fees Policy is designed to ensure a smooth and transparent process for parents/guardians enrolling students in our tutor centre. It also outlines guidelines for late pick-up fees, make-up days and withdrawal procedures so everyone has a clear understanding of what is expected.

Enrolment Procedure

Eligibility: Our tutoring programs are open to students aged 2 to 12 years and adult students from 18 years old. We focus on abilities and build up each student's love for learning, which makes every student eligible for our services. Careful consideration will be given to ensuring that our service is the right fit for any student to ensure the best outcomes. It is important to understand that our focused learning setting may not be suitable for everyone, dependent on the receptiveness of the student for tuition.

Application: Parents/guardians interested in enrolling their student in SKYLAS Academic Programs and Tuition are required to complete our digital application form which will be provided to you via email/ SMS.

Availability: Enrolment is subject to availability of spaces in our individual and group tutoring programs. A fair, first come first serve, process applies for all available sessions. Wait listed students will be accepted in the same orderly process. There is no cost applicable for being on our waiting list.

Confirmation of Enrolment: Once a space is confirmed, parents/guardians will receive an email outlining important details about the program. **An invoice will be supplied which includes the enrolment fee of \$100. A welcome pack will be arranged including uniform and workbooks. Primary School and Adult Tuition does not incur the enrolment fee.**

Assessment: All students will undergo mandatory sessions for an initial assessment to determine their academic level and learning needs. This assessment will help us tailor the tutoring program to meet each student's specific requirements. The cost of the mandatory sessions is outlined in our fee schedule.



Fees and Payment

Our fee schedule will be communicated to parents/guardians during the enrolment process and/or at the beginning of each term to ensure transparency and affordability. The fees vary based on the selected tutoring program, duration, and frequency of sessions.

Payments Schedule: Fees are payable in advance for all sessions and programs, other than capacity building services for which payment is required within 4 days after the service is provided.

Payment Methods: Payments are accepted via bank transfer and EFTPOS processed over the phone or in person. Please be aware payments via EFTPOS incur a 1.2% surcharge per transaction.

Late Payment: If fees are not received by the due date, a reminder will be sent to parents/guardians. Late payment will result in cancellation of your tutoring services without further notice.

Operating Hours: Our tutor centre operates during specific hours for specific sessions. Our weekly program with session times will be provided to parents during the enrolment process. Parents/guardians are expected to drop off and pick up their students on time. The morning drop off window is 9am- 9:30am to assist with any parking congestion or the need to settle your student in before their session starts. Pickup is strictly at the end time of your student's session.

Late Pick-up Policy: If a student is not picked up within 10 minutes of the scheduled end time of the session, a late pick-up fee will be charged. The late pick-up fee is \$15 for every 20min or part thereof.

In the event of a late pick-up, our staff will wait with the student inside our centre until the parent/guardian arrives. Parents/guardians should inform us via phone in advance if they anticipate being late to pick up their student.

Repeated late pick-ups may result in cancellation of enrolment. Our manager may need to discuss the issue and potential solutions where possible.

Make-up Days

As a gesture of goodwill, if a student misses a scheduled tutoring session due to illness or serious unforeseen circumstances parents/guardians should notify our centre prior to commencement of the session.



SKYLAS Academic Programs and Tuition offers make-up days for missed sessions, subject to availability. Make-up days are scheduled within the same term and are limited to a certain number per student. This rescheduling will be done by our admin staff. If make-up days are not utilised within the term, they will not be carried forward to the next term or refunded.

Withdrawal and Refund Policy

If a parent/guardian wishes to withdraw their student from SKYLAS Academic Programs and Tuition, notice must be provided to the centre's admin email with **4 weeks' notice**. Unused sessions outside of the 4 weeks' notice period will be refunded if the above conditions have been met. All makeup day sessions offered in good faith will be forfeited.

Termination of Services

SKYLAS Academic Programs and Tuition reserves the right to terminate tutoring services if a parent/guardian/student exhibits harmful behaviour towards others or the learning environment. Termination will be done in consultation with the parents/guardians, and refunds for unused sessions will be provided for less the cost of damages.



What to Bring to Each Session

What students need to bring with them to SKYLAS Academic Programs and Tuition –

- SKYLAS Polo Shirt as uniform (Received upon enrolment for children 6years and under)
- Backpack
- Drink Bottle (Water only)
- Spare change of clothes (Including undies and socks)

Snacks and Lunch requirements

- Single Tutoring Sessions – (2 – 3 Years, 3- 5 Years and Primary Age Tutoring) Pack a healthy snack and fruit break!
- Half Day Tutoring Sessions (3 – 5 Years)– Pack a healthy snack/ fruit break and a healthy lunch!
- Full Day Tutoring Sessions (3 – 5 Years) – Pack a healthy snack/ fruit break, a healthy lunch, and an afternoon snack!
- Half day Adult tutoring sessions - Pack a healthy snack/ fruit break and a healthy lunch!

Please ensure all items are clearly marked with the student’s full name.

It is important to adhere to our nut-free guidelines and place an icepack in your student’s lunch box to maintain appropriate food temperatures in line with our Food Safety and Allergy Policy.

We encourage students to manage their own belongings so please ensure containers are easy to open/ close.

In addition – given the super learning students will be engaged in, we believe it is important for students to try and ensure they get a good night’s sleep and attend with a focused mind for their tutoring program session.



Our Open Door Policy

At SKYLAS Academic Programs and Tuition, we are delighted to welcome you and students to our learning centre! We understand the importance of creating a nurturing and inclusive environment where students can thrive academically, socially, and emotionally. As part of our commitment to fostering a strong partnership between parents, staff, and students, we proudly maintain an Open Door Policy.

What is the Open Door Policy?

Our Open Door Policy means that parents/guardians are always welcome to visit our tuition centre during operating hours. Whether you have questions about our tutoring programs, want to discuss your student's progress, or simply wish to observe a tutoring session, our doors are open to you.

We believe that effective transparency and communication is the foundation of a successful educational journey. By opening our doors to parents and families, we aim to build trust and create an open and collaborative learning environment. We value your insights and contributions to student's education, and we are here to address any questions or concerns you may have.

As part of our Open Door Policy, parents/guardians are welcome to observe tutoring sessions through our parent waiting/observation area. This gives you the opportunity to witness firsthand the teaching methodologies and strategies employed by our skilled facilitators, without students being distracted by your presence. By observing the tutoring process, you can better understand your student's learning experience and the areas in which they excel or may need additional support. We also welcome parents/guardians of students who may experience separation anxiety or other concerns, to participate in the program until the student is settled into the program.

Discussing Your Student's Progress

We encourage regular communication between parents/guardians and our facilitators. If you would like to discuss your student's progress or academic achievements, we are more than happy to schedule a meeting at your convenience. Our facilitators will provide detailed feedback on your student's strengths, areas for improvement, and strategies for further development. Please speak with our admin team to book a scheduled appointment.



Student Safe Environment Policy

Introduction

At SKYLAS Academic Programs and Tuition, we are committed to providing a safe and supportive learning environment, for all students in our care. Pursuant to this Student Safe Environment Policy ("Policy"), it is paramount that we create and maintain a student safe culture and healthy environment, supported by high quality staff members and educators, who are aware of their responsibilities and obligations.

Student Protection Legislation and Guidelines

This Policy is in line with the relevant laws and regulations governing student protection in NSW, Australia.

Our Student Protection Policy is aligned with the following key legislations and guidelines in NSW:

- **Students and Young Persons (Care and Protection) Act 1998:** This Act outlines the responsibility of the community to ensure the safety, welfare, and well-being of students and young people.
<https://legislation.nsw.gov.au/view/html/inforce/current/act-1998-157#>
- **Student Protection (Working with Students) Act 2012:** This Act requires all staff and educators who work with students to undergo a thorough background check and obtain a Working with Students Check (WWCC) clearance.
<https://legislation.nsw.gov.au/view/html/inforce/current/act-2012-051>
- **Student Safe Standards:** We adhere to the Student Safe Standards set by the NSW Government, which include principles such as creating a student-safe culture, promoting participation and empowerment, and responding to incidents of harm.
<https://education.nsw.gov.au/early-studenthood-education/working-in-early-studenthood-education/student-safety/standards>



Commitment to Student Protection

At SKYLAS Academic Programs and Tuition, we are committed to:

- Our Student Protection Policy, which is in conjunction with our Open Door Policy for Parents/Guardians of the students whilst in our service.
- Providing a safe and secure environment for all students attending our tutoring programs.
- Conducting extensive background checks and ensuring all staff members maintain a valid WWCC and police check clearance. These checks will be conducted annually on the anniversary of each staff member's employment.
- Training staff members in student protection practices, including recognising signs of abuse, reporting protocols, and maintaining confidentiality.
- Take immediate action if there are concerns about a student's safety or well-being.

Responsibilities

All staff members at SKYLAS Academic Programs and Tuition have a duty of care to protect students from harm. They must adhere to our Student Protection Policy and follow all guidelines related to student safety.

Mandatory Reporting: As mandated by the Children's and Young Persons (Care and Protection) Act 1998, all staff members have a legal obligation to report any suspicion or knowledge of student abuse or neglect to the relevant authorities. Furthermore, in line with our reporting requirements we recognise the importance of privacy and confidentiality in student protection matters. All information related to student protection concerns will be handled discreetly and shared only with authorised personnel as required by law. www.reporter.studentstory.nsw.gov.au/

Reporting Student Protection Concerns: Any staff member who has a reasonable belief that a student may be at risk of harm, or they may be experiencing abuse or neglect must report their concerns immediately to the designated Student Protection Officers at SKYLAS Academic Programs and Tuition, namely the Directors.

(This notification to our designated Student Protection Officer, does not withhold a staff member's obligation under mandatory reporting guidelines as stated above)



Process for Responding to Student Protection Concerns (Refer to fact sheets included in this policy)

1. **Immediate Action:** If a student is in immediate danger or requires urgent medical attention, staff members must seek emergency medical assistance without delay. Dial 000 immediately.
2. **Internal Reporting:** The Student Protection Officer will assess the reported concerns and as required, initiate appropriate internal actions, including conducting an internal investigation, informing relevant authorities, and providing support to the student and their family.
3. **External Reporting:** As required, the Student Protection Officer will make a report to the NSW Department of Communities and Justice and the NSW Police Force in accordance with the Child Protection (Working with Childrens) Act 2012.

Student Empowerment and Understanding of their rights.

At SKYLAS Academic Programs and Tuition, even though we are a private service we encourage open communication with students. We empower students to speak up if they have any concerns or feel unsafe. Through daily communications we strive to inform students of their rights and we provide programs and opportunities for learning about their safety. We ensure that students are aware of our Student Protection Policy upon enrolment in an age-appropriate dialogue and how to report any issues if they have any concerns.

As a NDIS provider we adhere to the following Code of Conduct

The NDIS Code of Conduct will require workers and providers delivering NDIS supports and services to do the following in providing those supports and services:

1. Act with respect for individual rights to freedom of expression, self-determination, and decision-making in accordance with applicable laws and conventions.
2. Respect the privacy of people with disabilities.
3. Provide supports and services in a safe and competent manner with care and skill.
4. Act with integrity, honesty, and transparency.
5. Promptly take steps to raise and act on concerns about matters that may impact the quality and safety of supports and services provided to people with disabilities.
6. Take all reasonable steps to prevent and respond to all forms of violence against, and exploitation, neglect, and abuse of, people with disabilities.
7. Take all reasonable steps to prevent and respond to sexual misconduct.

Review and Compliance

All staff members undergo regular training and professional development on student protection practices and the relevant laws and guidelines in NSW. This Student Protection Policy will be regularly reviewed and updated as needed to remain compliant with the latest student protection laws and regulations in NSW.

NSW Department of Education

Responding to incidents, disclosures and suspicions of child abuse

As a staff member in an early childhood education and care and outside school hours care (ECEC) service, you must talk to someone if you are concerned or have a suspicion that a child is at risk of abuse, harm, neglect or ill-treatment. You must make a report if you believe a child may be at risk, even if you have not seen the abuse occur.

This resource should be used as a guide, in conjunction with your service's policies and procedures.

1 Responding to an emergency

If there is no risk of immediate harm, go to Action 2.

If you are concerned that a child's immediate health or safety is compromised, **contact 000 for urgent medical or police assistance.** Ensure the child feels safe and follow advice from emergency services.

2 Reporting to the relevant authorities

As soon as immediate health and safety concerns are addressed, you must report all incidents, allegations and complaints. Failure to report assault or child sexual abuse may amount to a criminal offence under the Crimes Act 1900. Depending on the circumstances, reports to multiple authorities may be required. Reporting requirements can differ based on where the alleged abuse occurred:

At an ECEC service

Report to management
You must report to your approved provider.

NSW Police
You must report all instances (alleged or witnessed) of child abuse, including assault or sexual abuse (including grooming).

NSW Department of Communities and Justice (Child Protection Helpline)
As a mandatory reporter*, you must report if a child is considered to be at risk of significant harm - reporter.childstory.nsw.gov.au/

NSW Department of Education
Services must report incidents, allegations or complaints to the department through NQA ITS** at acecqa.gov.au/national-quality-agenda-it-system

NSW Office of the Children's Guardian (Reportable Conduct Scheme)
Any reportable allegation or conviction involving a staff member, volunteer or contractor must be reported within 7 business days.

At home or in the community

NSW Police
All adults in NSW are required to report information to police if they know, believe or reasonably ought to know that a child has been physically or sexually abused (including grooming) to NSW Police.

NSW Department of Communities and Justice (Child Protection Helpline)
As a mandatory reporter*, you must report if a child known to you is considered to be at risk of significant harm.

Report to management
If the child attends the ECEC service at which you work, you should notify the approved provider so your service can consider any follow up actions or relevant supports as needed.

*Educators working in early childhood education and care and outside school hours care services are 'mandatory reporters' under NSW child protection law. Mandatory reporters must make a report when they have concerns about the safety, welfare or wellbeing of a child. The Mandatory Reporter Guide should be used on each occasion where there are concerns for a child, as every circumstance is unique.

**Mobile and occasional care services should use the notification forms found at education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/regulation-assessment-and-rating/approval-process

3 Contacting parents/ carers

Always consult with the relevant authorities to understand what information can be shared and when, as this can impact any ongoing investigations.

You may be advised to:

- not contact the parent or carer (for example, in situations where they are alleged to have engaged in abuse); or
- to contact the parent or carer and provide agreed information as soon as possible.

4 Providing ongoing support

Often support will be required for children, families and staff following an incident.

Support might include counselling, access to community services or more information.

Scan the QR code for information on some available counselling and support organisations.

Contact

NSW Police

- Contact Triple Zero (000) in an emergency
- If not an emergency, make a report by calling or attending your local Police station
- For general enquiries, call the Police Assistance Line on 131 444
- If you are unsure if it is a criminal matter, speak with your supervisor. If in doubt, report the matter to your local Police

NSW Department of Communities and Justice (Child Protection)

- Use the NSW Mandatory Reporter Guide at reporter.childstory.nsw.gov.au/mrg
- Call the Child Protection Helpline on 132 111

NSW Department of Education

- Make a report at acecqa.gov.au/national-quality-agenda-it-system
- If unsure call 1800 619 113 or email ecacd@det.nsw.edu.au

NSW Office of the Children's Guardian (Reportable Conduct Scheme)

- Call (02) 8219 3800 or email reportableconduct@kidsguardian.nsw.gov.au

5 Debrief and critical reflection

After every critical incident, you should ensure staff are provided the support they need.

Critically reflecting on the incident in a manner that respects the privacy and confidentiality of the incident is recommended to inform required changes to policies, procedures, practices and risk assessments.

Disclaimer: this resource has been adapted from the [Four Critical Actions](#) resource developed by the Victorian Department of Education and Training.



Positive Behaviour Policy

At SKYLAS Academic Programs and Tuition, we are dedicated to fostering a positive and respectful learning environment for all our students. Our Positive Behaviour Policy outlines our commitment to promoting positive behaviour, creating a safe and supportive atmosphere, and encouraging academic growth for each student. Through consistent and clear guidelines, we aim to instill core values and social skills that will benefit students both inside and outside the classroom.

Creating a Positive Learning Environment

Our tutor centre is built on the belief that positive behaviour from facilitators and academic success for students go hand in hand. We strive to create a welcoming and inclusive atmosphere where students feel valued, supported, and motivated to excel in their studies. Our staff are mindfully selected to portray important positive qualities. At SKYLAS Academic Programs and Tuition, our facilitators will never provide behaviour management of any sort towards students unless authorised in line with an approved behaviour support plan. SKYLAS Academic Programs and Tuition is not authorised to implement restrictive practices of any sort.

Students with Special Needs and Behaviour Support Practitioner (BSP) Plans

All students accessing our service with established behaviour support plans will be supported with the implementation of their plan. A dedicated support person will be required to engage with students during their tuition sessions, this will ensure a supported environment. We are happy to assist in the engagement process of specialised support through various service providers. It will be important for the student's BSP to assess and confirm if our learning environment is suitable for the student's learning journey.

Core Values and Expectations

We encourage our students to embody our core values, which include:

- **Respect:** Respecting oneself, peers, educators, and all members of the learning community is fundamental to maintaining a positive environment.
- **Responsibility:** Taking ownership of one's actions, commitments, and learning journey fosters a sense of accountability.



- **Kindness:** Demonstrating kindness and empathy towards others promotes a harmonious and supportive atmosphere.
- **Growth Mindset:** Embracing a growth mindset helps students face challenges with resilience and a willingness to learn from mistakes.

Positive Reinforcement

We believe in recognising and rewarding positive behaviour. Our educators will use positive reinforcement to praise and acknowledge students' efforts, academic achievements, and displays of our core values. Verbal praise, certificates, stickers, and other positive acknowledgments will be used to celebrate successes.

Providing positive reinforcement to students at SKYLAS Academic Programs and Tuition is essential for their social, emotional, and cognitive development. Positive reinforcement helps to encourage learning and build self-esteem. Here are some effective ways we will provide positive reinforcement within our services:

- **Model Positive Behavior:** SKYLAS Academic Programs and Tuition staff will demonstrate positive behaviours and actions for students to imitate. Students often learn through observation, so being a positive role model is crucial.
- **Verbal Praise:** Using positive and encouraging words to acknowledge and praise student's efforts and achievements. At SKYLAS we encourage specific feedback, such as "Great job sharing your activity with your friend!" or "You did an excellent job finishing your math activity!"
- **Visual Praises:** Using simple gestures such as smiles, thumbs up, high-fives, and other positive gestures to communicate approval and appreciation for their actions and accomplishments. We will also further encourage students by clapping and cheering for their successes, especially amongst their peers. Celebrate their achievements, no matter how small, to boost their confidence and participation.
- **Body Language:** Our facilitators will engage with positive body language, such as nodding, maintaining eye contact, and using an enthusiastic tone, to convey their support and encouragement.
- **Rewards:** Various reward charts with stickers or stars to track and celebrate achievements may be used.
- **Encourage Effort:** Praise the effort and hard work put forth by students, regardless of the outcome. We believe encouraging effort builds resilience and a growth mindset.
- **Positive Language:** We focus on using positive language, instead of saying, "Don't run," we say, "Let's walk slowly and safely." Or instead of



saying “No yelling inside!” we say, “Let’s use our inside voices”. This creates a crucial positive mindset for the students learning.

- **Reinforce Kindness:** Emphasis on the importance of kindness and empathy. Praise acts of kindness towards others, such as sharing, helping, and comforting with our words.
- **Facilitators engage in Learning:** Participate in learning activities with the students, rather than just providing a directive and use the opportunity to reinforce positive language during learning time.
- **Celebrate Progress:** Acknowledge and celebrate student’s progress, no matter how small. Celebrating incremental achievements builds students’ confidence and encourages further continuous improvement.

Remembering that each student is unique, and what works for one student may not work for another. We will deliver patient, consistent, and adaptable approaches in providing positive reinforcement.

Clear Expectations

We establish clear expectations to ensure a consistent and structured learning environment. This helps students in their preparation for primary school/ kindergarten classroom structure. These expectations will be communicated to all students at the beginning of their enrolment, and we encourage open discussions to ensure understanding. Our classroom code of conduct will be prominently displayed, outlining our core values. We will actively involve students and parents/guardians in developing this code to foster ownership.

Procedure for Students displaying behavioural difficulties in the classroom.

- Parents/guardians will be invited to attend and observe their student in the learning environment to determine if our setting is beneficial to their student’s learning journey.
- An appropriate positive behaviour strategy will be formed with the parent/guardian’s input; however, it is important to understand our program facilitators are not permitted to discipline students.
- If required, a professional recommendation may be sought to better assist the student.

Continuous Improvement

Contribution from all stakeholders within our centre is welcomed and encouraged. Please talk to us or submit your comments to our administration at your convenience.



Use of Service Policy

At SKYLAS Academic Programs and Tuition, we are committed to providing a safe, inclusive, and nurturing learning environment for all students in accordance with the NSW Educational Curriculum. Our Use of Service Policy outlines guidelines and expectations to ensure a positive experience for students, parents/guardians, and staff. This policy covers important aspects of accessing our service, including anti-discrimination measures and teachings of Christian faith through religion programs.

Operational Hours and Services We Offer

Our timetable which is provided upon your student's enrolment and updated on our website each term provides up to date information about program timeslots and services for each student.

Code of Conduct

All students are requested to conduct themselves in a *respectful and cooperative* manner during tutoring sessions. Harmful behaviour towards others or the learning environment will be addressed immediately to the parent/guardian.

In the event of behavioural concerns, the facilitators will work with the student and their parents/guardians to address the triggers of the behaviour and implement appropriate strategies for improvement. Referral may be required to a health practitioner for guidance and additional strategies beyond the scope of tutoring.

Parents/guardians are encouraged to communicate with our centre staff about any concerns or issues related to their student's behaviour or well-being. Whether these concerns are experienced at our centre or at home, we encourage you to discuss them with us.

Anti-Discrimination and Inclusivity

SKYLAS Academic Programs and Tuition is committed to providing equal treatment and opportunities for all students, regardless of their race, ethnicity, religion, gender, disability, or any other characteristic protected by law.

We aim to create an inclusive, catholic faith filled environment that celebrates diversity and respects the unique backgrounds and abilities of every student and their family. Discrimination of any kind, including harassment or bullying, will not be tolerated at our tutor centre.



***We do have a **catholic religion program** offered through our tuition service, the lesson is optional but is conducted daily, throughout our school readiness program. If you wish for your student not to participate in the program, alternate learning opportunities will be provided upon request. Please ensure you speak with your student's program facilitator if you have any concerns.

Any concerns related to discrimination will be thoroughly investigated, and appropriate action will be taken promptly. Parents/guardians are encouraged to report any incidents of discrimination, harassment, or unfair treatment to the centre director immediately.

Emergency Procedures

Clear instructions of our emergency evacuation procedures are displayed throughout the centre. Once a term, students will participate in an emergency evacuation procedure drill. Notice will be provided to parents when this takes place to avoid any concerns.

Parents/guardians are required to provide up-to-date emergency contact information for their student. It is the responsibility of parents/guardians to inform us of any changes. In the event of an emergency, we will attempt to contact parents/guardians immediately after our emergency evacuation plan has been actioned.

In a medical emergency, and with parent/guardian prior written consent through enrolment in place, staff members will use their judgment and contact emergency services immediately if required. Furthermore, staff will take appropriate action to ensure the safety and well-being of the student/s.

Staff will always endeavor to contact parents/ guardians first, however in some circumstances, with staff using their best judgment, emergency services will be the first point of call. Thereafter, as soon as practically possible, staff will then contact parents/guardians. Medical emergencies consent will be required as a part of the enrolment process.

Food Safety and Allergy Policy

At SKYLAS Academic Programs and Tuition, the health and safety of all students attending our programs are of utmost importance. Our Food and Allergy Policy outlines the guidelines and procedures we follow to ensure a safe and inclusive environment for all students with food allergies and dietary requirements. Although we are a private service, we believe adherence to food safety and allergies guidelines is an essential part of our service.

Allergy Awareness

We acknowledge the seriousness of food allergies and the potential risks they pose to students' health. Our staff members are notified of any allergies as disclosed on your student enrolment form.

Any student with known severe allergies will be required to provide an action plan and/or Epi-pen as prescribed, with instructions prepared and signed by the student's doctor/health practitioner.

In an emergency: If a student exhibits symptoms of an allergic reaction, our staff members are trained to respond quickly, and emergency services will be contacted if there is no predetermined action plan in place for the student.

FOOD ALLERGY AWARENESS

Foods that most often cause an allergic reaction: cow's milk (dairy), eggs, peanuts, tree nuts, sesame, soy, wheat, fish, molluscs and crustacea. Other less common foods can also cause allergic reactions, including anaphylaxis.

Cow's Milk (Dairy)	Eggs	Peanuts	Tree Nuts	Molluscs
Sesame	Soy	Wheat	Fish	Crustacea

Anaphylaxis

Anaphylaxis is a sudden, severe allergic reaction that can be life threatening. Anaphylaxis must always be treated as a medical emergency.

Signs of a mild to moderate allergic reaction:

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting (these are signs of anaphylaxis for insect allergy)

Watch for ANY ONE of the following signs of anaphylaxis (severe allergic reaction):

- Difficult or noisy breathing
- Swelling of tongue
- Swelling or tightness in throat
- Difficulty talking or hoarse voice
- Persistent dizziness or collapse
- Pale and floppy (young children)

If you see someone showing signs of a severe allergic reaction, act fast.
Lay the person flat and do not allow them to stand or walk.
Follow their ASCIA Action Plan or the ASCIA First Aid Plan for Anaphylaxis.
Administer the adrenaline (epinephrine) injector if available.
Call an ambulance on triple zero (000).

Allergy & Anaphylaxis Australia
Your trusted source for allergy support

1300 728 000 | allergyfacts.org.au

Nut-Free Environment: To minimise the risk of allergic reactions, we maintain a nut-free environment at our tuition centre. This means that no nuts or nut-containing products are allowed on the premises, including snacks and packed lunches brought from home.



https://allergyfacts.org.au/images/pdf/Food_allergy_awareness_poster_web_June_2022.pdf

Dietary Requirements

We recognise the diverse dietary requirements of students in our care. Parents/guardians are encouraged to inform us about any specific dietary needs their student may have, such as vegetarian, vegan, gluten-free, or lactose-free diets. On special occasions and in emergency situations we may arrange food or snacks at our premises. We will do our best to accommodate these requirements.

Meal and Snack Policy

Packed Lunches: Parents/guardians are responsible for providing packed lunches and snacks for their students, ensuring they are free from any allergens that could cause harm to the student or other students at the centre. Notice of current centre allergies will be communicated upon your student's enrolment and updated communication will be provided if any changes occur.

In line with your program/tutoring booking, please refer to our daily routine and what to bring list!

Sharing Food: We strictly prohibit food-sharing among students to avoid accidental exposure to allergens. If a parent/guardian of students from the same family is sharing food, this will only be under strict instructions from the parent/guardian.

Treats and Celebrations: When celebrating special occasions or birthdays, parents/guardians are encouraged to provide allergen-free treats or non-food alternatives for distribution, ensuring the inclusion of all students.

Storage and Serving of all food on premises will be in accordance with NSW Food Authority Guidelines. (Reference posters included in this policy)

Communication with Parents/Guardians

Open communication with parents/guardians is vital to ensure the safety and well-being of students with allergies. We request parents/guardians to:

- Inform us about any food allergies or dietary requirements their student has during the enrolment process.
- Provide relevant medical information and emergency contact details.
- Update us promptly if there are any changes to their students' allergies or dietary needs.



Food brought from home



Safe food handling at home is important. Young children and babies do not have fully developed immune systems, so they are more likely to become sick from eating unsafe food than healthy adults with a mature immune system.

Food handling includes activities such as preparing, storing and transporting food for children.

If food is prepared at home and taken to the children's service, it is a good idea for parents to work together with staff to provide safe food for their children.

Preparing

- Wash and dry your hands properly before preparing food
- Encourage everyone at home to always wash and dry their hands before eating or cooking, after using the toilet, after touching animals, after sneezing and coughing, and after handling rubbish
- Don't prepare food if you are have an infectious illness
- Wash fruit and vegetables thoroughly in clean, drinking-quality water just before preparing
- Use a clean chopping board and knife each time, or thoroughly clean them between different food types (eg between raw and ready-to-eat food)
- Keep raw foods (eg raw meat, chicken, eggs) separate from cooked foods (eg frittata, cooked chicken) or ready-to-eat foods (eg sandwiches, cut fruit) to avoid spreading harmful bacteria through cross contamination

- Check 'use-by' dates so you don't use food that is out of date

Serving

- Make sure your fridge is set at 5°C or lower and that your freezer is working properly
- If you make lunch the night before, store it in the fridge overnight



Transporting

- Pack food in an insulated lunch box or a cooler bag
- Place a frozen drink bottle or ice block inside to help food stay cool
- Or pack food that doesn't need to be kept cold, eg sandwiches with shelf stable sandwich spreads (eg 100% fruit spread or Vegemite™), UHT dairy products and whole fruits (not cut up)

Supplying breastmilk or infant formula safely

Breastmilk or infant formula should be supplied in clean and sterilised bottles that are clearly labelled with the child's name and date of preparation.

Formula bottles that will be made up at the children's service should have the correct amount of boiled water or formula powder measured out (follow manufacturer's instructions carefully).

Breastmilk bottles or prepared formula bottles should be stored in the main part of the fridge (not in the door) until ready to be transported. They should be transported in a cooler bag or esky with an ice brick.





Fresh cut fruit and vegetables



Whole fruit and vegetables are safe and nutritious. However, when these foods are cut there is a risk of harmful bacteria contaminating and growing on the produce unless it is handled correctly.

Fresh fruit and vegetables that will be consumed raw, without any heat treatment (eg cooking) to destroy bacteria, need to be handled safely to minimise cross contamination and prevent harmful bacteria from growing.

The tips below are relevant for many types of fresh cut fruit and vegetables that the children's service may prepare, such as fruit platters, fruit salad, fruit kebabs, carrot and celery sticks, vegetable platters and salads.

Preparing

- Keep separated from other raw foods (eg meat, chicken, fish, eggs) to avoid cross contamination
- Use a clean and sanitised chopping board and knife when cutting (a colour coded chopping board may also be appropriate)
- Wash fruit, vegetables and salad ingredients thoroughly in clean, drinking-quality water just before preparing and serving
- Peel, trim or remove the skin or outer leaves (as appropriate)
- Remove any bruised or damaged parts

Serving

- Use cut fruit and vegetables on the day they are prepared
- Handling of cut fruit and vegetables should follow the '4-hour/2-hour' rule for potentially hazardous foods
- Serve immediately after preparing or within two hours (if possible)
- If not serving within two hours, cover and store in the fridge until serving (on the same day of preparation)

4-hour/2-hour rule

The time for which food can be safely held between 5°C and 60°C is commonly referred to as the '4-hour/2-hour rule' and is applied as follows:

0 to 2 hours

Use immediately, or keep at or below 5°C, or at or above 60°C

2 to 4 hours

Use immediately

More than 4 hours

Throw away

If you intend to use the 4-hour/2-hour rule you will need to demonstrate that the food is safe. See the guideline on the 4-hour/2-hour rule on the Authority's website.





Food
Authority

Hand Washing

facebook.com/nswfoodauthority twitter.com/nswfoodauthority

www.foodauthority.nsw.gov.au



Keep your hands squeaky clean

'Keep it clean' is one of the golden rules of food safety as hands can easily spread harmful bacteria to food, work surfaces and equipment.

Did you know that there are over 4 million cases of food poisoning in Australia every year and that poor personal hygiene has been identified as one of the most common causes?

Proper hand washing at the right times helps to prevent bacteria spreading to food and is one of the most important and easiest ways to prevent illness.

You should always wash and dry your hands

before:

- preparing and cooking food
- handling food, especially ready-to-eat foods (eg sandwiches, cut fruit)
- serving food

after:

- using the toilet or helping a child use the toilet
- handling raw meat, raw poultry or raw eggs
- sneezing, coughing, blowing your nose or wiping a child's nose
- changing nappies, handling potties or touching changing mats

- cleaning up accidents in the kitchen
- handling rubbish and cleaning chemicals
- outside activities and touching animals
- touching a cut or changing a dressing

If you are sick, wash your hands after every episode of vomiting or diarrhoea, and do not touch food intended for other people until you are free of symptoms for at least 48 hours.

Practice good hygiene with correct handwashing

Good hand washing removes dirt, leftover food, grease and harmful bacteria and viruses from your hands. Follow these simple tips to ensure you are washing your hands correctly.



1. Wash your hands thoroughly with soap and warm running water.



2. Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers and under your nails.



3. Scrub your hands for at least 20 seconds. Need a timer? Get your kids to hum the "Happy Birthday" song from beginning to end twice.



4. Rinse your hands well under clean, warm, running water.



5. Dry with a clean towel (preferably paper) or air dry them before preparing or eating food.

About the NSW Food Authority: The NSW Food Authority is the government organisation that helps ensure NSW food is safe and correctly labelled so that consumers are able to make informed choices about the food they eat. As Australia's first through-chain food regulatory agency, the Authority is responsible for food safety across the entire food industry in NSW – from primary production to point-of-sale. It works with consumers, industry and other government organisations to minimise food poisoning by providing information about and regulating the safe production, storage, transport, promotion and preparation of food.

Hand washing NSW/FA/FI130/1403

Food Authority



Temperature danger zone

Temperature control is very important to prevent harmful bacteria growing in food.

The 'temperature danger zone' is between 5°C and 60°C, when it is easiest for bacteria to grow.

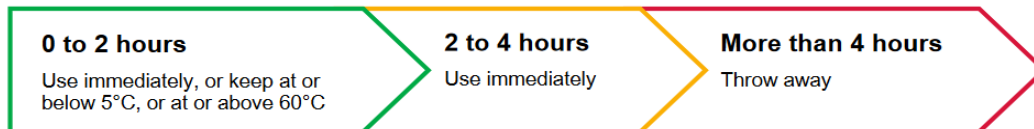
To keep food safe, you must minimise the time food spends in the temperature danger zone.

- Refrigerated food needs to be kept at 5°C or below.
- Hot food needs to be kept at 60°C or above.

The 2-hour/4-hour rule

Studies have shown food can be safely held out of temperature control for short periods without significantly increasing the risk of food poisoning.

The time food can be safely held between 5°C and 60°C is commonly referred to as the '2-hour/4-hour rule' and is applied as follows:



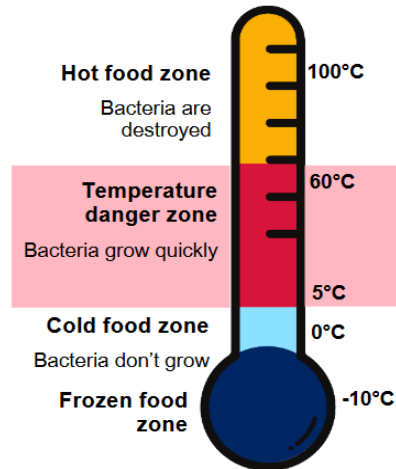
The time between 5°C and 60°C is cumulative, so you need to add up every time the food has been out of the fridge, including during transport, preparation and storage. If the total time is:

- less than 2 hours, the food can be used or put back in the refrigerator for later use,
- between 2 and 4 hours, the food can still be used, but can't be put back in the refrigerator, and
- 4 hours or longer, the food must be thrown out.

More information

- Visit foodauthority.nsw.gov.au
- Email food.contact@dpi.nsw.gov.au
- Phone 1300 552 406

FA442/2305



Health and hygiene requirements of food handlers

A food handler is anyone who works in a food business and handles food, or surfaces that are likely to come into contact with food (e.g. cutlery, plates).

A food handler may be involved in food preparation, production, cooking, display, packing, storage or service.

Responsibilities of food handlers

Under the Food Standards Code, a food handler must take all reasonable measures not to handle food or food surfaces in a way that is likely to compromise the safety and suitability of food.

Food handlers also have specific responsibilities relating to health and hygiene.

Health requirements

Any food handler with symptoms or a diagnosis of an illness (such as vomiting, diarrhoea or fever) must:

- report that they are ill to their employer or supervisor
- not handle food if there is a reasonable likelihood of food contamination as a result of the illness
- if continuing to engage in other work on the food premises, take all practicable measures to prevent food from being contaminated
- notify a supervisor if they know or suspect they may have contaminated food.

Effective hand washing

Hand washing is one of the most important actions you can take to prevent foodborne illness.

Food handlers must:

- wash their hands using hot, soapy water and dry them thoroughly with single-use paper towels
- wash their hands whenever they are likely to be a source of contamination (after using the toilet, smoking, coughing, sneezing, using a handkerchief, eating, drinking or touching the hair, scalp or body)
- wash their hands before handling ready-to-eat food and after handling raw food.

Hygiene requirements

Food handlers must:

- not eat, sneeze, blow, cough, spit or smoke around food or food surfaces
- take all practicable measures to prevent unnecessary contact with ready-to-eat food



Health and hygiene requirements of food handlers

- tie back long hair, and take all practical measures to prevent hair contaminating food
- ensure clothing is clean
- cover bandages and dressings on exposed parts of the body with a waterproof covering
- remove loose jewellery and avoid wearing jewellery on hands and wrists.

Use of gloves

The Food Standards Code does not require food handlers to use gloves. Even when wearing gloves, in many situations it may be preferable to use utensils such as tongs or spoons.

Gloves must be removed, discarded and replaced with a new pair in the below circumstances:

- before handling food
- before handling ready-to-eat food and after handling raw food
- after using the toilet, smoking, coughing, sneezing, using a handkerchief, eating, drinking or touching the hair, scalp or body.

Employer responsibilities

A food business must:

- ensure food handlers do not handle food if there is a possibility of contamination
- maintain easily accessible handwashing facilities and supplies of hot running water, soap and single-use paper towels
- ensure all food handlers have appropriate skills and knowledge in food safety and food hygiene. This can be done by either completing a [food handler training course](#), or being able to clearly demonstrate their skills and knowledge.

Food Safety Supervisor

Under the Food Standards Code (Standard 3.2.2) all food handlers must have general skills and knowledge in food safety and hygiene. The Code also requires that certain businesses in the hospitality and retail food service sector appoint at least one trained Food Safety Supervisor (FSS) who is reasonably available to advise and supervise food handlers.

FSS training is tied to nationally recognised units of competency in the Vocational Education and Training (VET) System.

For more information how to become a Food Safety Supervisor, including training requirements, visit foodauthority.nsw.gov.au/fss

More information

- Visit foodauthority.nsw.gov.au
- Email food.contact@dpi.nsw.gov.au
- Phone 1300 552 406



WHS and Safe Work Policy

At SKYLAS Academic Programs and Tuition, the safety and well-being of our students, staff, and visitors are of utmost importance. We are committed to maintaining a safe and healthy learning environment and complying with all relevant Workplace Health and Safety (WHS) regulations, guidelines, and Safe Work Australia legislation. This WHS and Safe Work Policy outlines our commitment to providing a safe environment and it also outlines the responsibilities of all individuals accessing our tutor centre.

WHS Principles and Practices

Risk Management: We prioritise risk management to identify, assess, and control potential hazards in our office space and learning areas. Regular risk assessments are conducted monthly, and appropriate measures are implemented to mitigate risks. Our Risk Assessment tool is the recommended resource from Safe Work QLD, which is in line with Safe Work Australia:

The image shows two documents related to risk management. On the left is a 'Risk management plan - multiple hazards' form with fields for business name, location, and a table for identifying and controlling hazards. On the right is a guide titled 'How to manage work health and safety risks' with four steps: 1. Identify hazards, 2. Assess hazards, 3. Control hazards, and 4. Review controls. It includes a 'Level of risk' scale and a 'The hierarchy of risk control' diagram.

Incident Reporting and Investigation: Any workplace incidents or near-miss events are promptly reported, thoroughly investigated, and appropriate actions are taken to prevent recurrence. All incidents and near-miss events are recorded on our register for our records and continuous improvement actions.

Health and Hygiene: We promote good health and hygiene practices, including regular handwashing, disinfecting of surface areas throughout the day, ventilation through open windows, hand glove procedures for food service assistance and/or assistance to students with self-care. These measures are to assist in preventing the spread of illness and maintain a clean learning environment.

First Aid: A trained first aid officer is available on-site, and first aid supplies are easily identifiable and accessible to respond to any medical emergencies.



Emergency Procedures: We have established clear emergency procedures, including evacuation plans and assembly points, to ensure the safety of everyone in the event of an emergency. These procedures are conveniently displayed throughout our learning space and quarterly testing of the plans is conducted.

Manual Handling: Staff receive training in safe manual handling practices (fact sheets are displayed around the centre) to reduce the risk of injuries when lifting any office equipment and/or materials. Students are not to be carried or lifted as a general practice. Staff can get down to the student's eye level to engage in meaningful discussions as required.

Fire Safety: We conduct regular fire drills and maintain fire safety equipment to ensure a swift and safe response to fire emergencies.

Compliance with Safe Work Australia Regulations and Legislation

Safe Work Australia: We comply with the guidelines and recommendations provided by Safe Work Australia to create a safe work environment for all as collated in our policy here.

WHS and Safe Work Responsibilities



Management

The management is responsible for implementing WHS and Safe Work practices, providing necessary resources, and ensuring compliance with all regulations.



Staff

All staff members are accountable for their own safety and the safety of others. They must follow safe work procedures, report hazards, and actively participate in WHS training.



Parents/Guardians/Students

Service users are expected to follow safety rules, report any unsafe conditions, and cooperate with staff to maintain a safe learning environment.



Visitors


Visitors are required to comply with safety instructions and guidelines while on the premises.





WHS Checklist for SKYLAS Academic Programs and Tuition

The following WHS checklist outlines essential safety considerations for our learning space, and is required to be completed by staff daily:

 SKYLAS Academic Programs & Tuition - WHS and Safe Work Daily Checklist Created and Revised August 2023	M	T	W	T	F	S	S
Internal Inspection -							
Hazards from daily human activity have been managed (e.g., broken glass, rubbish, or dirt).							
Hazards from the natural environment have been managed (e.g., wind blowing debris inside, any insects or spider webs to be addressed)							
First Aid box is fully equipped and accessible x 2 displayed x 1 in emergency evacuation bag							
Emergency evacuation drills are up to date or scheduled (once per quarter)							
Manual handling procedures are displayed.							
Heavy objects are stored below 1mtr in height.							
Student's chairs are stacked only 2 chairs high.							
All balcony doors and gates are closed securely and locked where appropriate. Note – fire/emergency exits should not be locked during operational hours.							
All facilities, materials and equipment are in good repair and are appropriate for the age group of students in attendance for the day in their respective learning spaces.							
Potential hazards from electrical outlets and cords have been identified and managed.							
Bathrooms and handwashing facilities are accessible for everyone as per the allocation. Facilities are clean, well-stocked and in good working order.							
Chemical hazards have been managed through secured cupboards, poisons information and signage where appropriate.							
Fresh drinking water is accessible for everyone.							
Trip and slip hazards have been managed (e.g., loose equipment or loose tiles, damaged mats/rugs).							
Outdoor Inspection -							
Hazards from human activity on stairways, lift access, all balconies and walkways have been managed (e.g., broken glass, rubbish, possible cigarette rubbish).							
Hazards from the natural environment have been managed on stairways, lift access, all balconies, and walkways. (e.g., insects, animal waste, hazardous plants, pooling water).							
Movable equipment (if any) is in good working order and positioned safely according to the relevant regulations and/or national standards ensuring the height of balconies are not compromised.							
Trip and slip hazards on walkways have been managed (e.g., leaf litter, loose equipment or raised concrete).							
Garbage bins have been emptied by council pickup and bins are securely stored.							
<p><i>If any hazard has been identified, please do not tick as completed on this form, rather transfer the hazard to our risk assessment form as provided in our WHS and Safe Work Policy.</i></p> <p>Daily Signature of Employee Conducting Safety Check:</p>							

WHS Training and Review

All staff members receive comprehensive WHS and Safe Work training of our policies and procedures prior to commencing work at SKYLAS Academic Programs and Tuition. Our WHS and Safe Work Policy is regularly reviewed and updated to ensure its effectiveness and alignment with current regulations and best practices. We ask everyone to do their part and keep everyone safe from injury.



**Thank you for taking the time to read
and understand our policies and
procedures.**

**At SKYLAS Academic Programs and
Tuition we welcome feedback from our
service users and community so please
contact us anytime at
admin@skylas.com.au to share your
thoughts regarding our service.**

Phone: 1300 013 324